

WORKSHEET OUTPOST | Kindergarten ELA

Collaborative Discussion: Active Listening

k-087-1 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Share an idea in a complete sentence.

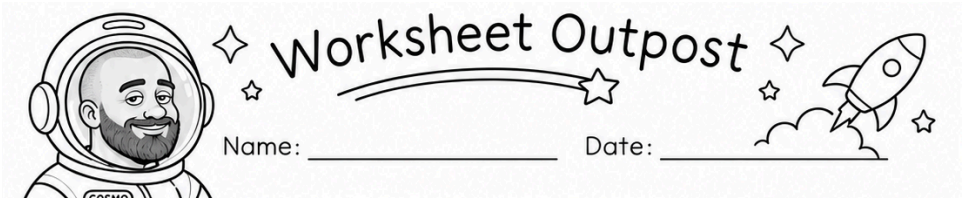
2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Collaborative Discussion: Active Listening

k-087-2 | Five questions

Success criteria
I can share an idea, listen to a partner, and ask a question about it.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

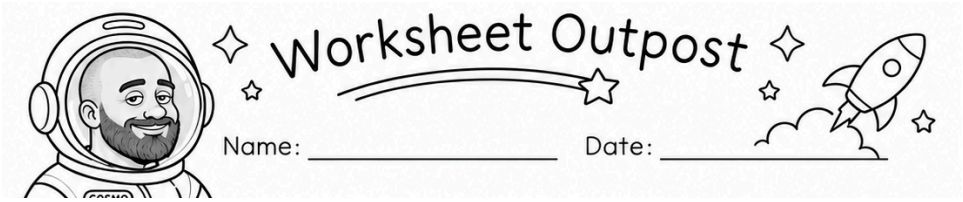
2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Share an idea in a complete sentence.

5. Ask a question about your partner's idea.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Determine Word Meaning: Meaning Clues

k-023-1 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. What does enormous mean?

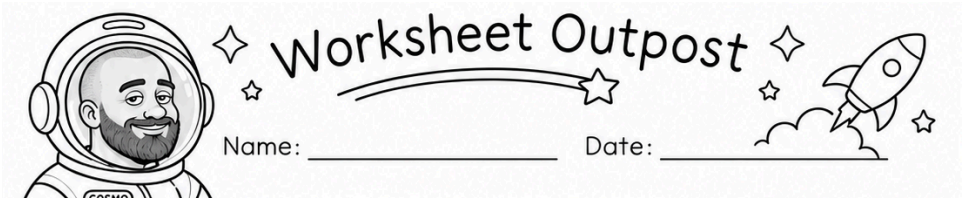
2. Which words help you know?

3. What does tiny mean?

4. Write a new sentence using enormous.

5. Add a clue for fragile: The fragile cup ___.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Determine Word Meaning: Meaning Clues

k-023-2 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. Write a new sentence using enormous.

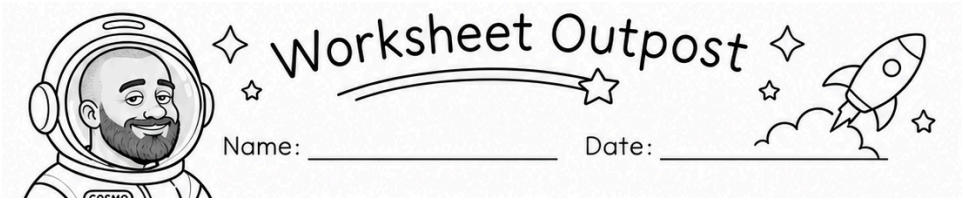
2. Add a clue for fragile: The fragile cup ___.

3. Explain your clue to a partner.

4. What does enormous mean?

5. Which words help you know?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Blending Onset and Rime

k-035-1 | Five questions

Success criteria
I can blend the parts of a word and say the whole word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /m/ and /ap/.

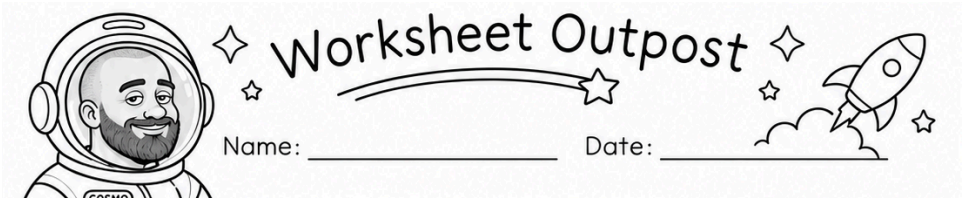
2. Blend /s/ and /un/.

3. Blend /f/ and /ish/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Blending Onset and Rime

k-035-2 | Five questions

Success criteria
I can blend the parts of a word and say the whole word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /f/ and /ish/.

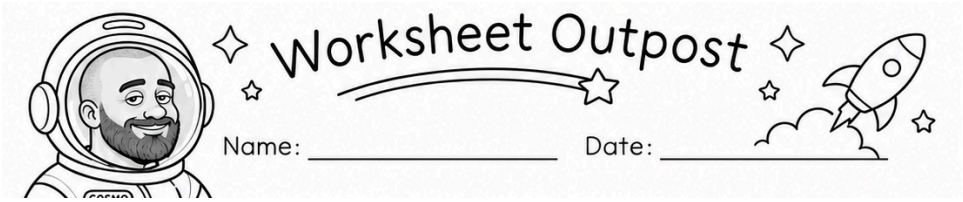
2. Blend /s/ and /un/.

3. Blend /m/ and /ap/.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Isolating, Blending, Segmenting, and Substituting Phonemes

k-155-1 | Five questions

Success criteria

I can change one sound and say the new word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say cup. What sound is in the middle?

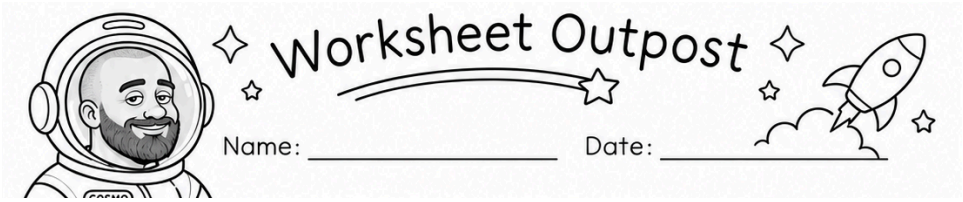
2. Blend /s/ /u/ /n/. Use the short u sound.

3. Say fish. Push one counter for each sound.

4. Say map. Change /m/ to /t/.

5. Say net. What sound is last?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Isolating, Blending, Segmenting, and Substituting Phonemes

k-155-2 | Five questions

Success criteria

I can change one sound and say the new word.



Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say log. What sound is first?

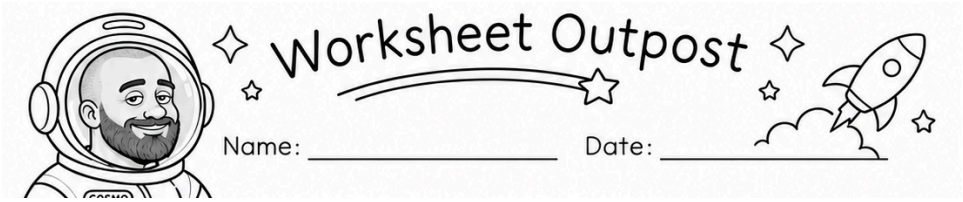
2. Blend /sh/ /i/ /p/. Use the short i sound.

3. Say stop. Count the sounds.

4. Say cat. Change /t/ to /p/.

5. Say pin. Change short /i/ to short /a/.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Long u

k-165-1 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: cube, cute, mule, tube, rule, flute.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

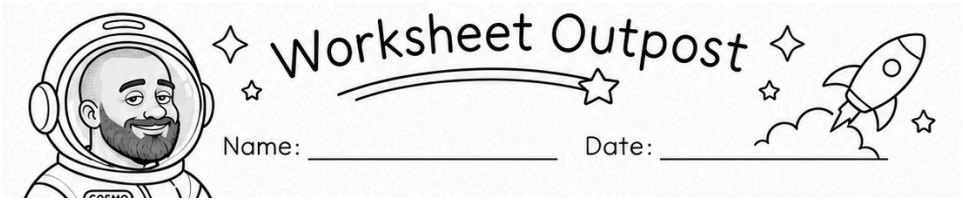
2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Long u

k-165-2 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: flute, rule, tube, mule, cute, cube.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

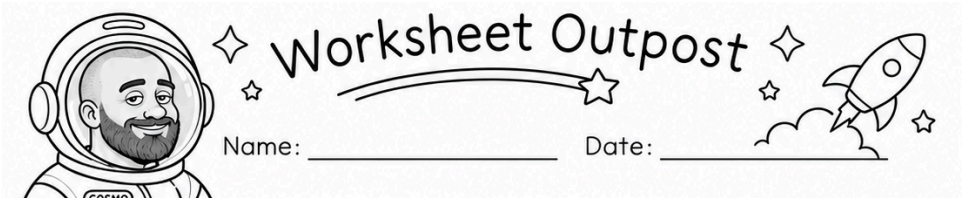
2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Vowels a and i

k-149-1 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: map, cake, pin, kite, net, these, log, home, cup, cube, fan, game, sit, five, hen, theme, pot, rope, sun, cute.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

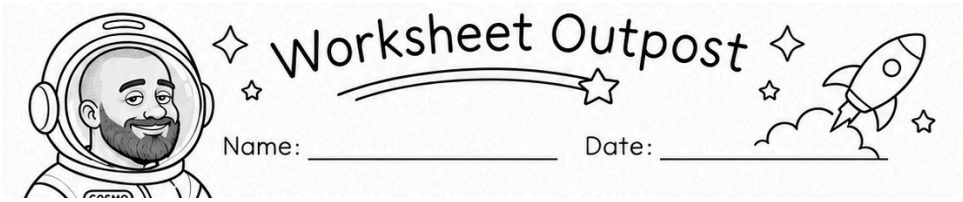
2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Vowels a and i

k-149-2 | Five questions

Success criteria

I can read each word and point to the letters that make the target sound.

Name: _____ Date: _____

Practice words: bag, name, lid, bike, peg, gene, fox, note, rug, mule, cap, late, fin, time, red, scene, mop, bone, tub, tube.

1. Read each word. Mark the letters that show the spelling pattern you are practicing.

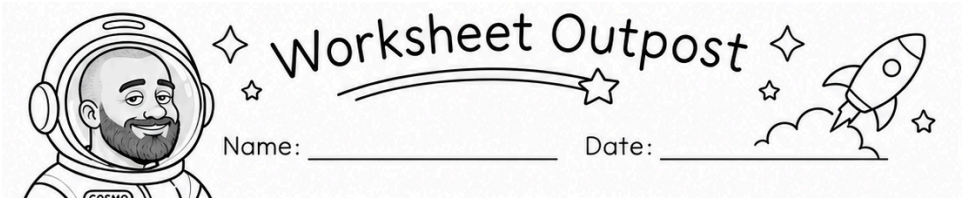
2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: R, r, N, n, M, m

k-166-1 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write R. Copy the letter, then try again on your own.

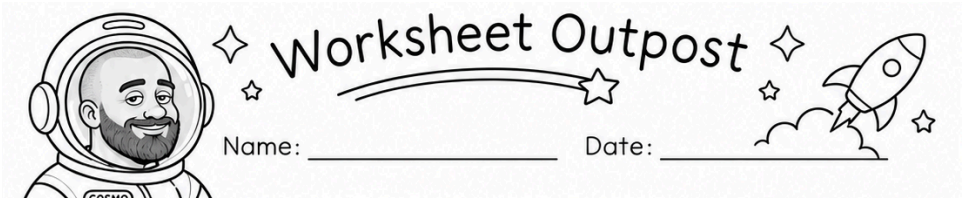
2. Watch an adult write N. Copy the letter, then try again on your own.

3. Watch an adult write M. Copy the letter, then try again on your own.

4. Watch an adult write R. Copy the letter, then try again on your own.

5. Watch an adult write N. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Manuscript: R, r, N, n, M, m

k-166-2 | Five questions

Success criteria
I can form the letters shown and write them on my own.

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write r. Copy the letter, then try again on your own.

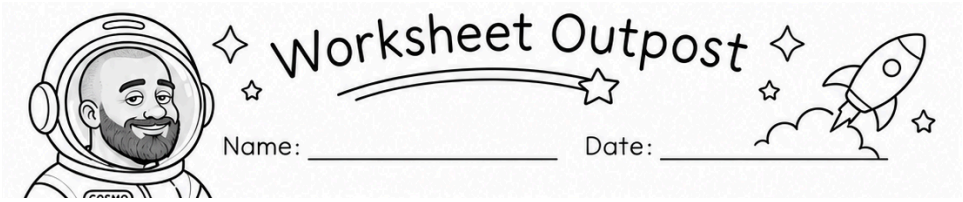
2. Watch an adult write n. Copy the letter, then try again on your own.

3. Watch an adult write m. Copy the letter, then try again on your own.

4. Watch an adult write r. Copy the letter, then try again on your own.

5. Watch an adult write n. Copy the letter, then try again on your own.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Review

k-123-1 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: the, was, you, said, have, one

1. Read each word. Circle the part you need to remember.

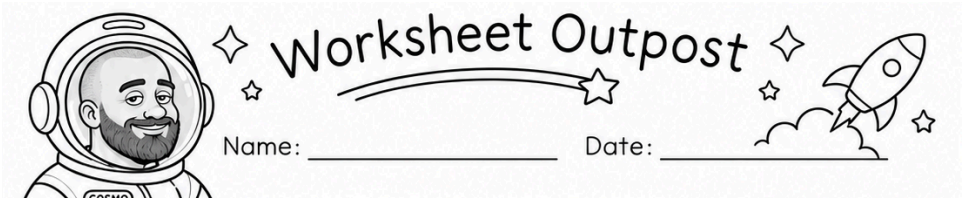
2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

4. Ask an adult to read the words in a different order. Write each word you hear.

5. Check your spelling. Fix any words you missed.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Review

k-123-2 | Five questions

Success criteria

I can read the words, cover them, and spell them from memory.

Name: _____ Date: _____

Words: the, was, you, said, have, one

1. Ask an adult to read the words in a different order. Write each word you hear.

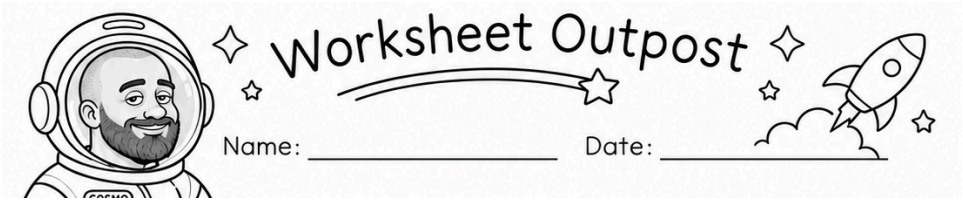
2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

4. Read each word. Circle the part you need to remember.

5. Choose two words. Use each word in a sentence aloud.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Accuracy and Self-Correction

k-063-1 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

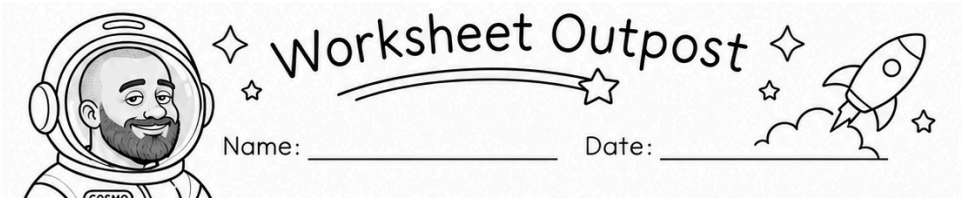
2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Accuracy and Self-Correction

k-063-2 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.



Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

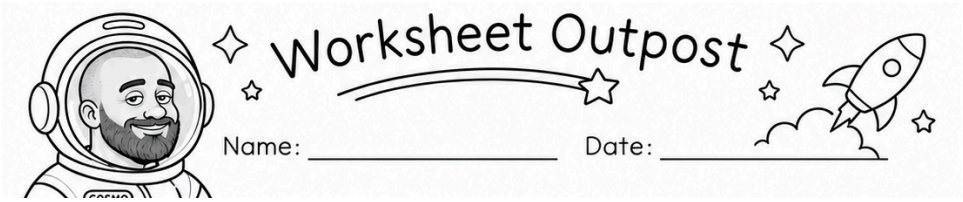
2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

5. Check the letters, practice the word, and reread the sentence.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Make and Check Predictions

k-093-1 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Cover the last two sentences. Predict what Nell will do.

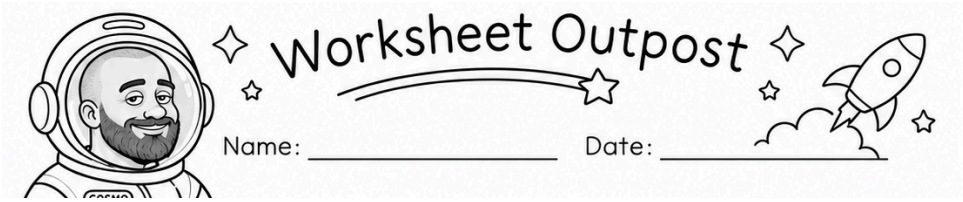
2. Read the rest. Was your prediction confirmed?

3. Predict what may happen with the heavier cart. Give a clue.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Make and Check Predictions

k-093-2 | Five questions

Success criteria
I can answer a question and point to the part of the text that helped me.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Stop after sentence two. Predict a solution.

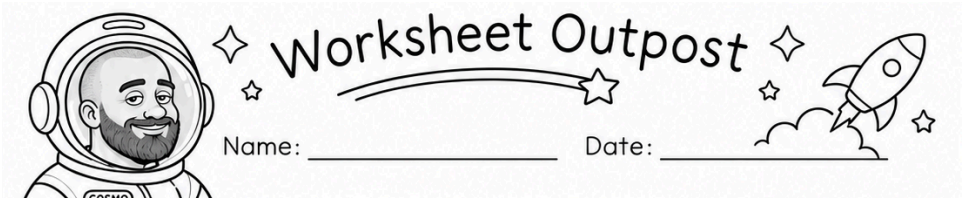
2. Read on. What really happens?

3. How did the ending compare with your prediction?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Author's Craft

k-118-1 | Five questions

Success criteria
I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. Is this mainly teaching facts or telling an imaginary story?

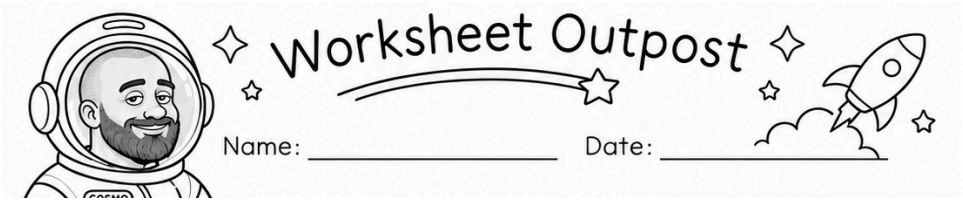
2. Name a detail that helps explain the fan.

3. Why does the writer compare wide and narrow fans?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Author's Craft

k-118-2 | Five questions

Success criteria
I can tell why the author wrote the text and point to a clue.

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Why might someone read this story?

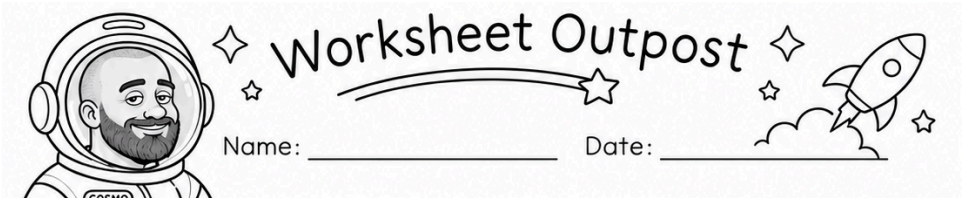
2. Which action shows gratitude without naming it?

3. How does that detail help the ending?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Poetry

k-039-1 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

1. Find two words that rhyme.

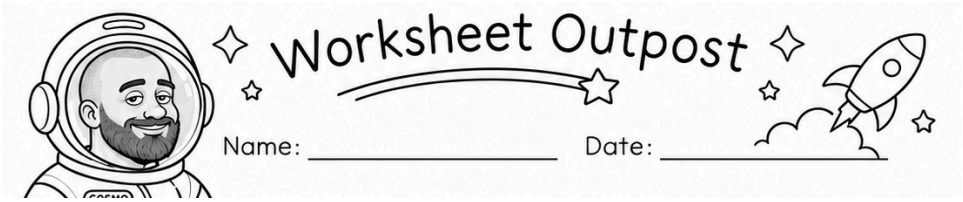
2. How many lines are there?

3. Which word describes a sound you hear more than once?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Poetry

k-039-2 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Find a rhyming pair.

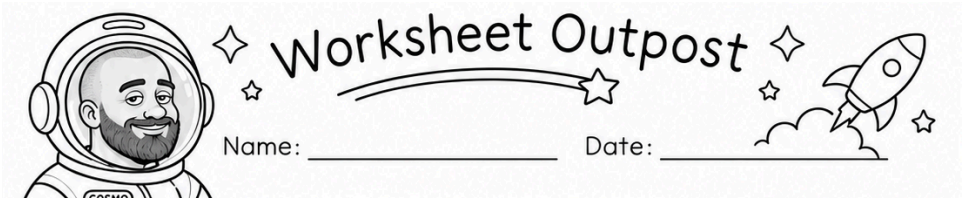
2. What does the boat do?

3. Read the poem with a steady beat.

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Book Orientation

k-017-1 | Five questions

Success criteria
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Point to the title and the names of the writer and illustrator.

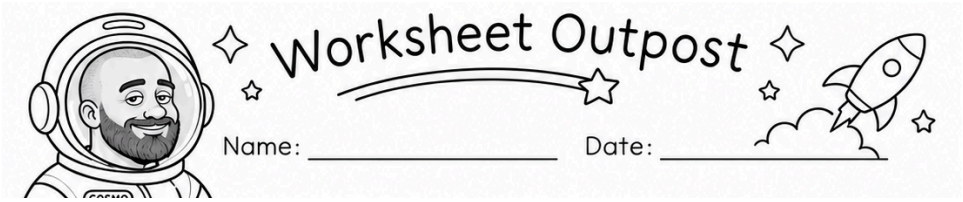
2. Point to the first word on page 1. Track each word from left to right.

3. Show where to go after finishing the line. Point to page 2 and read it.

4. Count the words in: The cart is red.

5. Find an uppercase letter and an end mark.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Book Orientation

k-017-2 | Five questions

Success criteria
I can point to the front cover and show where to start reading.

Name: _____ Date: _____

A MINI BOOK
Title: The Cart
Words: Jo Lane | Pictures: Ari Vale (fictional creators)
Page 1: The cart is red.
Page 2: It rolls down.

1. Count the words in: The cart is red.

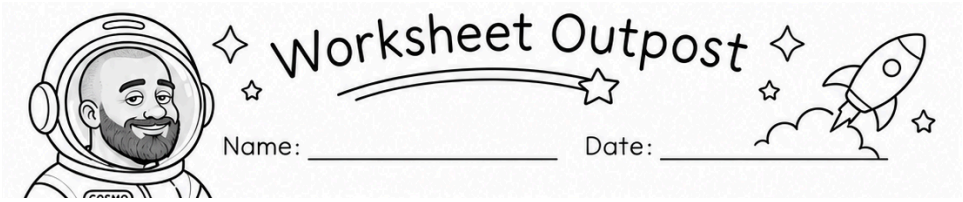
2. Find an uppercase letter and an end mark.

3. Tell how a word differs from a sentence.

4. Point to the title and the names of the writer and illustrator.

5. Point to the first word on page 1. Track each word from left to right.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Connect Reading and Writing

Success criteria
I can state my opinion and give a reason for it.

k-018-1 | Five questions

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

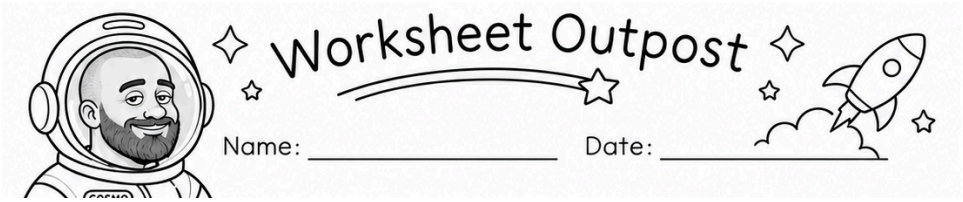
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write a fresh version: Advertise a paper bookmark you designed. Tell why a reader might like it.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?



WORKSHEET OUTPOST | Kindergarten ELA

Connect Reading and Writing

Success criteria
I can state my opinion and give a reason for it.

k-018-2 | Five questions

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Advertise a paper bookmark you designed. Tell why a reader might like it.

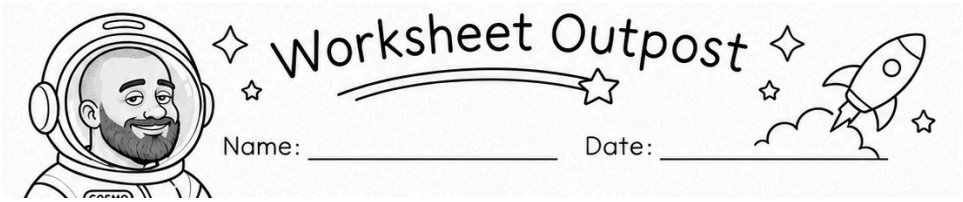
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Advertise a paper bookmark you designed. Tell why a reader might like it.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Poetry

k-162-1 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

1. Write a four-line poem about something you can see or hear.

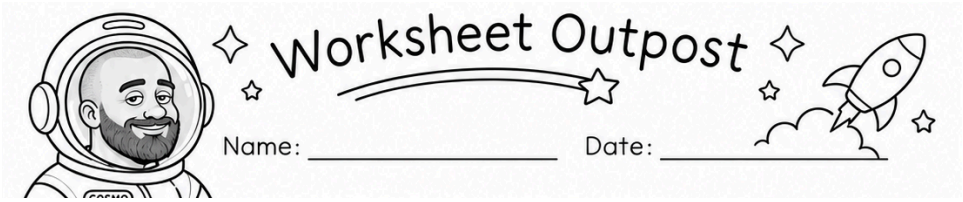
2. Plan: What is your main idea? Choose two or three details.

3. Draw your ideas, tell them to someone, or write a first draft.

4. Write another version. Write a four-line poem about something you can see or hear.

5. Add or improve one detail. Reread your work. Will the order make sense to a reader?

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Poetry

k-162-2 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

1. Write another version. Write a four-line poem about something you can see or hear.

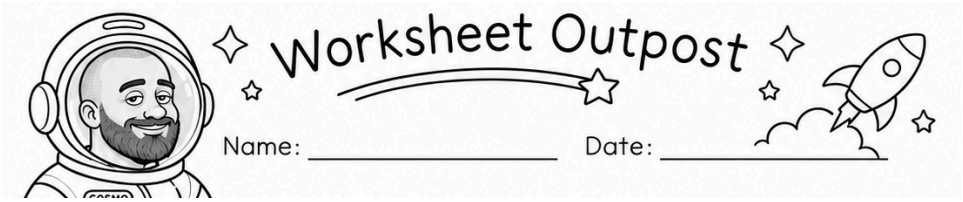
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

3. Check capital letters, spaces, spelling, and end punctuation. Share with a partner.

4. Write a four-line poem about something you can see or hear.

5. Plan: What is your main idea? Choose two or three details.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Punctuation

k-055-1 | Five questions

Success criteria
I can put words in order to make a complete sentence.

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Fix the word order: rolls cart The

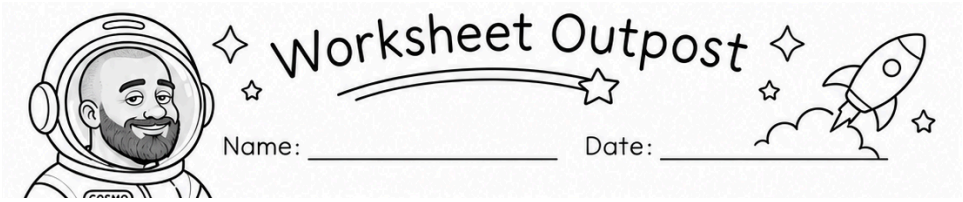
2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

5. Label statement, question, command, or exclamation: Please hold this.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Punctuation

Success criteria
I can put words in order to make a complete sentence.

k-055-2 | Five questions

Name: _____ Date: _____

Read each sentence. Complete the task, then check your work.

1. Finish: The paper bridge ___.

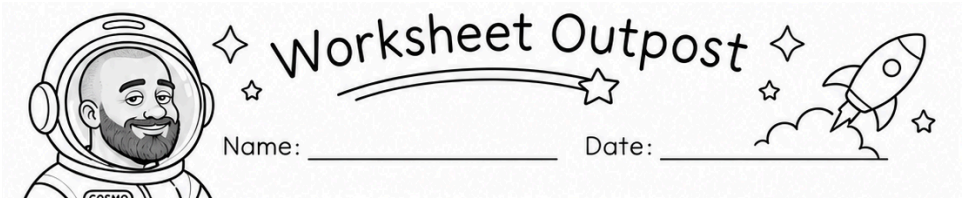
2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Give Instructions

k-164-1 | Five questions

Success criteria
I can give directions in order so a partner can follow them.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Give three steps for stacking books safely on a table.

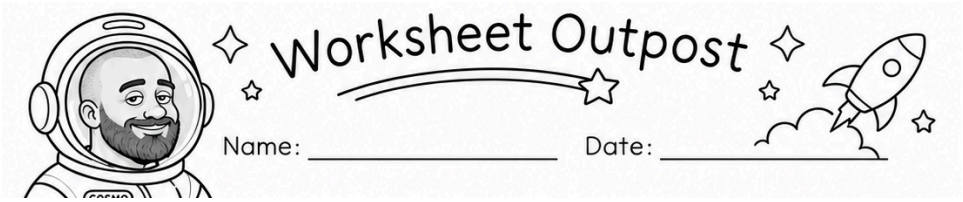
2. Listen to your partner and repeat the steps.

3. Follow the steps, then switch roles.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Kindergarten ELA

Give Instructions

k-164-2 | Five questions

Success criteria
I can give directions in order so a partner can follow them.

Name: _____ Date: _____

A partner wants to test a paper bridge. You want to make sure both partners can share ideas.

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Give three steps for stacking books safely on a table.

5. Listen to your partner and repeat the steps.

You can point, speak, draw, or write. Adults can note any help they give.