

WORKSHEET OUTPOST | Grade 1 ELA

Blending Phonemes

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

CORE-011 | 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 /s/ /u/ /n/. Use the short u sound.

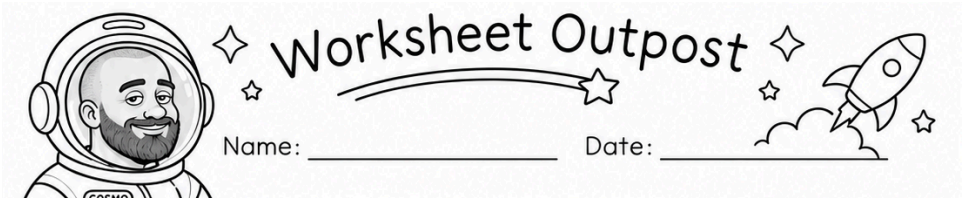
2. Blend /m/ /a/ /p/. Use the short a sound.

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 | Grade 1 ELA

Blending Phonemes

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

CORE-012 | 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.

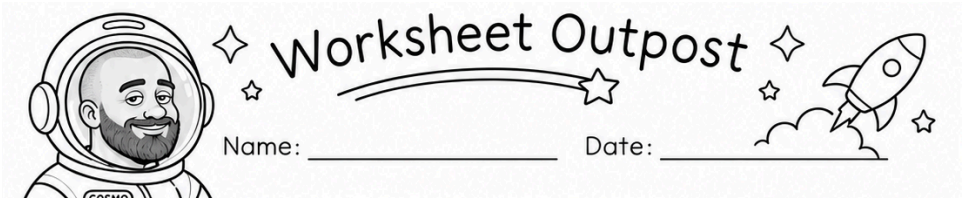
2. Blend /m/ /a/ /p/. Use the short a sound.

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 | Grade 1 ELA

Segmenting Phonemes

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

CORE-013 | 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.

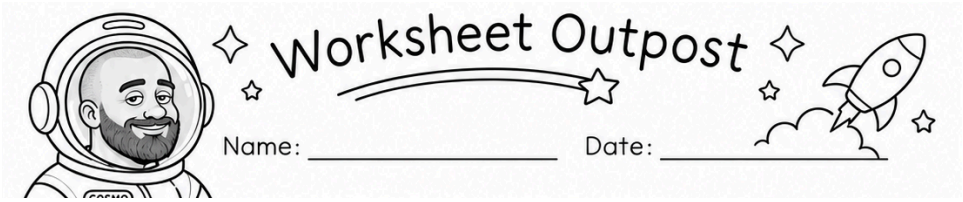
2. Say map. Tap each sound.

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 | Grade 1 ELA

Segmenting Phonemes

CORE-014 | Five questions

Success criteria
I can say the separate sounds I hear in 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. Say stop. Count the sounds.

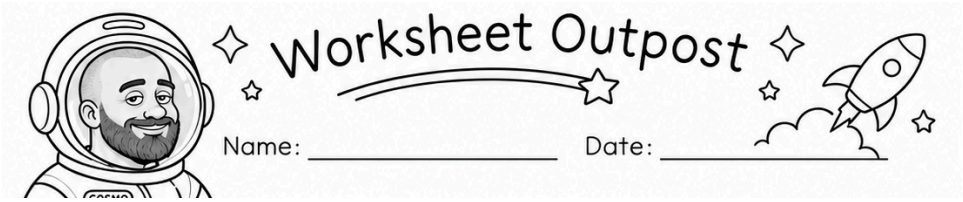
2. Say map. Tap each sound.

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 | Grade 1 ELA

Deleting Syllables

CORE-017 | Five questions

Success criteria

I can take away the part I hear and say what is left.

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 cowboy without cow.

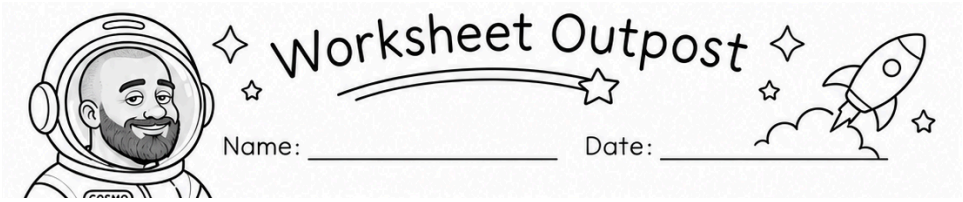
2. Say rainbow without bow.

3. Say sunshine without shine.

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 | Grade 1 ELA

Deleting Syllables

CORE-018 | Five questions

Success criteria

I can take away the part I hear and say what is left.

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 sunshine without shine.

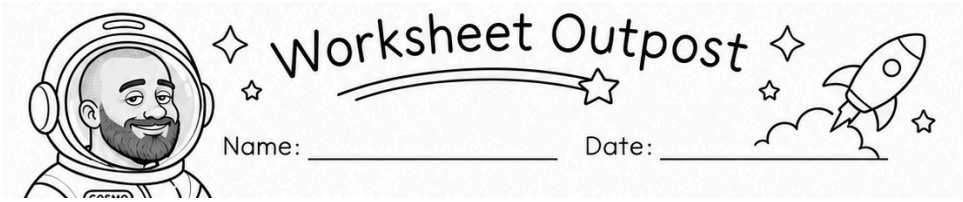
2. Say rainbow without bow.

3. Say cowboy without cow.

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 | Grade 1 ELA

Substituting Phonemes

Success criteria
I can change one sound and say the new word.

CORE-023 | 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 map. Change /m/ to /t/.

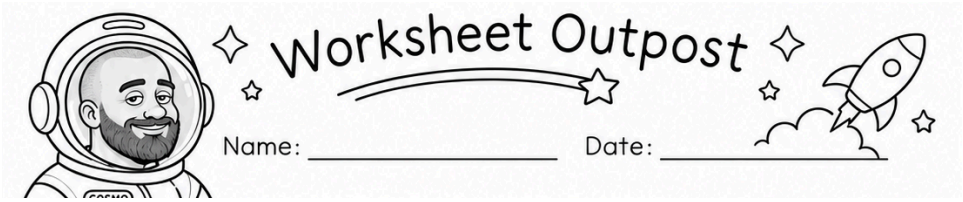
2. Say pin. Change short /i/ to short /a/.

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

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 | Grade 1 ELA

Substituting Phonemes

CORE-024 | 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 cat. Change /t/ to /p/.

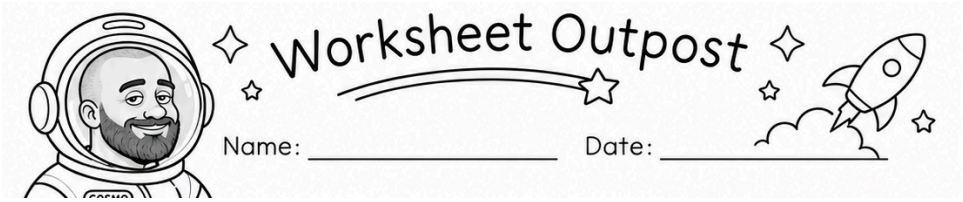
2. Say pin. Change short /i/ to short /a/.

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

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 | Grade 1 ELA

VCe Syllables

CORE-059 | 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.

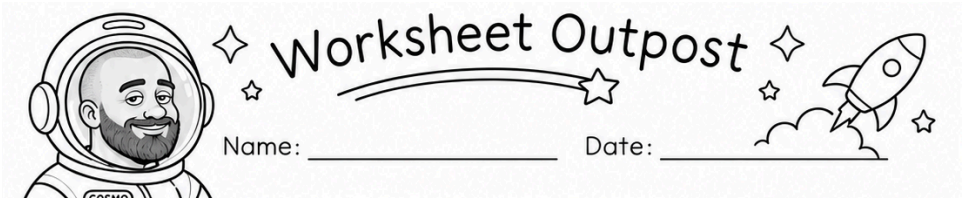
2. Choose two words. How are their spellings alike? How are they different?

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 | Grade 1 ELA

VCe Syllables

CORE-060 | 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.

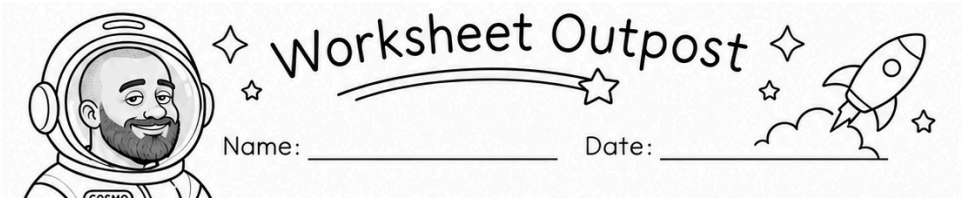
2. Choose two words. How are their spellings alike? How are they different?

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 | Grade 1 ELA

Words with VCe Syllables

CORE-135 | Five questions

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

Name: _____ Date: _____

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

1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

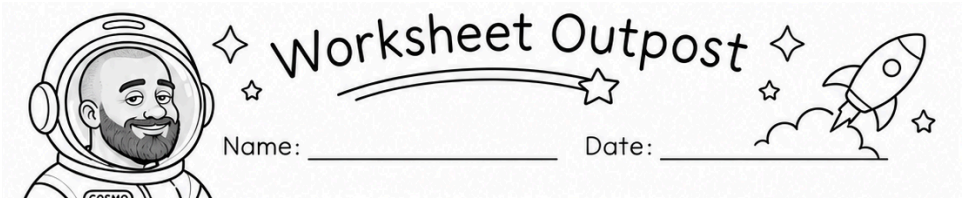
2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

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 | Grade 1 ELA

Words with VCe Syllables

CORE-136 | Five questions

Success criteria

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

Name: _____ Date: _____

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

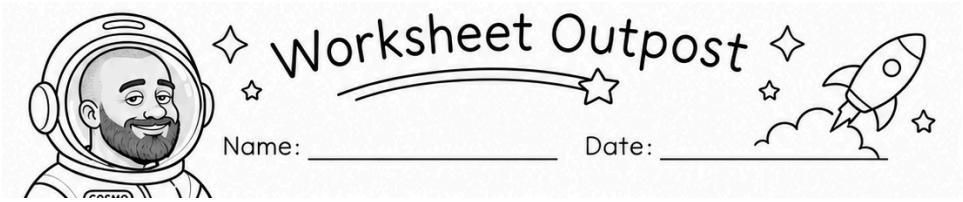
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

2. Choose two words. Write a sentence for each.

3. Circle the letters that show the spelling pattern in each word.

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.



WORKSHEET OUTPOST | Grade 1 ELA

Cumulative Irregular Word Review

CORE-197 | Five questions

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

Success criteria

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

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

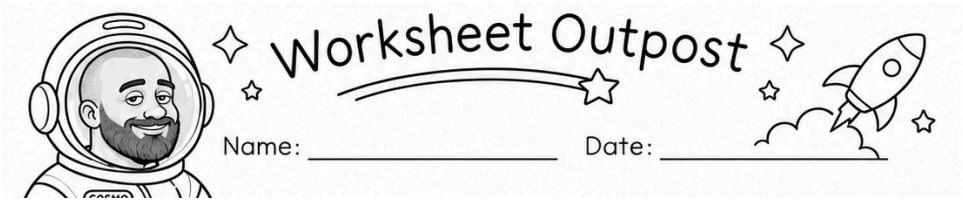
2. Choose two words. Use each word in a sentence aloud.

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 | Grade 1 ELA

Cumulative Irregular Word Review

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

CORE-198 | Five questions

Name: _____ Date: _____

Words: Cumulative Irregular Word Review

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

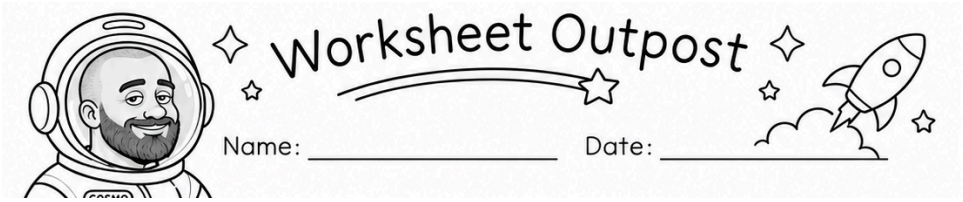
2. Check your spelling. Fix any words you missed.

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 | Grade 1 ELA

Accuracy and Self-Correction

CORE-243 | 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.

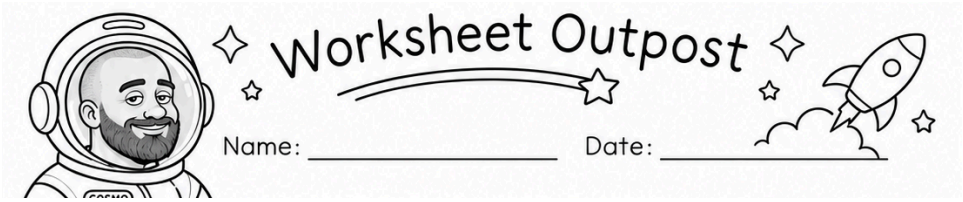
2. Check the letters, practice the word, and reread the sentence.

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 | Grade 1 ELA

Accuracy and Self-Correction

CORE-244 | 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.

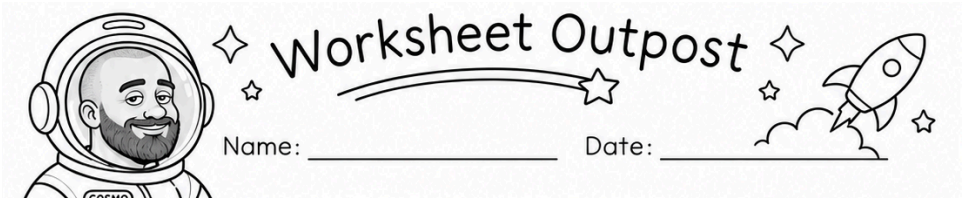
2. Tell what happens without looking.

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 | Grade 1 ELA

Elements of Poetry

CORE-253 | 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.

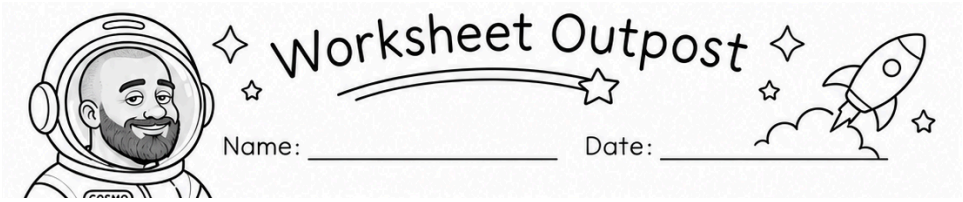
2. How many lines are there?

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 | Grade 1 ELA

Elements of Poetry

CORE-254 | 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.

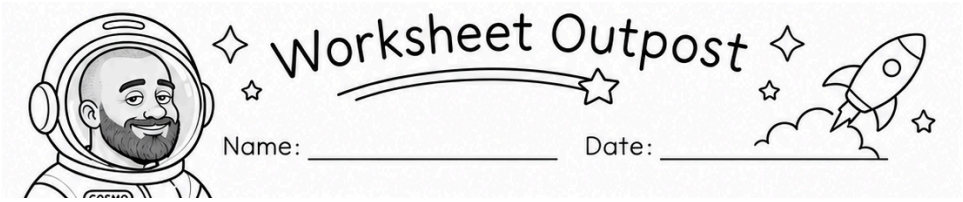
2. What does the boat do?

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 | Grade 1 ELA

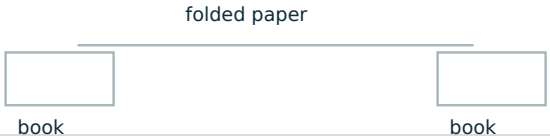
Text Features

Success criteria
I can use a text feature to find information.

CORE-277 | Five questions

Name: _____ Date: _____

THE PAPER BRIDGE
Words by Jo Lane | Picture by Ari Vale (fictional creators)
Caption: A folded paper bridge rests on two books.
Glossary: fold - a bend made in paper.



1. Who wrote the words?

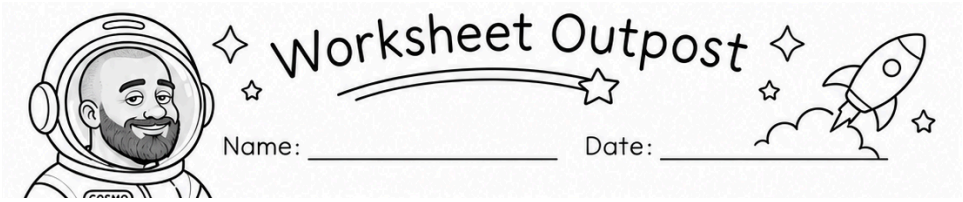
2. What does the caption explain?

3. Where is the meaning of fold?

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 | Grade 1 ELA

Text Features

Success criteria
I can use a text feature to find information.

CORE-278 | Five questions

Name: _____ Date: _____

THE TOY RAMP
Words by Ari Vale | Picture by Jo Lane (fictional creators)
Caption: A toy cart rolls down a ramp.
Glossary: ramp - a sloping surface.



Ramp model

1. Who made the picture?

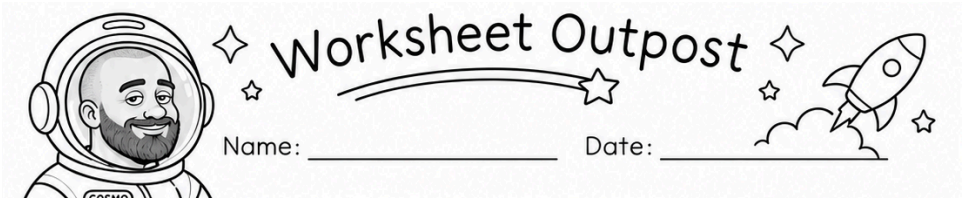
2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

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 | Grade 1 ELA

Response to Text

CORE-283 | Five questions

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

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?

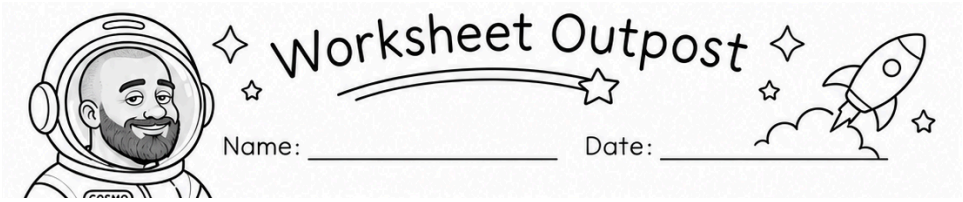
2. What problem happens?

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 | Grade 1 ELA

Response to Text

CORE-284 | Five questions

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

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?

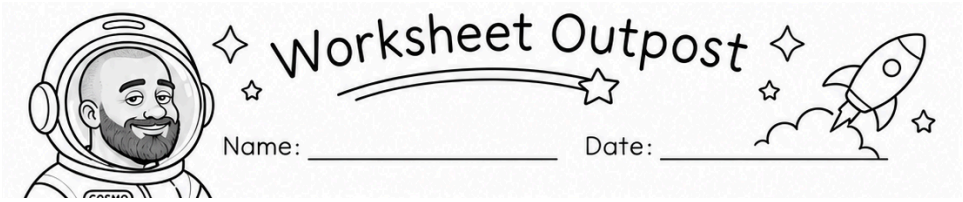
2. What goes wrong?

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 | Grade 1 ELA

Make and Confirm Predictions

CORE-299 | 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.

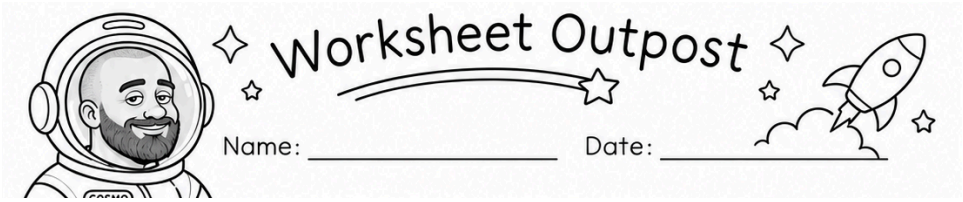
2. Read the rest. Was your prediction confirmed?

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 | Grade 1 ELA

Make and Confirm Predictions

CORE-300 | 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.

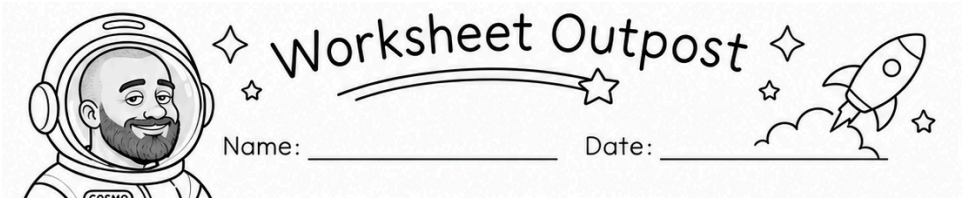
2. Read on. What really happens?

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 | Grade 1 ELA

Elements of Drama

CORE-301 | Five questions

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

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. Name the two speakers.

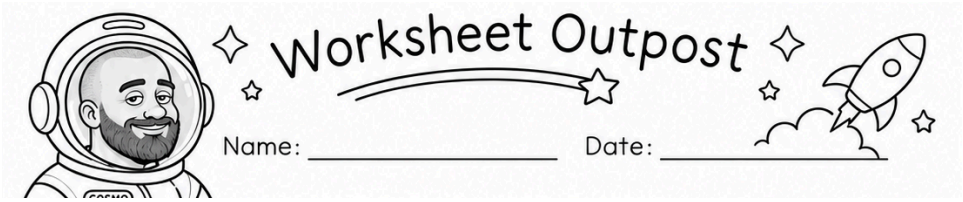
2. Circle a stage direction.

3. Read the lines with a partner.

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 | Grade 1 ELA

Elements of Drama

CORE-302 | Five questions

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

Name: _____ Date: _____

RAFI: My bag has a hole! (He catches a book.)
MEI: Use my cloth bag.
RAFI: Thank you. May I return it tomorrow?
MEI: Yes. (She hands him the bag.)

1. Who asks a question?

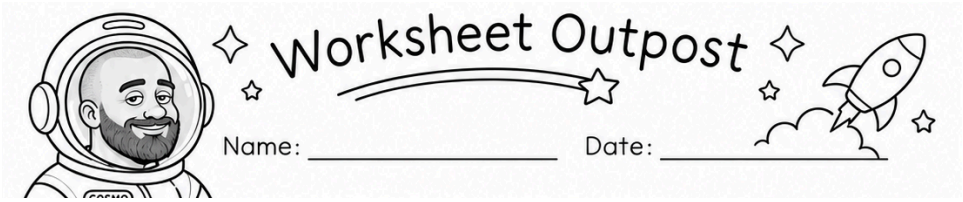
2. Underline words to be spoken, not acted.

3. Act the last stage direction.

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 | Grade 1 ELA

Vocabulary in Context

CORE-329 | 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?

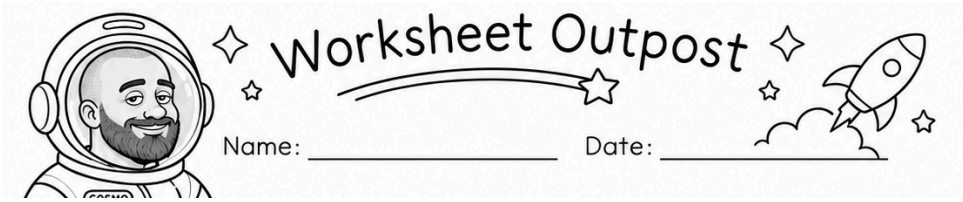
2. Which words help you know?

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 | Grade 1 ELA

Vocabulary in Context

CORE-330 | 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.

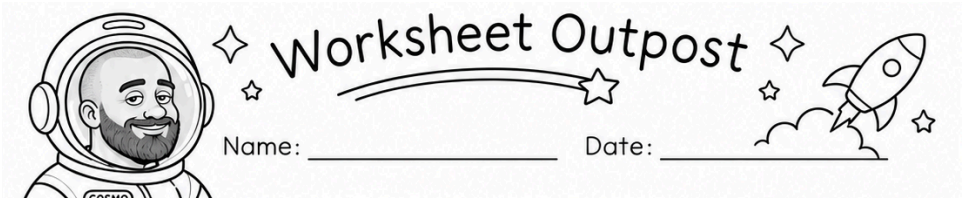
2. Add a clue for fragile: The fragile cup ___.

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 | Grade 1 ELA

Suffixes –y, –ful

CORE-349 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

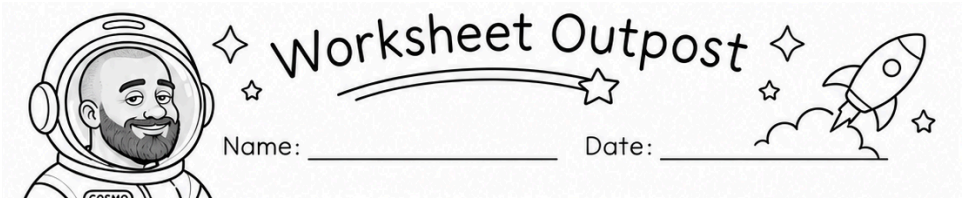
2. Build a word related to rain using -y (or y-). Change the base spelling if needed.

3. What does careful mean? Use it in a sentence.

4. What does rainy mean? Use it in a sentence.

5. Choose a word from this page. Explain what it means in your own words.

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



WORKSHEET OUTPOST | Grade 1 ELA

Suffixes –y, –ful

CORE-350 | Five questions

Success criteria

I can find the word part that was added and tell how it changes the meaning.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. What does careful mean? Use it in a sentence.

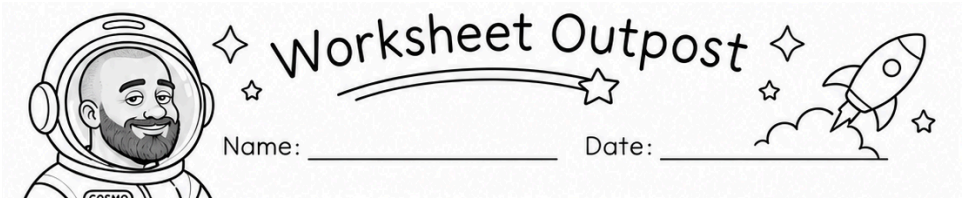
2. What does rainy mean? Use it in a sentence.

3. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

4. Build a word related to rain using -y (or y-). Change the base spelling if needed.

5. Choose a word from this page. Explain what it means in your own words.

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



WORKSHEET OUTPOST | Grade 1 ELA

Multiple-Meaning Words

CORE-375 | Five questions

Success criteria

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain bat in: A bat flew. I swung a bat.

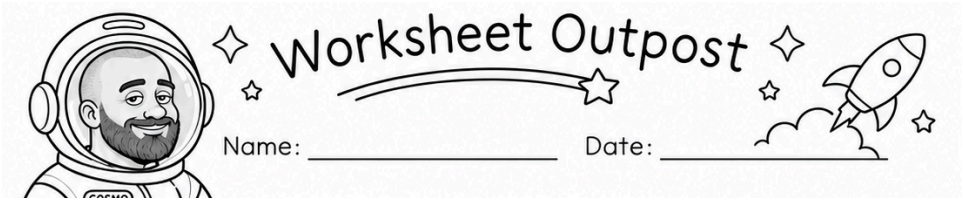
2. Explain ring in: A ring is on my hand. I hear the bell ring.

3. Draw both meanings of one word.

4. Explain light in: The bag is light. Turn on the light.

5. Explain park as a place and an action.

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



WORKSHEET OUTPOST | Grade 1 ELA

Multiple-Meaning Words

CORE-376 | Five questions

Success criteria

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Explain light in: The bag is light. Turn on the light.

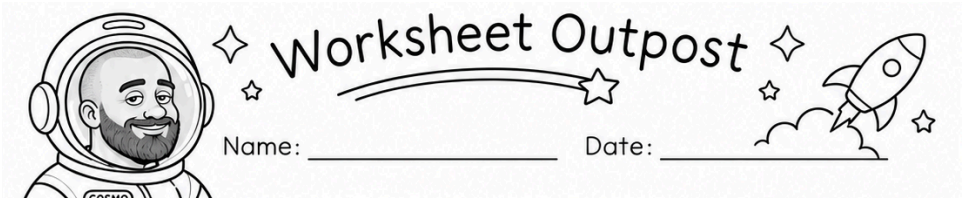
2. Explain park as a place and an action.

3. Write two sentences with different meanings of a word.

4. Explain bat in: A bat flew. I swung a bat.

5. Explain ring in: A ring is on my hand. I hear the bell ring.

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



WORKSHEET OUTPOST | Grade 1 ELA

Opinion Essay

CORE-387 | Five questions

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

Name: _____ Date: _____

1. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

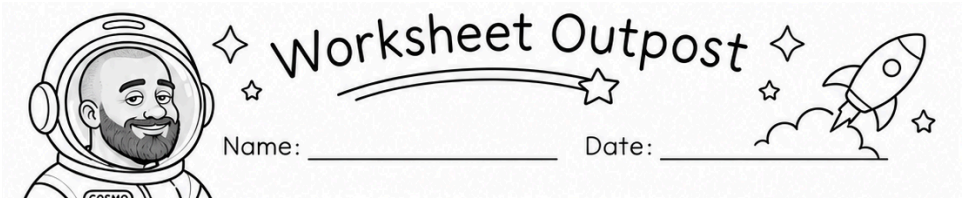
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

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 | Grade 1 ELA

Opinion Essay

CORE-388 | Five questions

Success criteria

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

Name: _____ Date: _____

1. Write a fresh version: Should a classroom keep reusable scrap paper? State your opinion and two reasons.

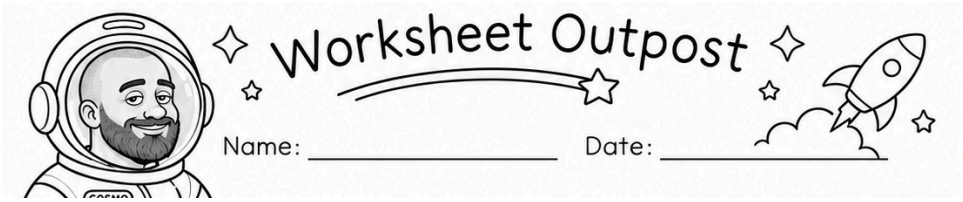
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Should a classroom keep reusable scrap paper? State your opinion and two reasons.

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 | Grade 1 ELA

Questions

CORE-447 | 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: where is the cart

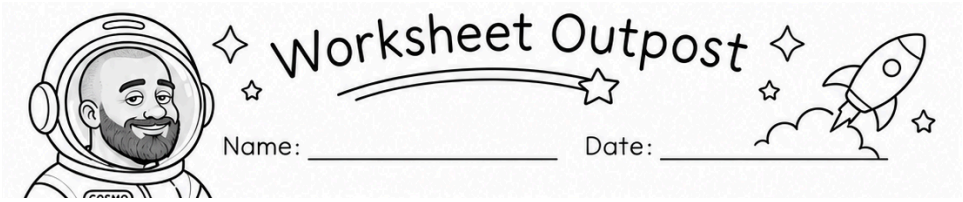
2. Turn into a question: The bag is blue.

3. Write a why question.

4. Fix: can we try again

5. Ask a question beginning with who.

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



WORKSHEET OUTPOST | Grade 1 ELA

Questions

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

CORE-448 | Five questions

Name: _____ Date: _____

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

1. Fix: can we try again

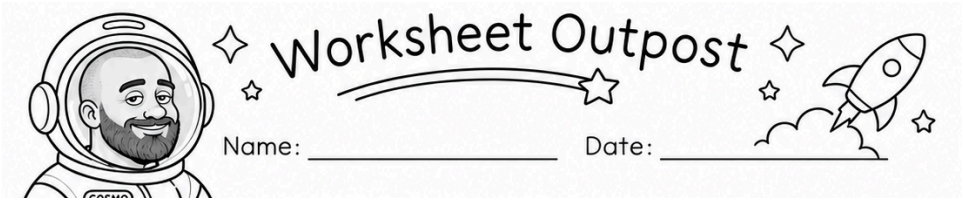
2. Ask a question beginning with who.

3. Ask a question about the bridge.

4. Fix: where is the cart

5. Turn into a question: The bag is blue.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Commands

CORE-449 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Add commas: I packed paper tape and glue.

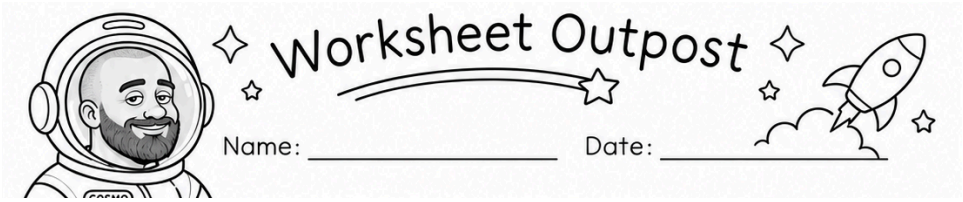
2. Add commas: Nell cuts folds and tests.

3. List three classroom tools in a sentence.

4. Add commas: Rafi brought socks books and a hat.

5. Add commas: Mei reads draws and sings.

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



WORKSHEET OUTPOST | Grade 1 ELA

Review Commands

CORE-450 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Add commas: Rafi brought socks books and a hat.

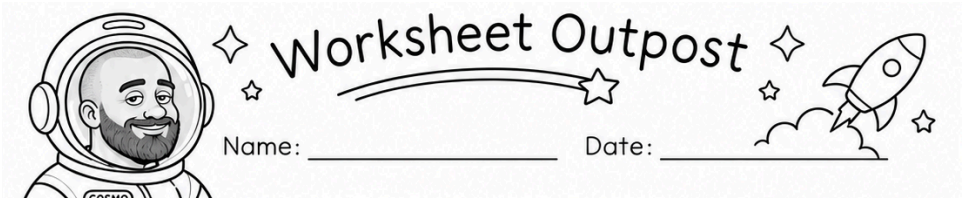
2. Add commas: Mei reads draws and sings.

3. Write three actions in one sentence.

4. Add commas: I packed paper tape and glue.

5. Add commas: Nell cuts folds and tests.

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



WORKSHEET OUTPOST | Grade 1 ELA

Reference Sources

CORE-521 | Five questions

Success criteria
I can look up a word and choose the meaning that fits.

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Ask a question these sources can help answer.

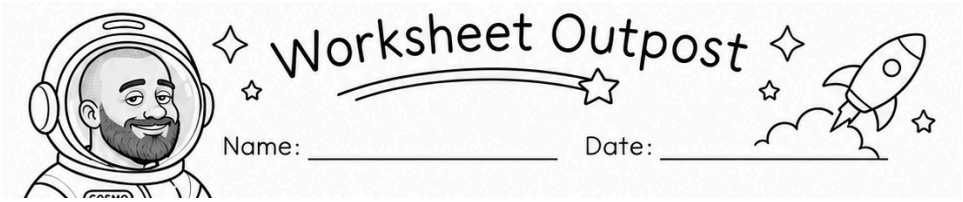
2. Write one fact from each source. Label each fact A or B to show where you found it.

3. Which source helps you plan a fair test? Explain why.

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

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



WORKSHEET OUTPOST | Grade 1 ELA

Reference Sources

Success criteria
I can look up a word and choose the meaning that fits.

CORE-522 | Five questions

Name: _____ Date: _____

Source A - Ramp notebook: A ramp slopes down. A cart can roll down it.
Source B - Fair-test card: Use the same cart and surface when comparing two ramp heights.
Screen labels: HOME | SEARCH | NEXT PAGE | AUDIO | GLOSSARY

1. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

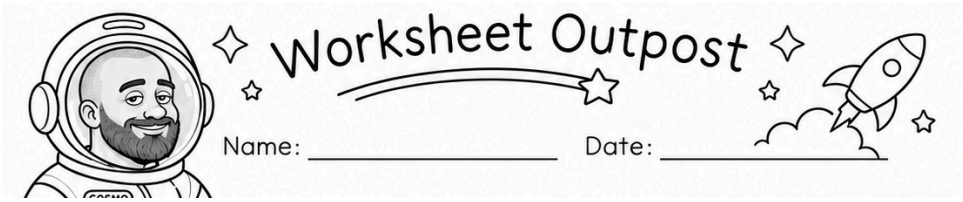
2. Write a short answer to your research question using source details.

3. Tell where your information came from.

4. Ask a question these sources can help answer.

5. Write one fact from each source. Label each fact A or B to show where you found it.

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



WORKSHEET OUTPOST | Grade 1 Reading

Sunshine Inside

w16a | Five questions

Success criteria
I can read the story and use a detail to answer a question about it.

Name: _____ Date: _____

Sunshine shines inside the shop. A homemade kite hangs by the window. Rose came to buy one cupcake. She sees the kite and grins. “I can make a kite like that,” she says. Once she gets home, she finds a box. She can use the box to hold her kite parts. She will make her kite before bedtime.

1. What does Rose want to make?

2. What does she use the box for?

3. Retell the story in order. Tell what happens first and last.

4. Choose one story word. Read it and explain or draw its meaning.

5. Ask a question about the story. Answer it with a detail from the text.

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