

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.

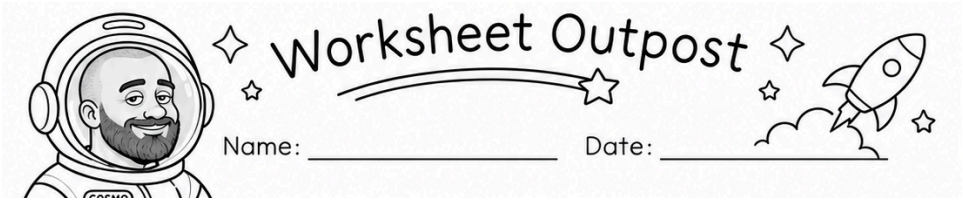
2. Ask a question about your partner's idea.

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.

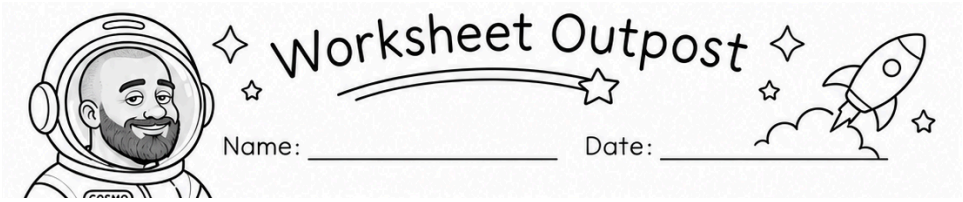
2. Write or draw one idea your partner shared.

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?

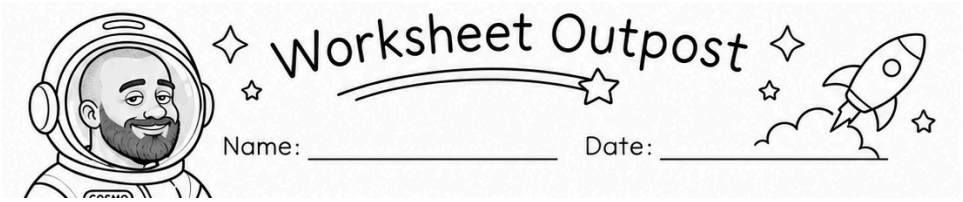
2. Which words help you know?

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.

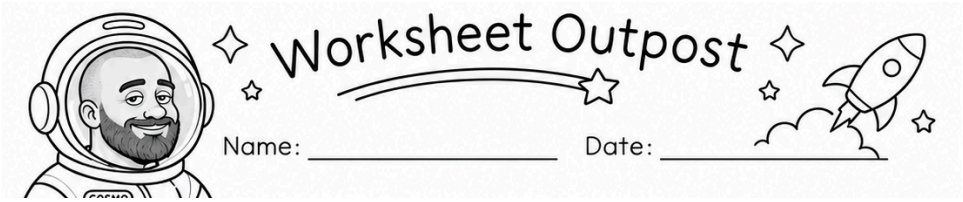
2. Add a clue for fragile: The fragile cup ___.

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/.

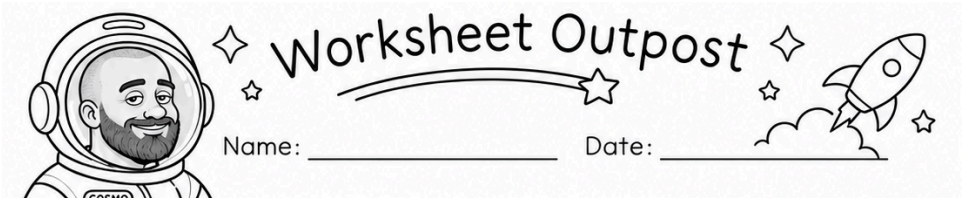
2. Blend /s/ and /un/.

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/.

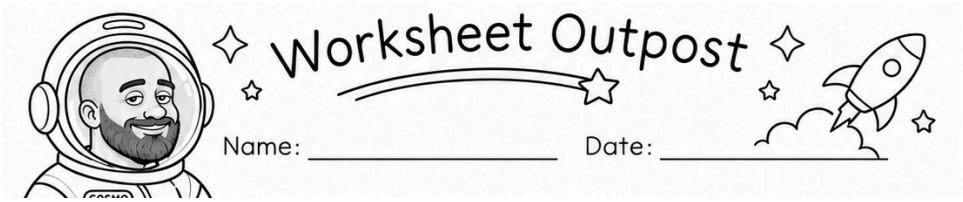
2. Blend /s/ and /un/.

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?

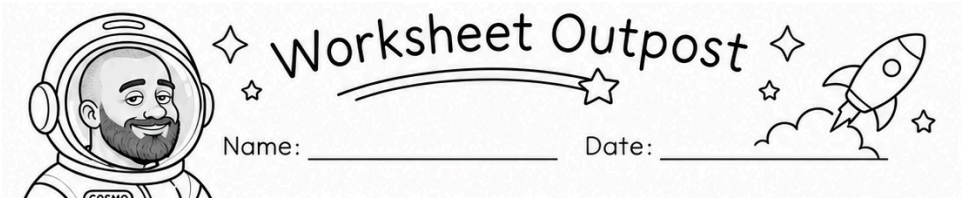
2. Blend /s/ /u/ /n/. Use the short u sound.

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?

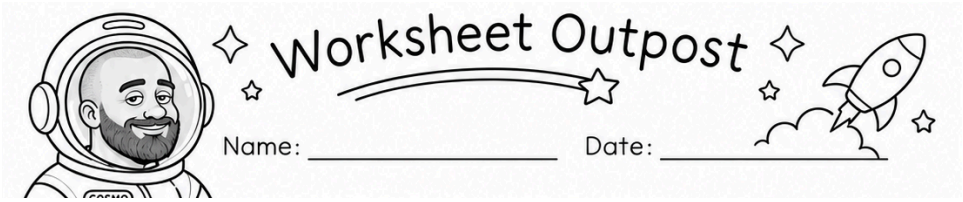
2. Blend /sh/ /i/ /p/. Use the short i sound.

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

Digraph th /TH/

k-171-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: this, that, them, then, than, these.

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

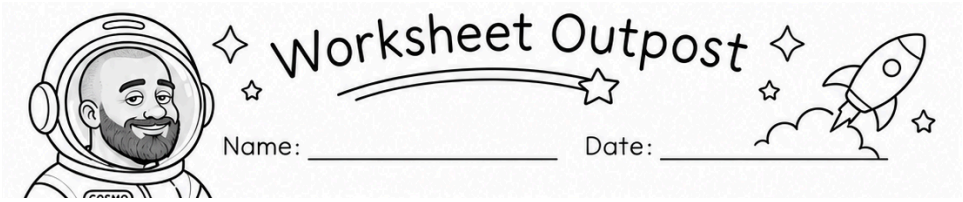
2. Choose two words. How are their spellings alike? How are they different?

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

Digraph th /TH/

k-171-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: these, than, then, them, that, this.

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

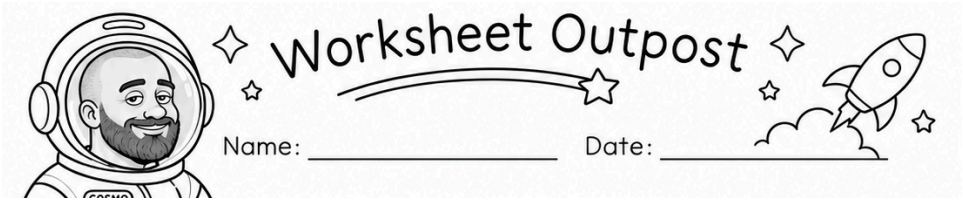
2. Choose two words. How are their spellings alike? How are they different?

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

Digraph th /th/

k-172-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: thin, thick, moth, bath, path, math.

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

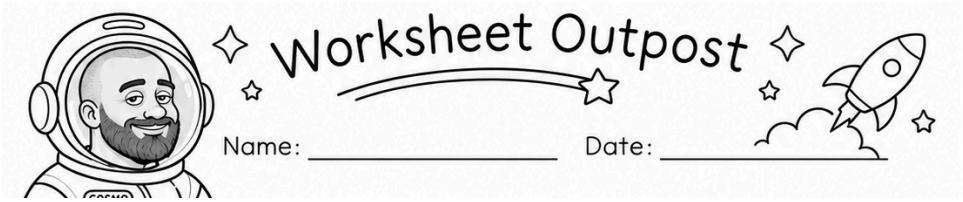
2. Choose two words. How are their spellings alike? How are they different?

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

Digraph th /th/

k-172-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: math, path, bath, moth, thick, thin.

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

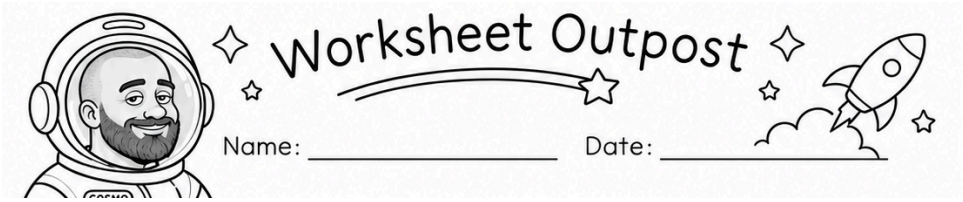
2. Choose two words. How are their spellings alike? How are they different?

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: C, c, O, o, A, a

k-173-1 | 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 C. Copy the letter, then try again on your own.

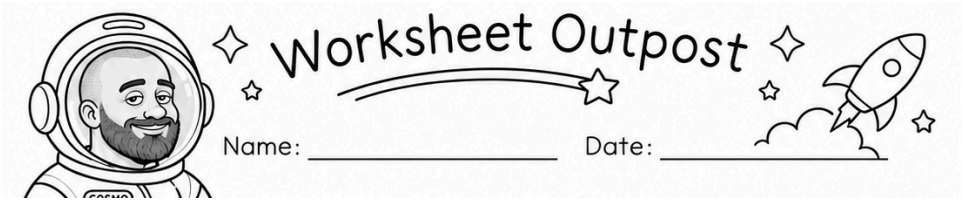
2. Watch an adult write O. Copy the letter, then try again on your own.

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

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

5. Watch an adult write O. 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: C, c, O, o, A, a

k-173-2 | 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 c. Copy the letter, then try again on your own.

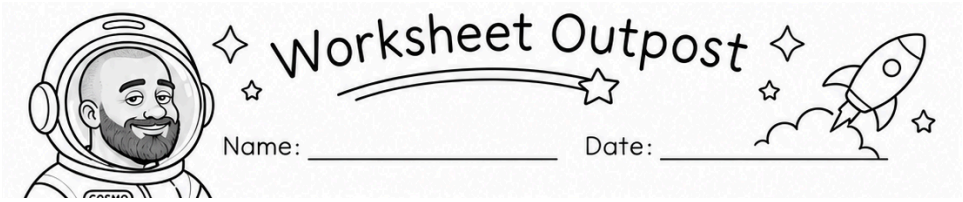
2. Watch an adult write o. Copy the letter, then try again on your own.

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

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

5. Watch an adult write o. 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

they

k-174-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Words: they

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

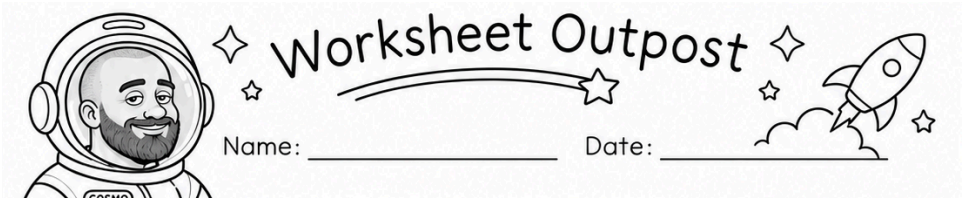
2. Choose two words. Use each word in a sentence aloud.

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

they

k-174-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Words: they

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

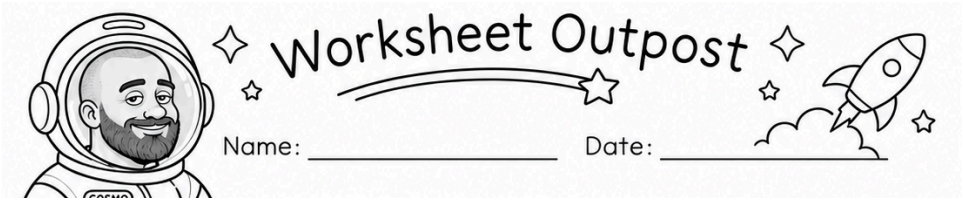
2. Check your spelling. Fix any words you missed.

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.

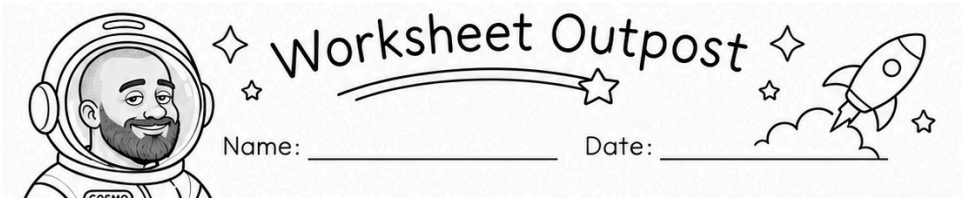
2. Check the letters, practice the word, and reread the sentence.

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.

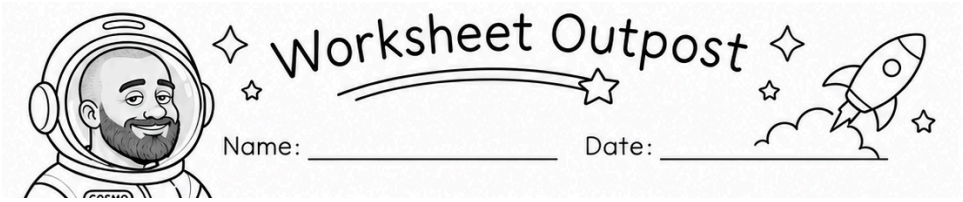
2. Tell what happens without looking.

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

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.

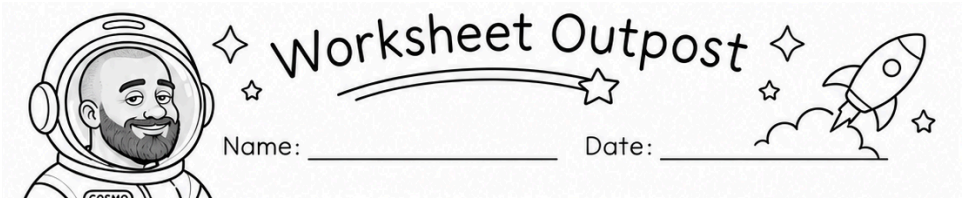
2. Point to the first word on page 1. Track each word from left to right.

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.

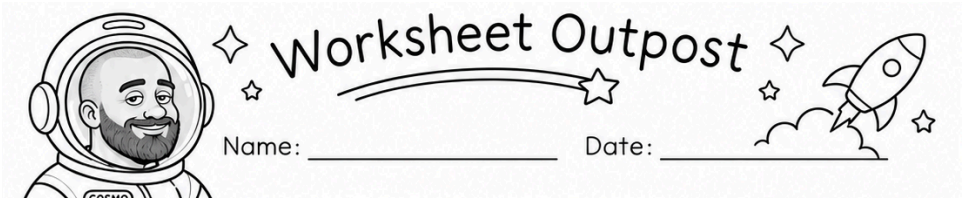
2. Find an uppercase letter and an end mark.

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.

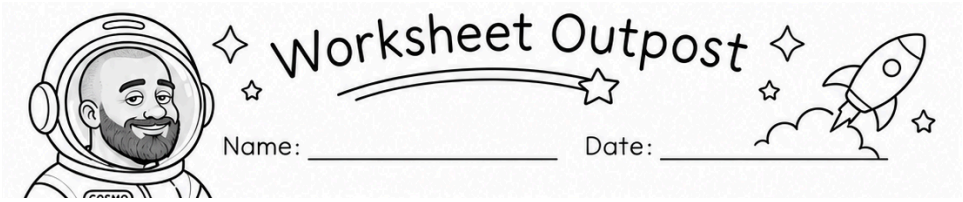
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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.

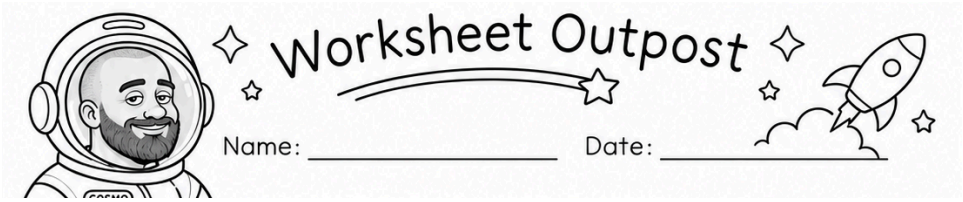
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

Biography

k-169-1 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

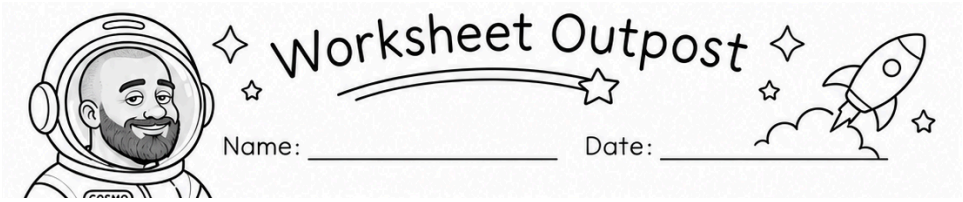
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

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

Biography

k-169-2 | Five questions

Success criteria
I can tell what happened in order and include an ending.

Name: _____ Date: _____

1. Write a fresh version: Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

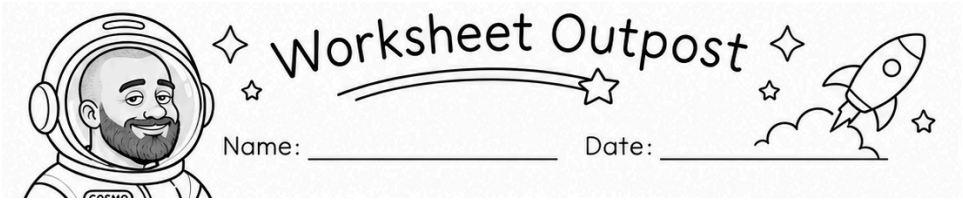
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Interview an adult about a skill they learned. Write a short account of their learning. Do not invent facts.

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

Common and Proper Nouns

Success criteria
I can find a name and start it with a capital letter.

k-034-1 | Five questions

Name: _____ Date: _____

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

1. Fix capitals: mei lives in reno.

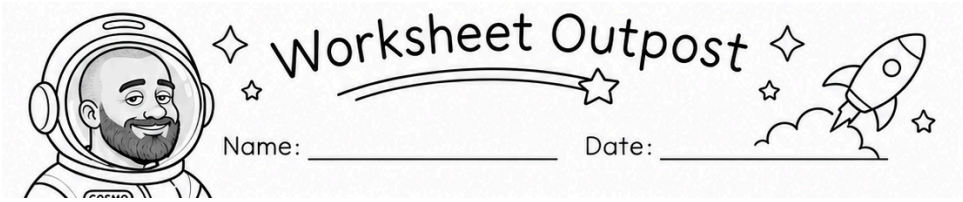
2. Fix capitals: we meet on monday in may.

3. Circle a proper noun: teacher / Dr. Lee

4. Fix capitals: rafi visits texas.

5. Write a holiday name with capitals.

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



WORKSHEET OUTPOST | Kindergarten ELA

Common and Proper Nouns

Success criteria
I can find a name and start it with a capital letter.

k-034-2 | Five questions

Name: _____ Date: _____

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

1. Fix capitals: rafi visits texas.

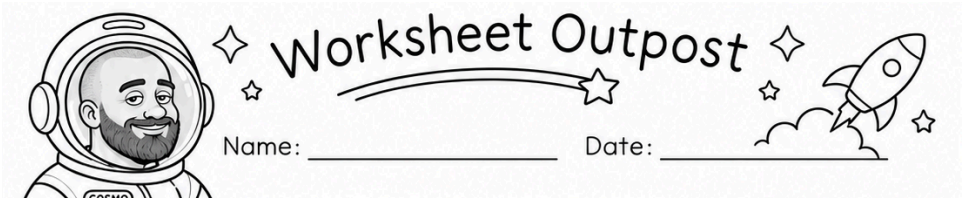
2. Write a holiday name with capitals.

3. Give a common noun and a matching proper noun.

4. Fix capitals: mei lives in reno.

5. Fix capitals: we meet on monday in may.

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.

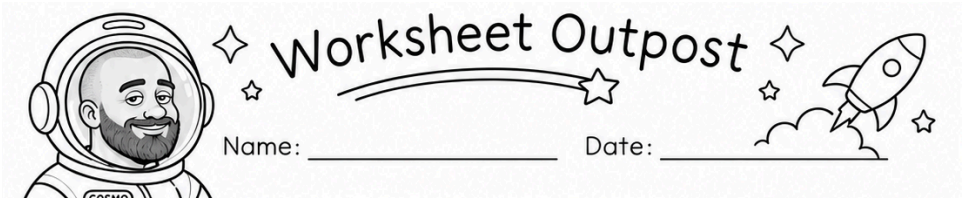
2. Listen to your partner and repeat the steps.

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.