


**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.

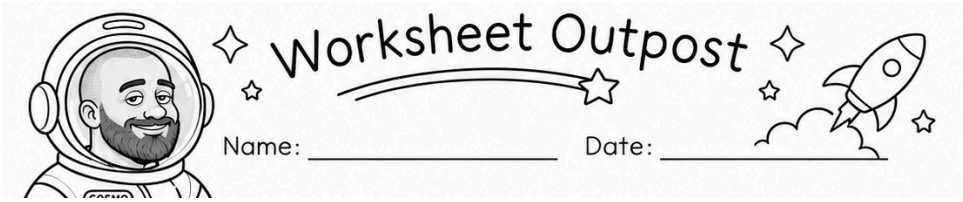
2. Ask a question about your partner's idea.

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.

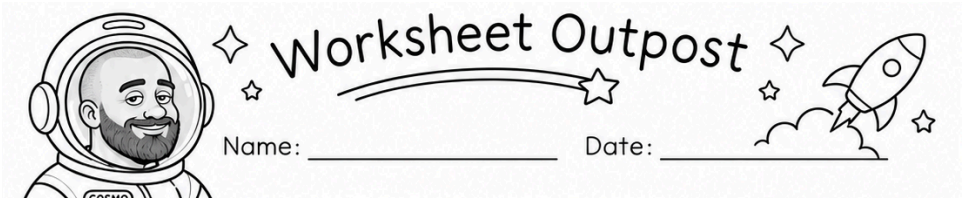
2. Write or draw one idea your partner shared.

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**

## Explore Word Relationships: Sorting and Grouping Words

k-088-1 | Five questions

Name: _____ Date: _____

**Success criteria**

I can sort words into groups and explain what the words in each group have in common.

Use the examples to explain what the words mean.

1. Sort: apple, pear, hammer, saw. Name both groups.

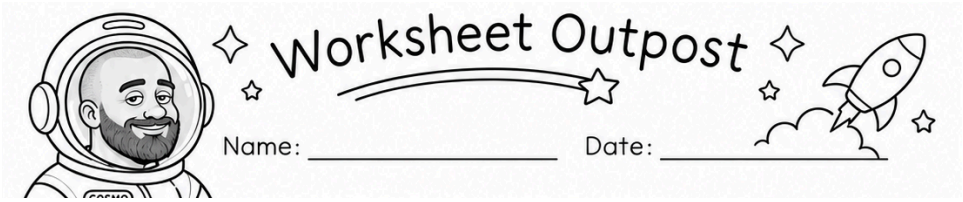
2. Add one word to each group.

3. Explain your sorting rule.

4. Sort: run, jump, red, blue.

5. Add one to each group.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

## Explore Word Relationships: Sorting and Grouping Words

k-088-2 | Five questions

Name: _____ Date: _____

**Success criteria**

I can sort words into groups and explain what the words in each group have in common.



Use the examples to explain what the words mean.

1. Sort: run, jump, red, blue.

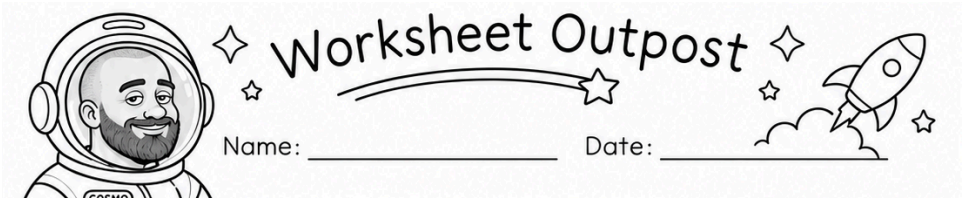
2. Add one to each group.

3. Can a word belong to more than one group? Explain.

4. Sort: apple, pear, hammer, saw. Name both groups.

5. Add one word to each group.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Blending Phonemes

k-192-1 | Five questions

**Success criteria**
I can put sounds together to say a 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 /s/ /u/ /n/. Use the short u sound.

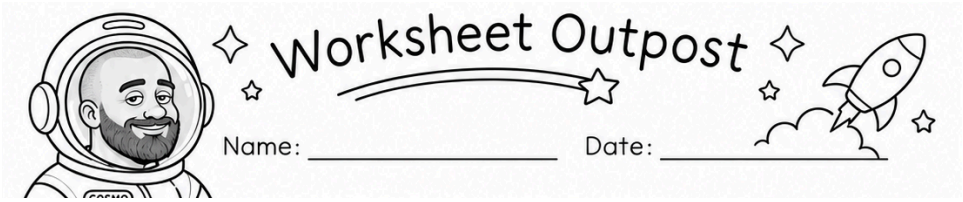
2. Blend /m/ /a/ /p/. Use the short a sound.

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

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 Phonemes

**Success criteria**
I can put sounds together to say a word.

k-192-2 | Five questions

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

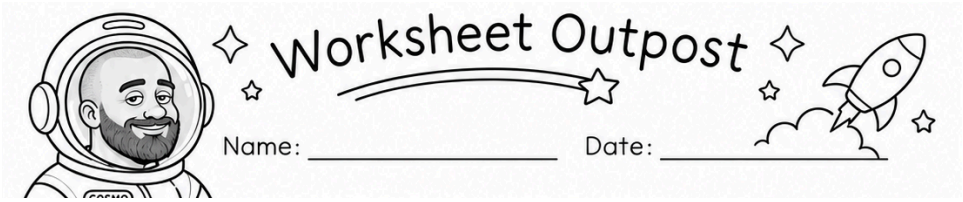
2. Blend /m/ /a/ /p/. Use the short a sound.

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

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**

# Segmenting Phonemes

**Success criteria**
I can say the separate sounds I hear in a word.

k-193-1 | Five questions

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 fish. Push one counter for each sound.

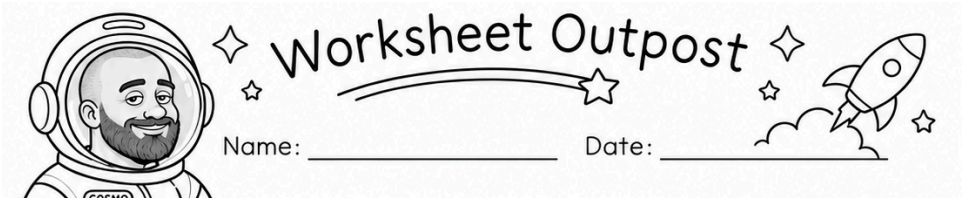
2. Say map. Tap each sound.

3. Say stop. Count the sounds.

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**

# Segmenting Phonemes

**Success criteria**
I can say the separate sounds I hear in a word.

k-193-2 | Five questions

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 stop. Count the sounds.

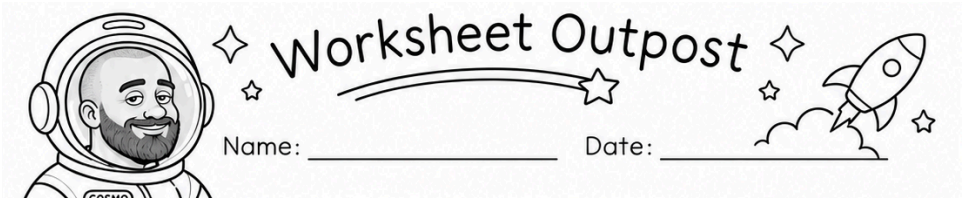
2. Say map. Tap each sound.

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

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**

# VCe Pattern Review

k-209-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: cake, bike, home, cube, these, note.

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

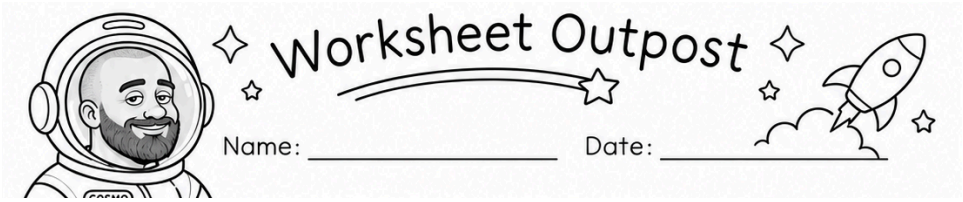
2. Choose two words. How are their spellings alike? How are they different?

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**

# VCe Pattern Review

k-209-2 | Five questions

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

Name: _____ Date: _____

Practice words: note, these, cube, home, bike, cake.

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

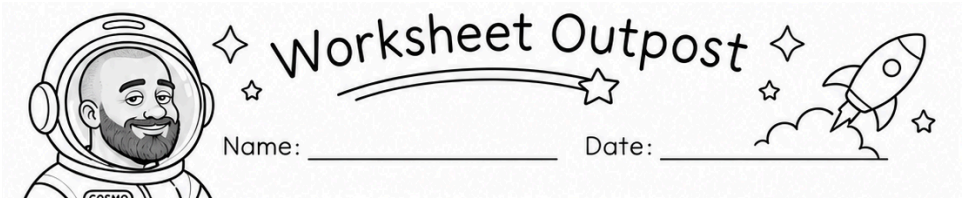
2. Choose two words. How are their spellings alike? How are they different?

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: v, w, x, z, k

k-210-1 | 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 v. Copy the letter, then try again on your own.

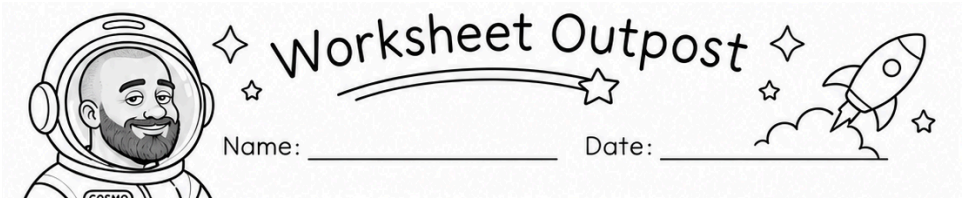
2. Watch an adult write x. Copy the letter, then try again on your own.

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

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

5. Watch an adult write x. 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: v, w, x, z, k

k-210-2 | 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 w. Copy the letter, then try again on your own.

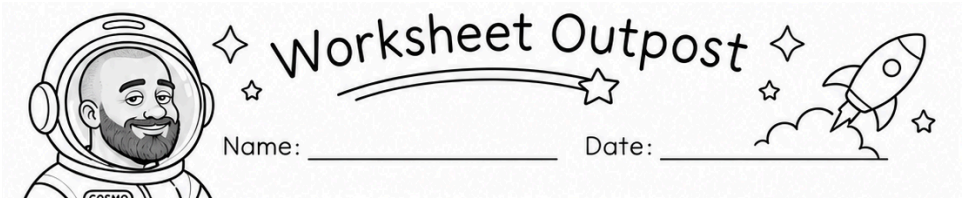
2. Watch an adult write z. Copy the letter, then try again on your own.

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

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

5. Watch an adult write w. 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**

# were

k-211-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: were

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

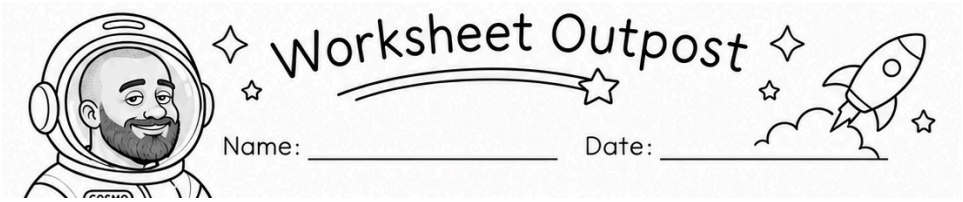
2. Choose two words. Use each word in a sentence aloud.

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**

# were

k-211-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Words: were

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

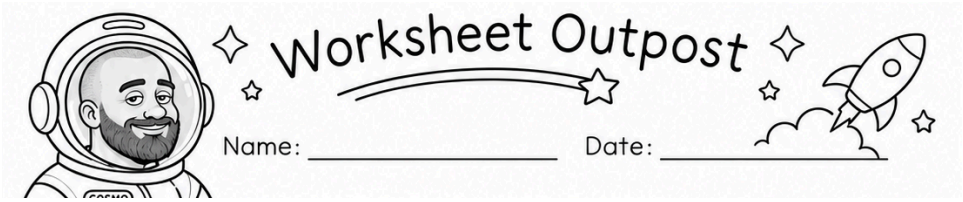
2. Check your spelling. Fix any words you missed.

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**

# Expression

k-100-1 | Five questions

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

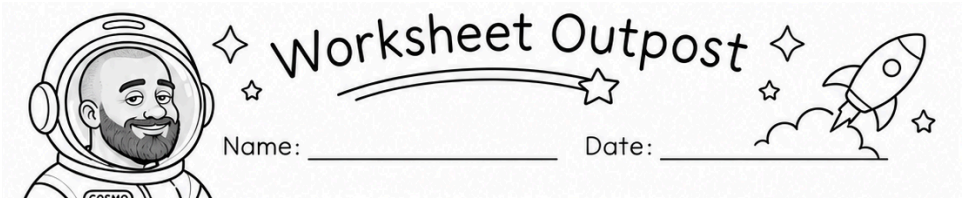
2. Check the letters, practice the word, and reread the sentence.

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**

# Expression

k-100-2 | Five questions

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

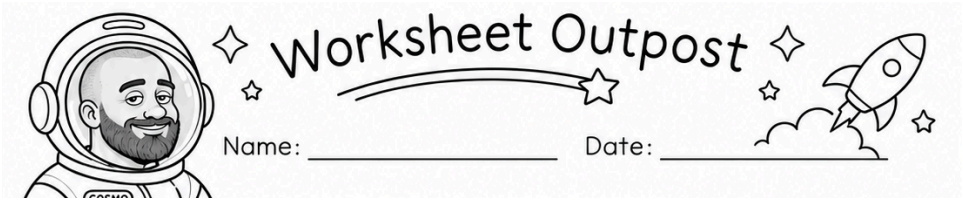
2. Tell what happens without looking.

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**

# 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?

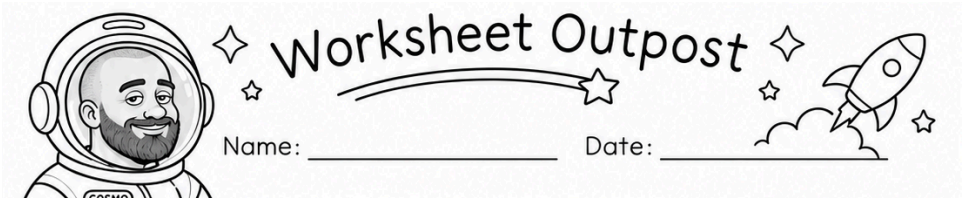
2. Name a detail that helps explain the fan.

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?

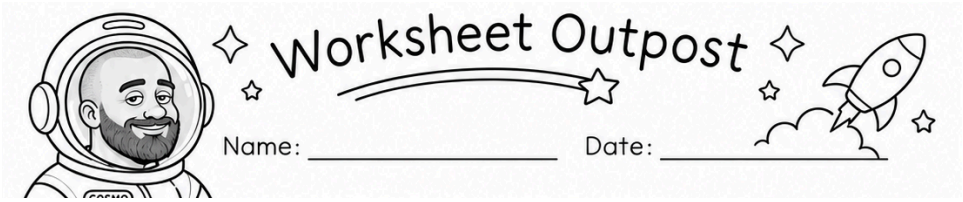
2. Which action shows gratitude without naming it?

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**

# Give a Summary

k-084-1 | Five questions

**Success criteria**
I can retell what happens and tell what the story helps me understand.

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. Tell the beginning.

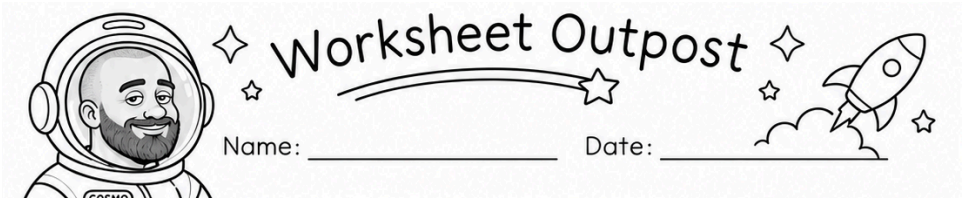
2. Tell the problem and solution.

3. Give a one-sentence summary.

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**

# Give a Summary

k-084-2 | Five questions

**Success criteria**
I can retell what happens and tell what the story helps me understand.

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. Tell the problem first.

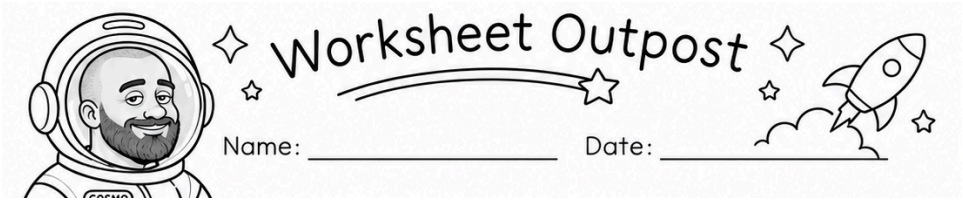
2. Tell how it is solved.

3. Retell 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**

# Fiction

k-033-1 | Five questions

**Success criteria**

I can name a character and use a story detail to describe what happens.

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. Who is the main character?

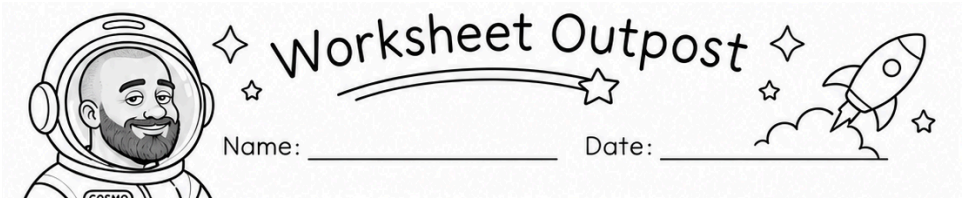
2. What problem happens?

3. How is it solved?

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**

# Fiction

k-033-2 | Five questions

**Success criteria**

I can name a character and use a story detail to describe what happens.

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. Who helps Rafi?

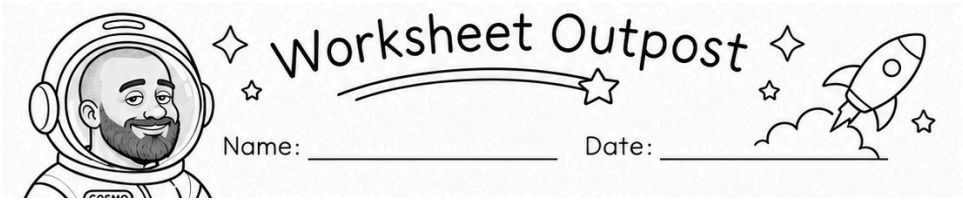
2. What goes wrong?

3. How does Rafi show thanks?

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 Connections

k-070-1 | 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. Tell about a time you tried a new plan.

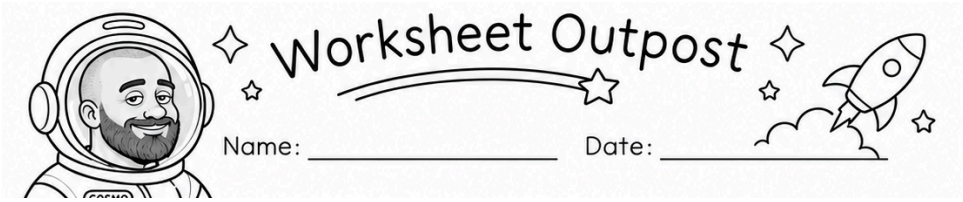
2. How is your experience like Nell's?

3. Which story detail helped you connect?

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 Connections

k-070-2 | 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. Tell about giving or receiving help.

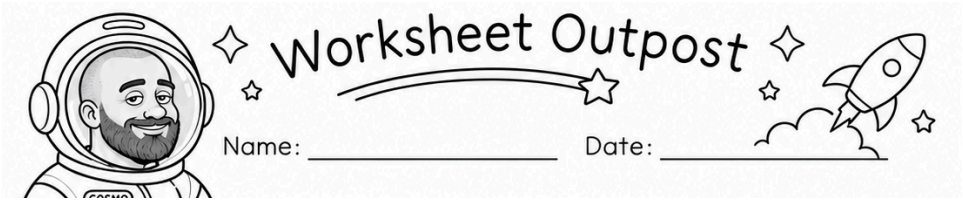
2. Connect it to Mei or Rafi.

3. What does the connection help you understand?

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.

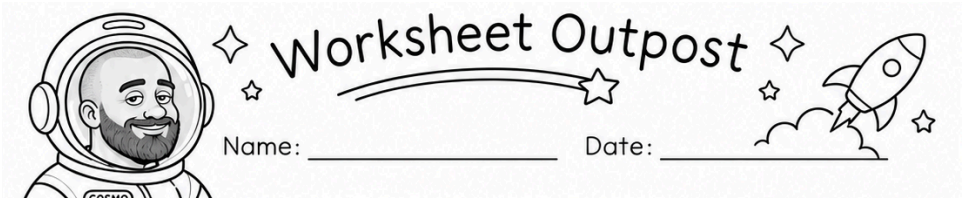
2. Point to the first word on page 1. Track each word from left to right.

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.

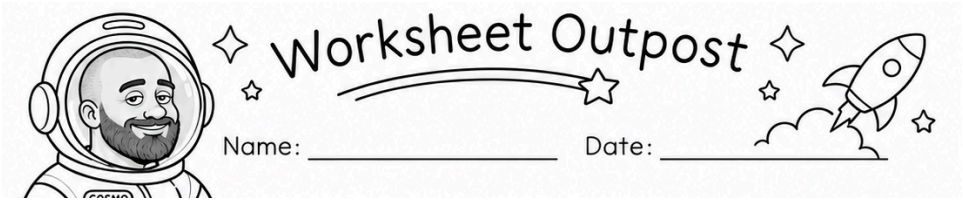
2. Find an uppercase letter and an end mark.

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.

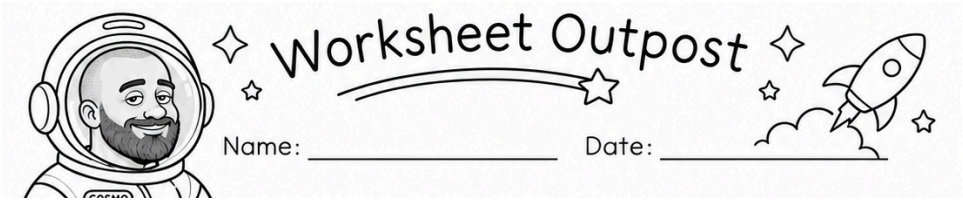
1. Advertise a paper bookmark you designed. Tell why a reader might like it.

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.

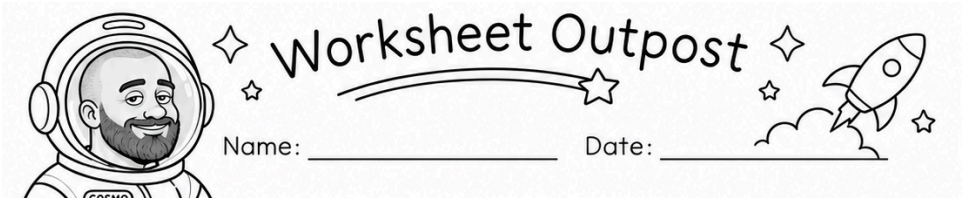
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# Book Report

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

k-204-1 | 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. Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

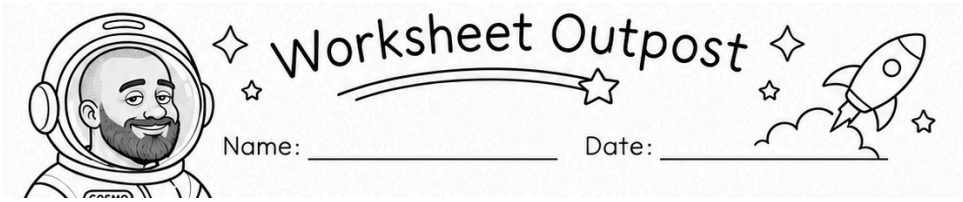
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

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**

# Book Report

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

k-204-2 | 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.

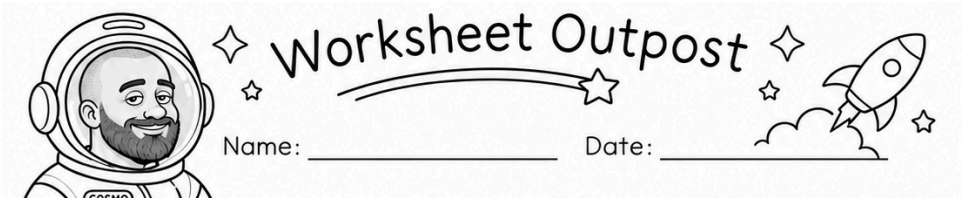
1. Write a fresh version: Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

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. Use the original story below. Name the character, summarize the problem and solution, and give your opinion.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Transition/Signal Words

k-153-1 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

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

1. Order these words: last, first, next

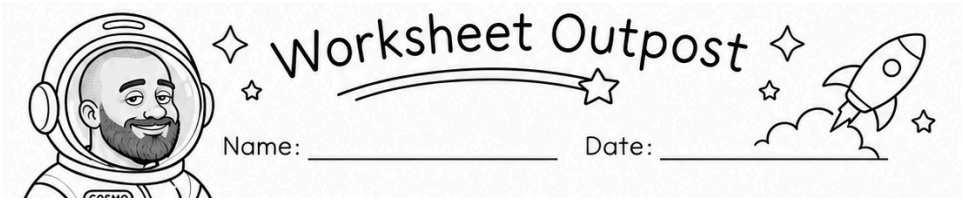
2. Finish: ___ fold the paper. Then test it.

3. Write two steps using next and last.

4. Finish: It rained, ___ we stayed inside.

5. Finish: I tried again ___ the first bridge fell.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Transition/Signal Words

k-153-2 | Five questions

**Success criteria**
I can tell the steps in order using words like first, next, and last.

Name: _____ Date: _____

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

1. Finish: It rained, ___ we stayed inside.

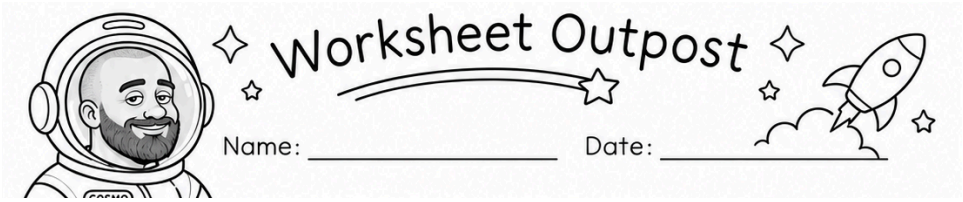
2. Finish: I tried again ___ the first bridge fell.

3. Write a sentence with but.

4. Order these words: last, first, next

5. Finish: ___ fold the paper. Then test it.

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




**WORKSHEET OUTPOST | Kindergarten ELA**

# Analyze

k-056-1 | Five questions

**Success criteria**

I can tell how two things are alike or different and give an example.

Name: _____ Date: _____

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

1. Compare two ways to make a bridge stronger.

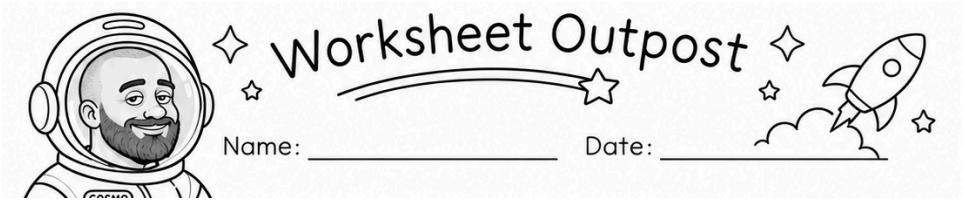
2. Listen to your partner and combine the best parts of both plans.

3. Explain the plan and why you chose it.

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**

# Analyze

k-056-2 | Five questions

**Success criteria**
I can tell how two things are alike or different and give an example.

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. Compare two ways to make a bridge stronger.

5. Listen to your partner and combine the best parts of both plans.

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