

WORKSHEET OUTPOST | Grade 2 ELA

Blending Phonemes

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

2-001-1 | 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. Blend /s/ /u/ /n/. Use the short u sound.

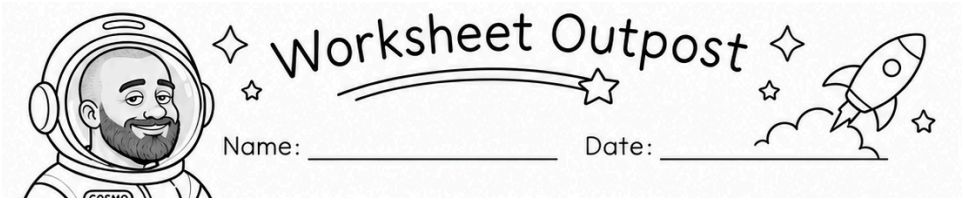
2. Blend /m/ /a/ /p/. Use the short a sound.

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 2 ELA

Blending Phonemes

2-001-2 | 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 /sh/ /i/ /p/. Use the short i sound.

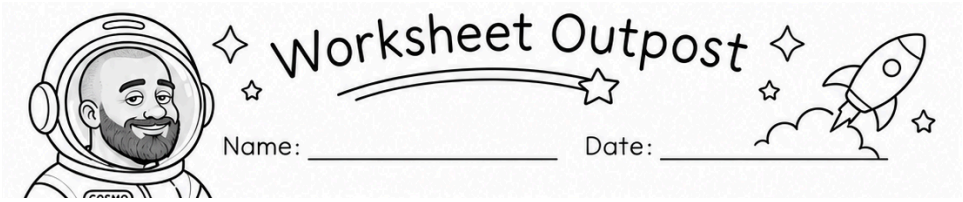
2. Blend /m/ /a/ /p/. Use the short a sound.

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 2 ELA

Segmenting Phonemes

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

2-002-1 | 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.

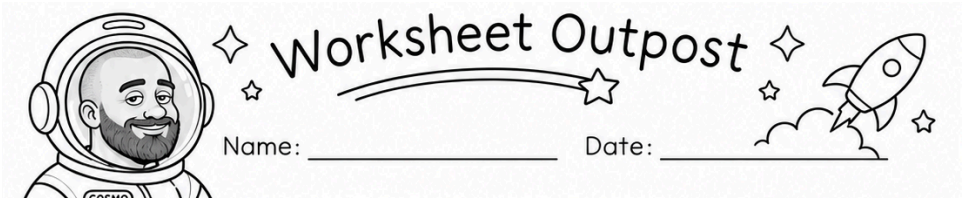
2. Say map. Tap each sound.

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 | Grade 2 ELA

Segmenting Phonemes

2-002-2 | 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.

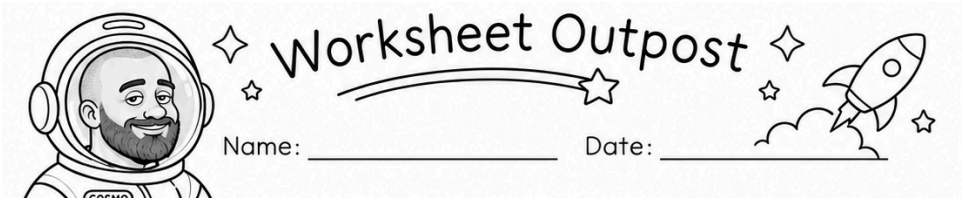
2. Say map. Tap each sound.

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 2 ELA

Closed Syllables

2-003-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: cat, bed, sip, hop, sun, gum.

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

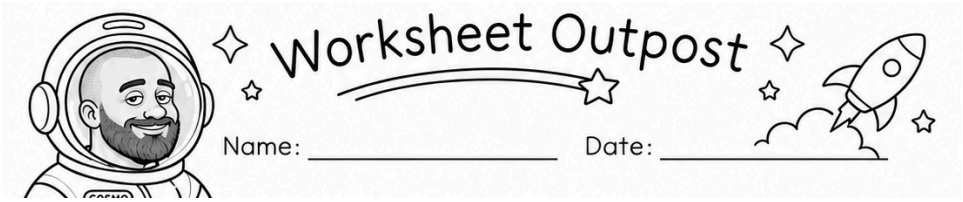
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

Closed Syllables

2-003-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: gum, sun, hop, sip, bed, cat.

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

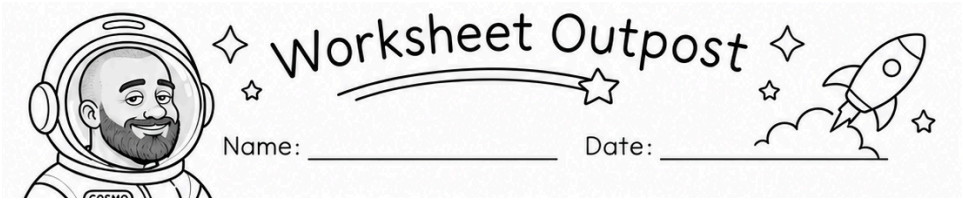
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

Closed Syllable Exceptions

2-004-1 | Five questions

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

Name: _____ Date: _____

Practice words: find, kind, mind, old, cold, gold.

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

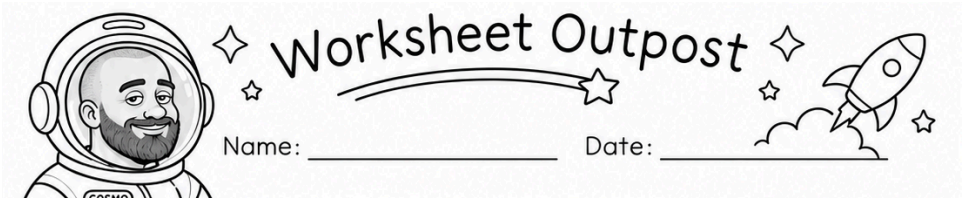
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

Closed Syllable Exceptions

2-004-2 | Five questions

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

Name: _____ Date: _____

Practice words: gold, cold, old, mind, kind, find.

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

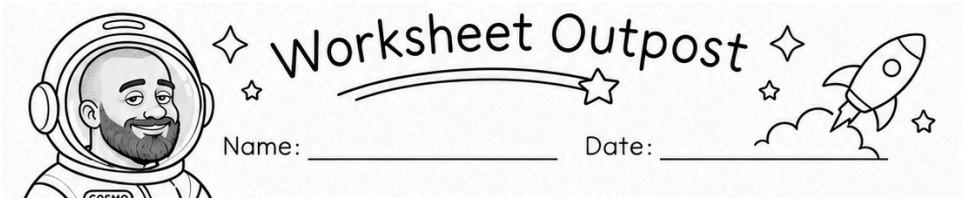
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

Open Syllables

2-005-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: me, go, hi, no, we, so.

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

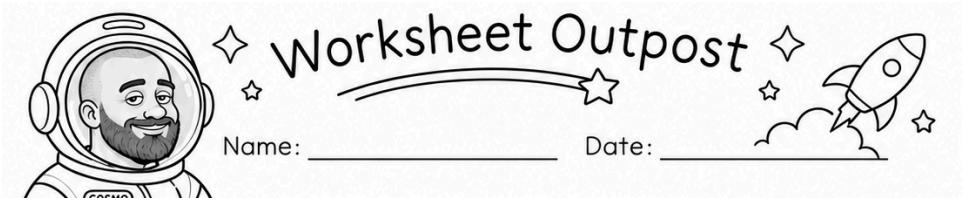
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

Open Syllables

2-005-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: so, we, no, hi, go, me.

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

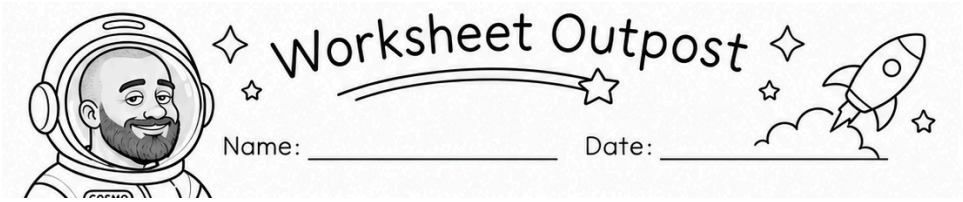
2. Choose two words. How are their spellings alike? How are they different?

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 2 ELA

into, two

2-006-1 | Five questions

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

Name: _____ Date: _____

Words: into, two

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

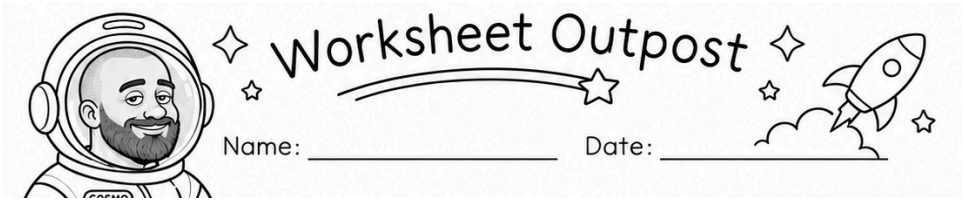
2. Choose two words. Use each word in a sentence aloud.

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 2 ELA

into, two

2-006-2 | Five questions

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

Name: _____ Date: _____

Words: into, two

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

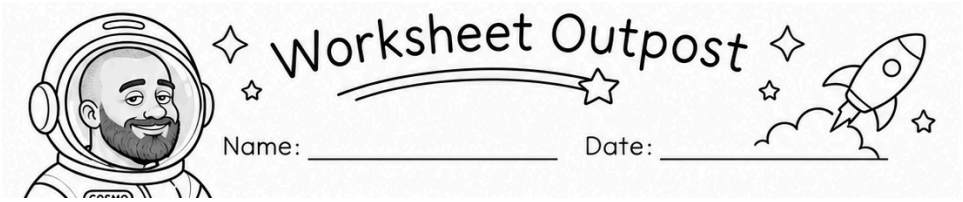
2. Check your spelling. Fix any words you missed.

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 2 ELA

Words with Closed Syllables

2-007-1 | Five questions

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

Name: _____ Date: _____

Practice words: cat, bed, sip, hop, sun, gum.

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

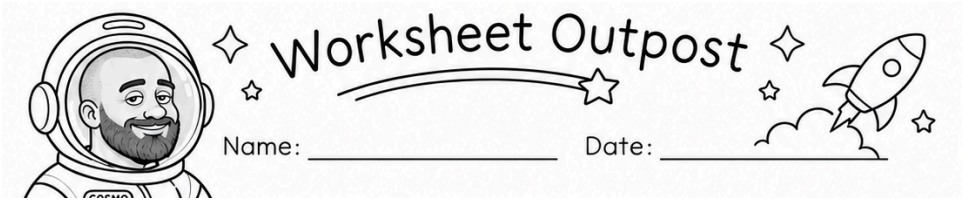
2. Choose two words. Write a sentence for each.

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 2 ELA

Words with Closed Syllables

2-007-2 | Five questions

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

Name: _____ Date: _____

Practice words: gum, sun, hop, sip, bed, cat.

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.

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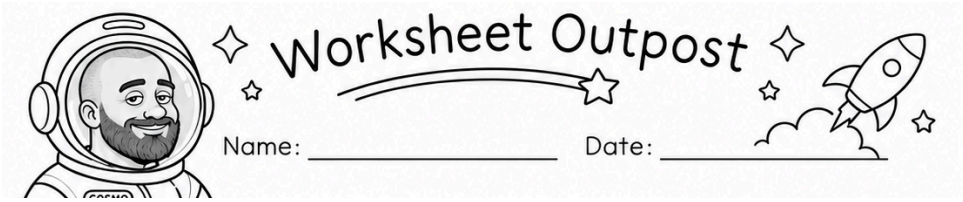


WORKSHEET OUTPOST | Grade 2 ELA

Words with Closed Syllable Exceptions

2-008-1 | Five questions

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

Name: _____ Date: _____

Practice words: find, kind, mind, old, cold, gold.

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

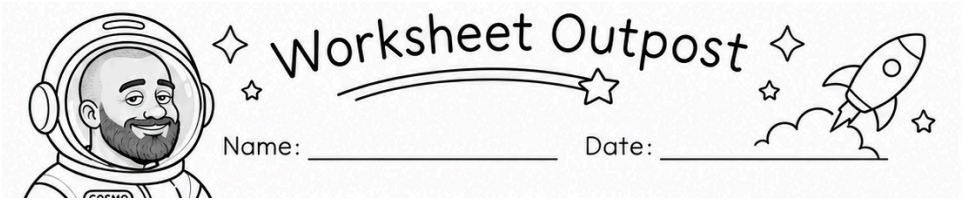
2. Choose two words. Write a sentence for each.

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 2 ELA

Words with Closed Syllable Exceptions

2-008-2 | Five questions

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

Name: _____ Date: _____

Practice words: gold, cold, old, mind, kind, find.

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.

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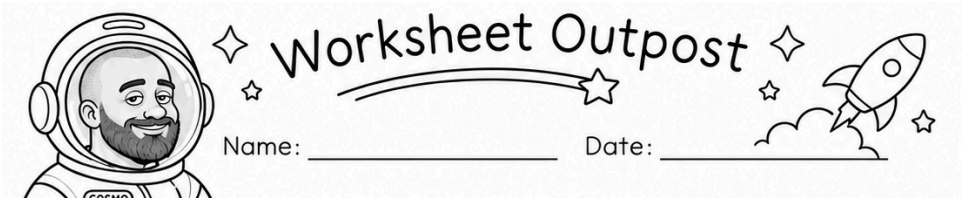


WORKSHEET OUTPOST | Grade 2 ELA

Words with Open Syllables

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

2-009-1 | Five questions

Name: _____ Date: _____

Practice words: me, go, hi, no, we, so.

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

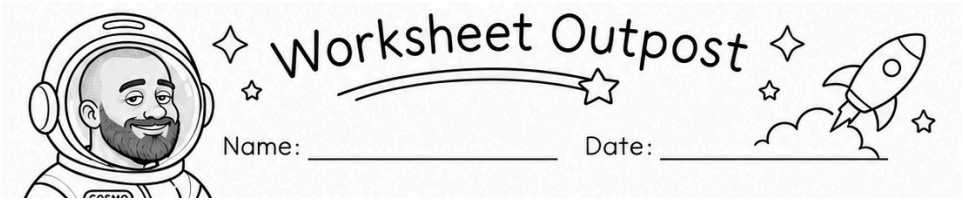
2. Choose two words. Write a sentence for each.

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 2 ELA

Words with Open Syllables

2-009-2 | Five questions

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

Name: _____ Date: _____

Practice words: so, we, no, hi, go, me.

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

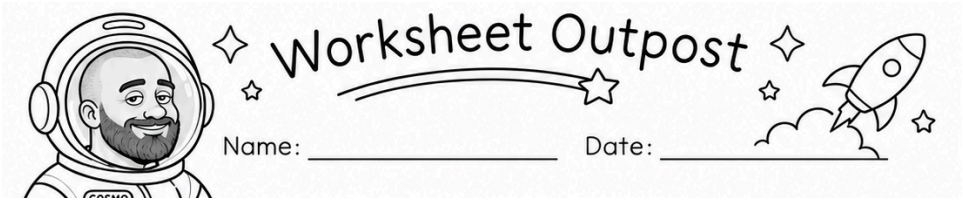
2. Choose two words. Write a sentence for each.

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 2 ELA

Manuscript: m, t, d, c, a, i

2-010-1 | 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 m. Copy the letter, then try again on your own.

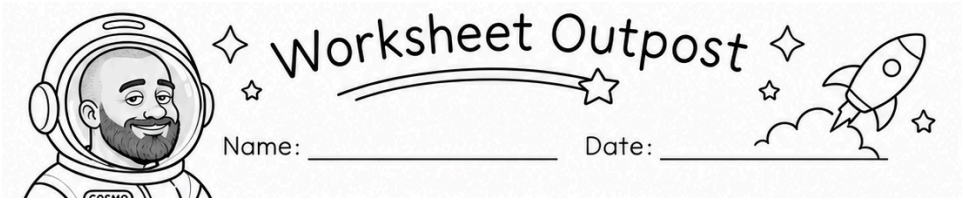
2. Watch an adult write d. Copy the letter, then try again on your own.

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

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

5. Watch an adult write d. 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 | Grade 2 ELA

Manuscript: m, t, d, c, a, i

2-010-2 | 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 t. Copy the letter, then try again on your own.

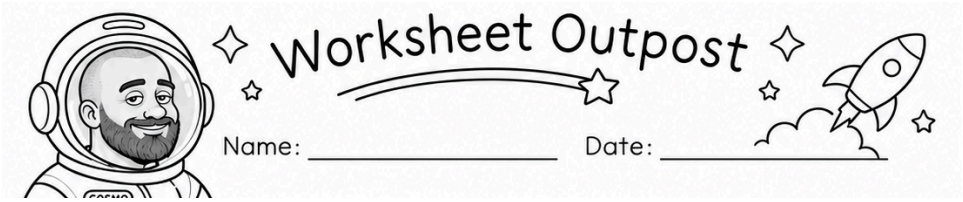
2. Watch an adult write c. Copy the letter, then try again on your own.

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

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

5. Watch an adult write c. 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 | Grade 2 ELA

Accuracy and Self-Correction

2-011-1 | 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.

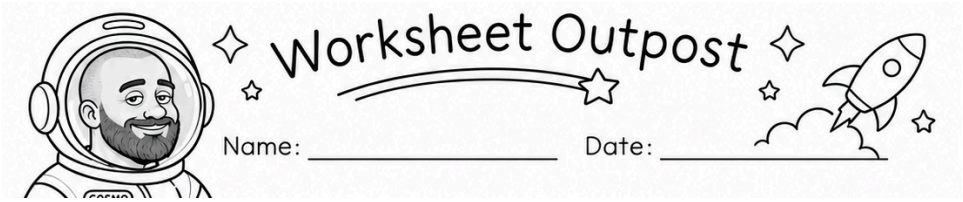
2. Check the letters, practice the word, and reread the sentence.

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 | Grade 2 ELA

Accuracy and Self-Correction

2-011-2 | 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.

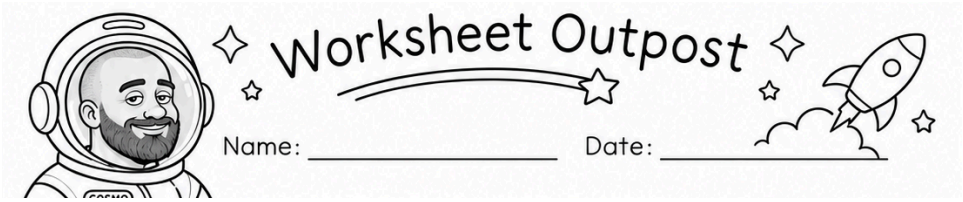
2. Tell what happens without looking.

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 | Grade 2 ELA

Central Idea

2-012-1 | Five questions

Success criteria

I can tell what the text is mostly about and point to a detail that shows it.

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. What is the passage mostly about?

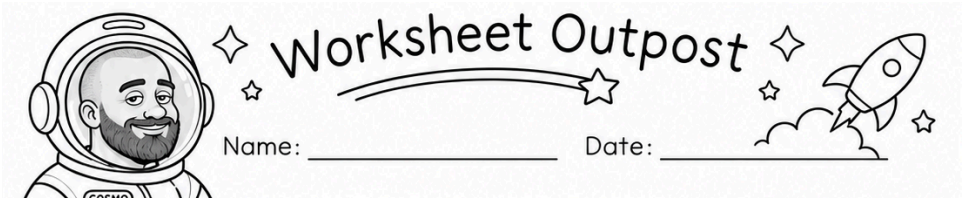
2. What happens when the fan opens?

3. Use the text to explain the word folds.

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 2 ELA

Central Idea

2-012-2 | Five questions

Success criteria
I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

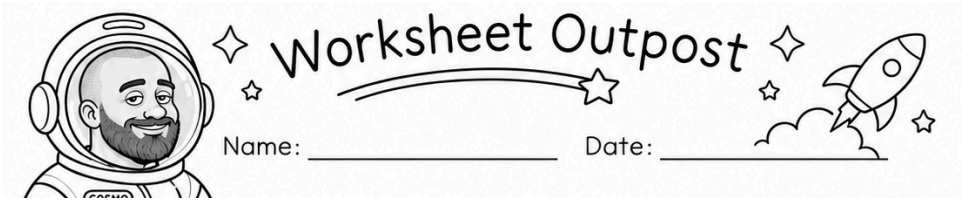
2. Name a detail about its ends.

3. What can hold a ramp up?

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 2 ELA

Ask and Answer Questions

2-013-1 | 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. Ask a who question and answer it.

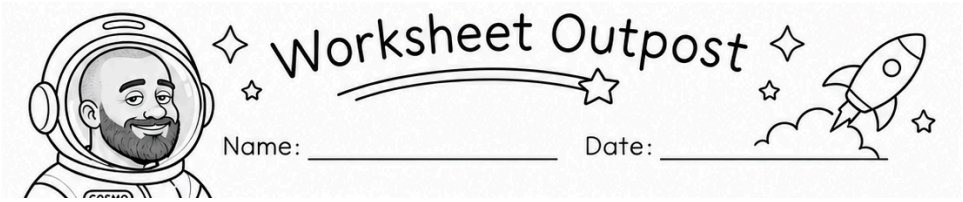
2. Ask why Nell changes the paper.

3. Write a question the story does not answer.

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 2 ELA

Ask and Answer Questions

2-013-2 | 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. Ask where Rafi goes. Answer it.

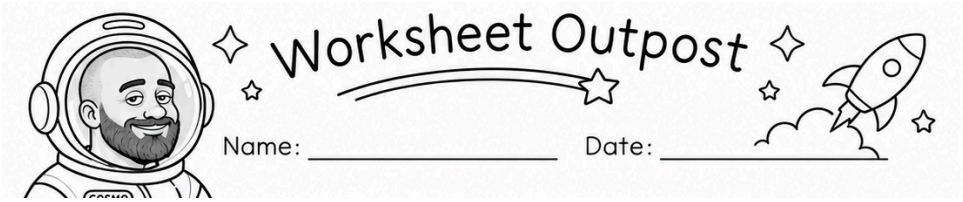
2. Ask who helps him. Answer it.

3. Ask a question you would like to ask Mei.

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 2 ELA

Setting

2-014-1 | Five questions

Success criteria
I can tell where or when a story happens and point to a clue.

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. Which objects help you picture where Nell works?

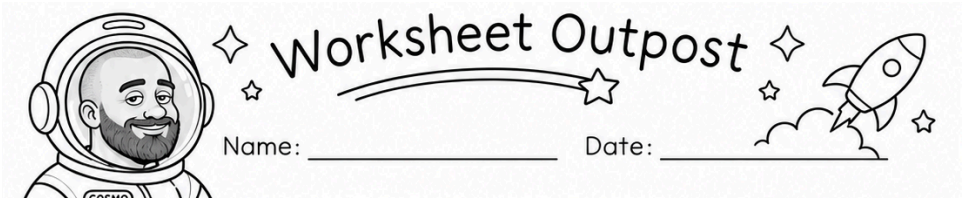
2. Does the passage name a room?

3. Suggest a possible place and label it as a guess.

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 2 ELA

Setting

2-014-2 | Five questions

Success criteria
I can tell where or when a story happens 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. Where does Rafi want to go?

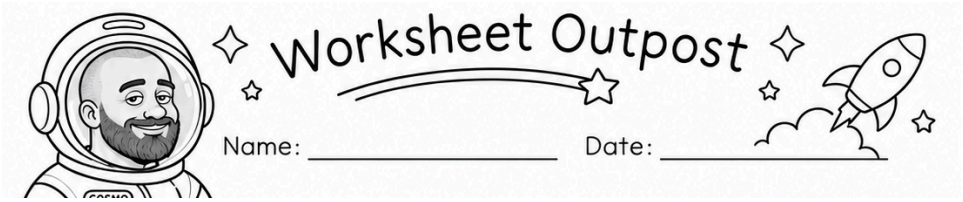
2. Where does he make the card?

3. Draw the ending setting.

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 2 ELA

Collaborative Conversations

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

2-015-1 | Five questions

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.

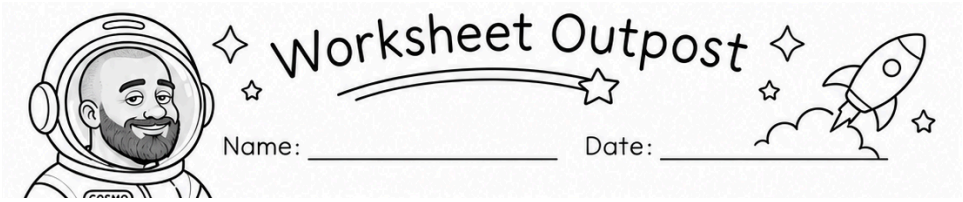
2. Ask a question about your partner's idea.

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 | Grade 2 ELA

Collaborative Conversations

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

2-015-2 | Five questions

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.

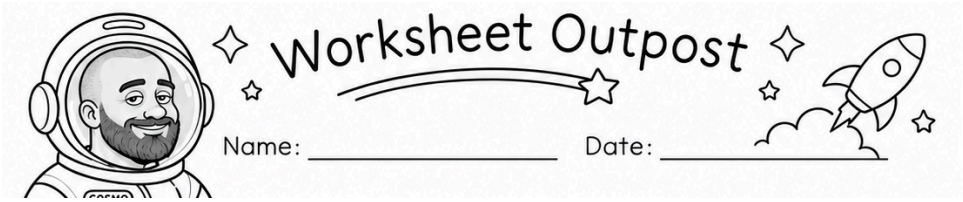
2. Write or draw one idea your partner shared.

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 | Grade 2 ELA

Write a Description

2-016-1 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Describe a useful bag. Tell its size, color, texture, and what it can hold.

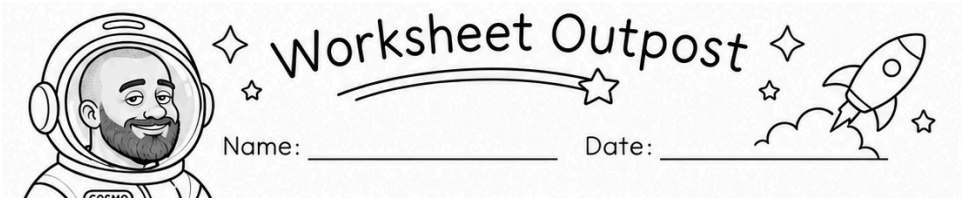
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

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 2 ELA

Write a Description

2-016-2 | Five questions

Success criteria
I can name my topic and give facts that teach someone about it.

Name: _____ Date: _____

1. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

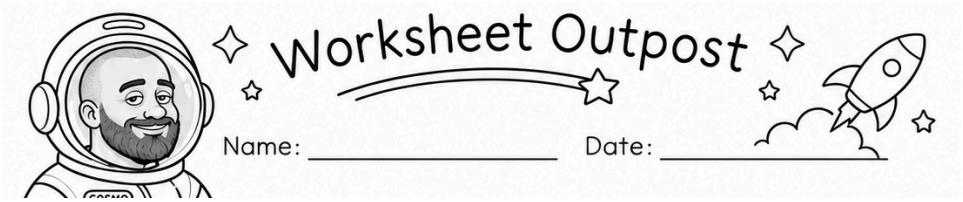
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Describe a useful bag. Tell its size, color, texture, and what it can hold.

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 2 ELA

Words That Describe Actions

Success criteria
I can explain what a word means and use it in a sentence.

2-017-1 | Five questions

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Use inspect in a sentence or act it out.

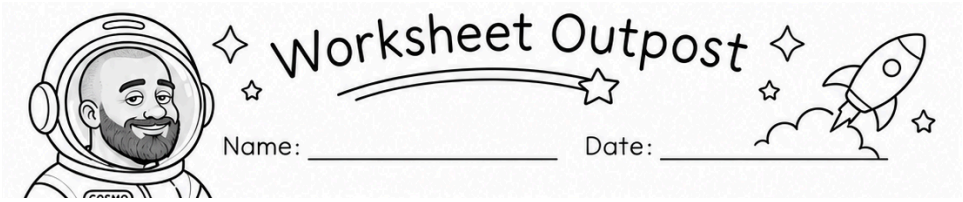
2. Use repair in a sentence or act it out.

3. Use balance in a sentence or act it out.

4. Draw or describe someone balancing something.

5. Draw or describe someone fixing something.

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



WORKSHEET OUTPOST | Grade 2 ELA

Words That Describe Actions

Success criteria
I can explain what a word means and use it in a sentence.

2-017-2 | Five questions

Name: _____ Date: _____

Word meanings: inspect - look closely; repair - fix something broken; balance - keep steady.

1. Draw or describe someone balancing something.

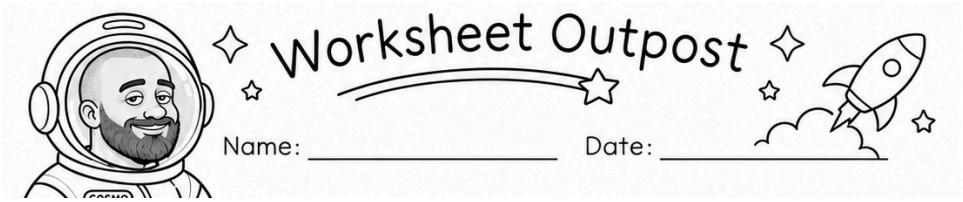
2. Draw or describe someone fixing something.

3. Draw or describe someone looking closely at something.

4. Use inspect in a sentence or act it out.

5. Use repair in a sentence or act it out.

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



WORKSHEET OUTPOST | Grade 2 ELA

Antonyms

2-018-1 | Five questions

Success criteria
I can choose a word that means the opposite.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Write the opposite: hot; open; early

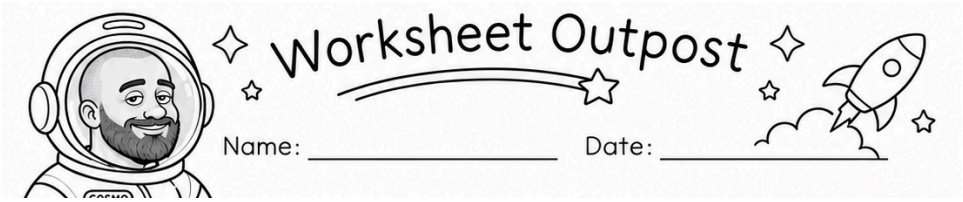
2. Finish: The first box is full. The other is ___.

3. Use two opposites in a sentence.

4. Write the opposite: tall; hard; wet

5. Finish: Mei came before. Rafi came ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

Antonyms

2-018-2 | Five questions

Success criteria
I can choose a word that means the opposite.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Write the opposite: tall; hard; wet

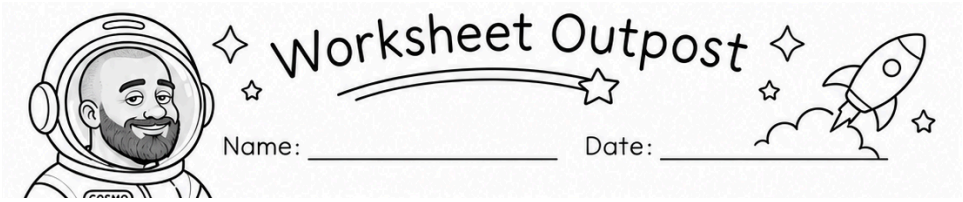
2. Finish: Mei came before. Rafi came ___.

3. Make your own opposite pair.

4. Write the opposite: hot; open; early

5. Finish: The first box is full. The other is ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

Personal Narrative

2-019-1 | Five questions

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

Name: _____ Date: _____

1. Tell about a time you tried again or helped someone. Draw or write only what you remember.

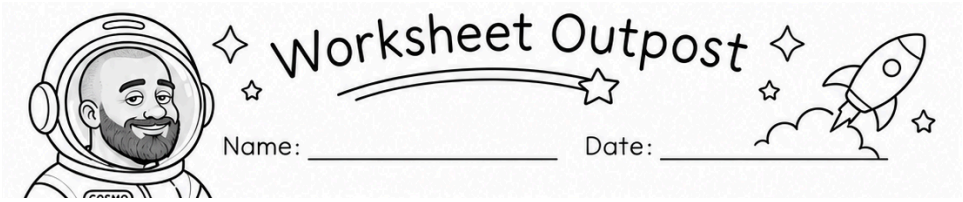
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

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 2 ELA

Personal Narrative

2-019-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Tell about a time you tried again or helped someone. Draw or write only what you remember.

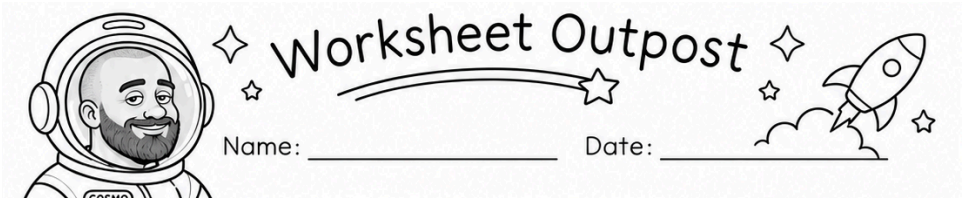
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Tell about a time you tried again or helped someone. Draw or write only what you remember.

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 2 ELA

Subjects

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

2-020-1 | Five questions

Name: _____ Date: _____

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

1. Underline who: Nell folds the paper.

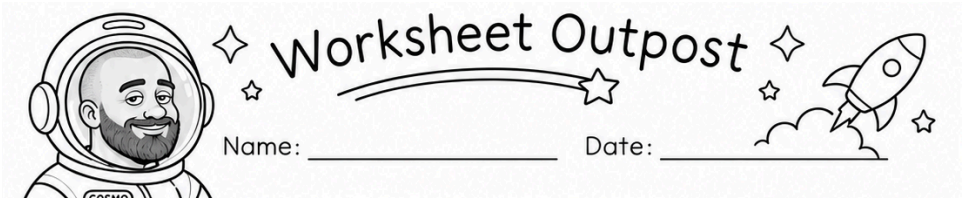
2. Underline what happens: The cart rolls down.

3. Add a naming part: ___ holds the bag.

4. Split into subject and predicate: The red cart stops.

5. Add an action part: Mei ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

Subjects

2-020-2 | 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. Split into subject and predicate: The red cart stops.

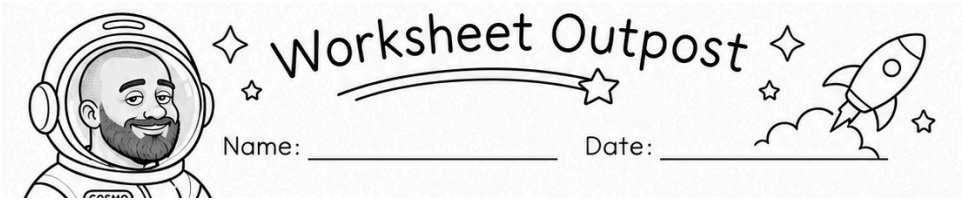
2. Add an action part: Mei ___.

3. Write a sentence and mark both parts.

4. Underline who: Nell folds the paper.

5. Underline what happens: The cart rolls down.

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



WORKSHEET OUTPOST | Grade 2 ELA

Using Sentences

2-021-1 | Five questions

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

Name: _____ Date: _____

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

1. Fix the word order: rolls cart The

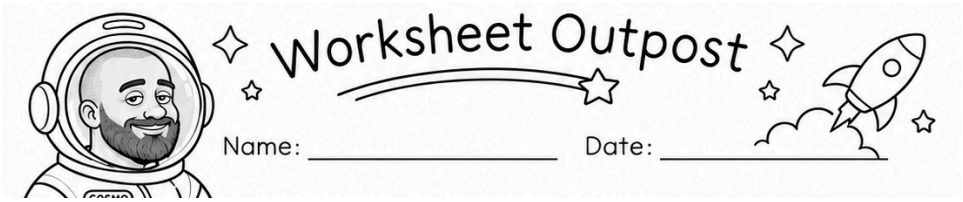
2. Is this complete? The little red bag

3. Add an end mark: Does it fit__

4. Finish: The paper bridge ___.

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Using Sentences

2-021-2 | 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. Finish: The paper bridge ___.

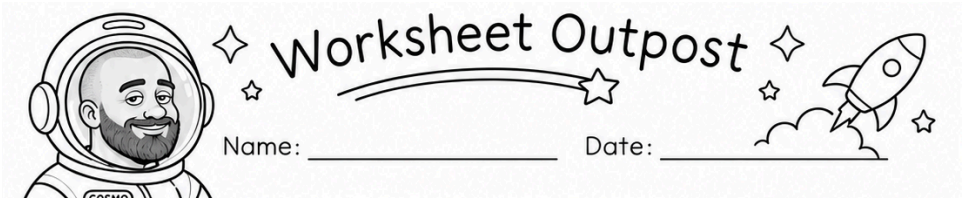
2. Label statement, question, command, or exclamation: Please hold this.

3. Write one complete statement.

4. Fix the word order: rolls cart The

5. Is this complete? The little red bag

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Nouns

Success criteria
I can choose a naming word that fits the sentence.

2-022-1 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

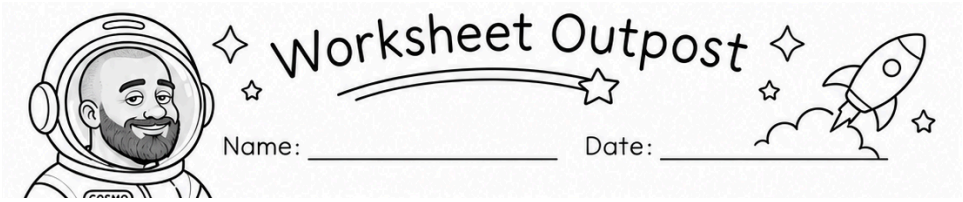
2. Circle the nouns: The dog carries a stick.

3. Name one person and one place.

4. Sort: turtle, artist, library, cup.

5. Circle the nouns: A child opens the gate.

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Nouns

Success criteria
I can choose a naming word that fits the sentence.

2-022-2 | Five questions

Name: _____ Date: _____

Nouns name people, animals, places, and things.

1. Sort: turtle, artist, library, cup.

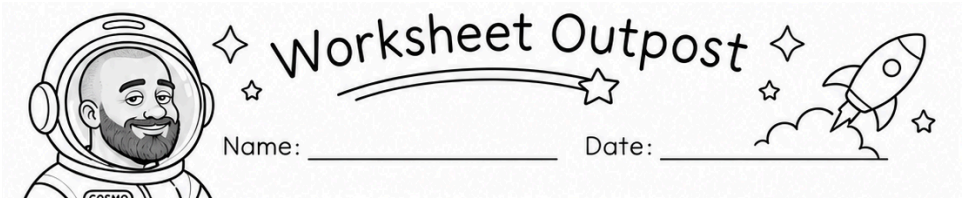
2. Circle the nouns: A child opens the gate.

3. Write a sentence with two nouns.

4. Sort: baker, rabbit, park, pencil. Use person, animal, place, thing.

5. Circle the nouns: The dog carries a stick.

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



WORKSHEET OUTPOST | Grade 2 ELA

Agree and Disagree

2-023-1 | Five questions

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

Name: _____ Date: _____

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

1. State your view: Should we test the cart again?

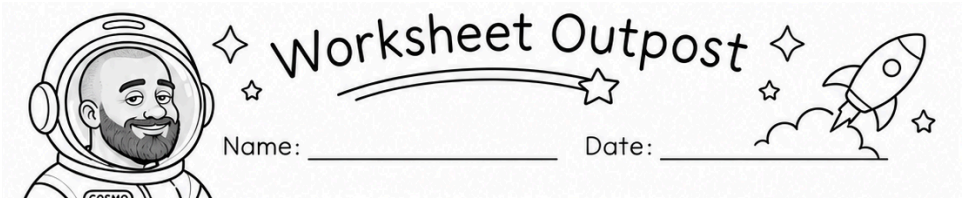
2. Give a reason using a detail about the bridge.

3. Respond respectfully to a different idea.

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 | Grade 2 ELA

Agree and Disagree

2-023-2 | Five questions

Success criteria
I can state my opinion and give a reason that supports 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. State your view: Should we test the cart again?

5. Give a reason using a detail about the bridge.

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