


**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.

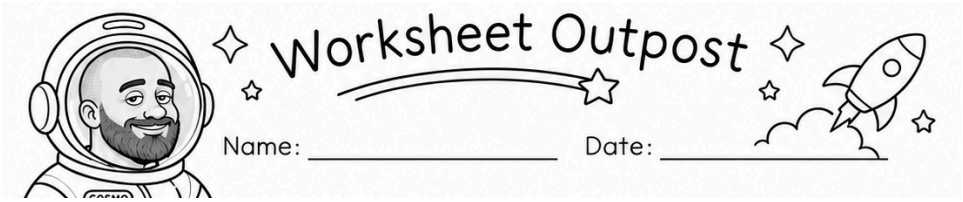
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

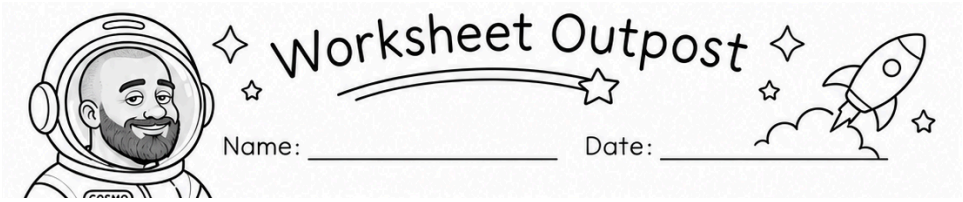
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

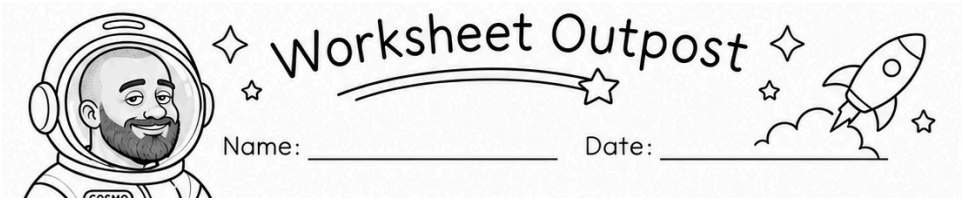
2. Say map. Tap each sound.

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.

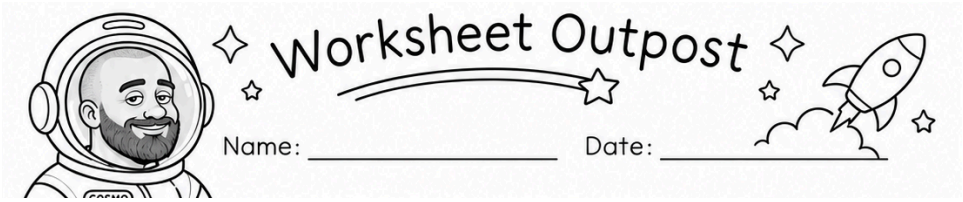
2. Say map. Tap each sound.

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**

# Floss Rule

2-024-1 | Five questions

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

Name: _____ Date: _____

Practice words: bell, puff, miss, doll, hill, buzz.

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

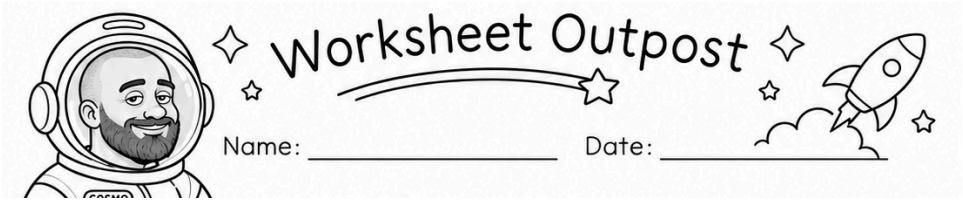
2. Choose two words. How are their spellings alike? How are they different?

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**

# Floss Rule

2-024-2 | Five questions

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

Name: _____ Date: _____

Practice words: buzz, hill, doll, miss, puff, bell.

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

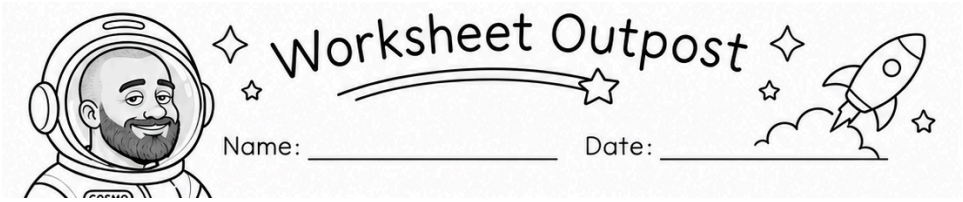
2. Choose two words. How are their spellings alike? How are they different?

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**

# Words with -all, -oll, -ull

2-025-1 | Five questions

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

Name: _____ Date: _____

Practice words: ball, wall, fall, roll, poll, pull.

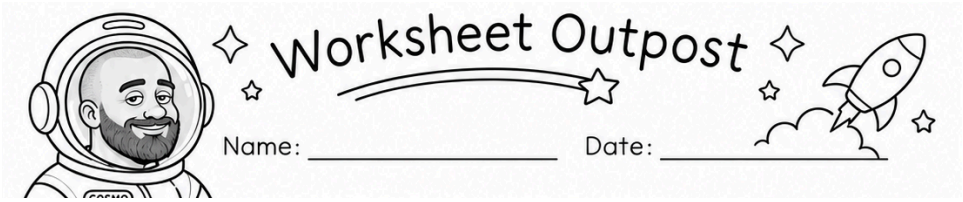
1. Read each word. Mark the letters that show the spelling pattern you are practicing.

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.




**WORKSHEET OUTPOST | Grade 2 ELA**

# Words with -all, -oll, -ull

2-025-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Practice words: pull, poll, roll, fall, wall, ball.

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

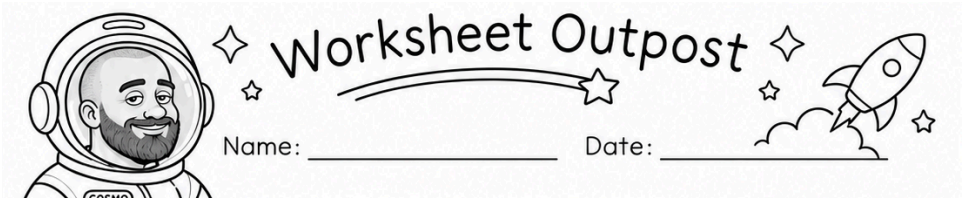
2. Choose two words. How are their spellings alike? How are they different?

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**

# been

2-026-1 | Five questions

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

Name: _____ Date: _____

Words: been

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

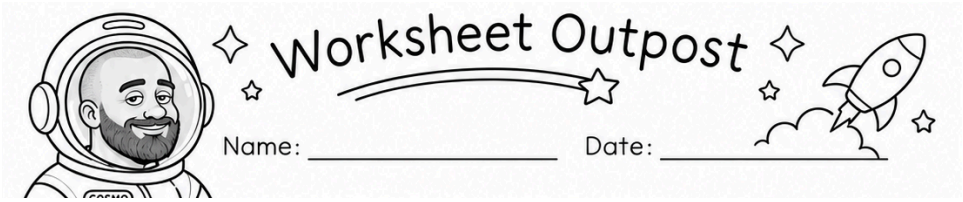
2. Choose two words. Use each word in a sentence aloud.

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**

# been

2-026-2 | Five questions

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

Name: _____ Date: _____

Words: been

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

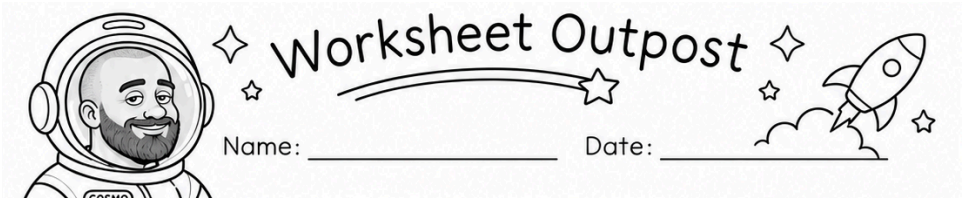
2. Check your spelling. Fix any words you missed.

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 the Floss Rule

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

2-027-1 | Five questions

Name: _____ Date: _____

Practice words: bell, puff, miss, doll, hill, buzz.

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

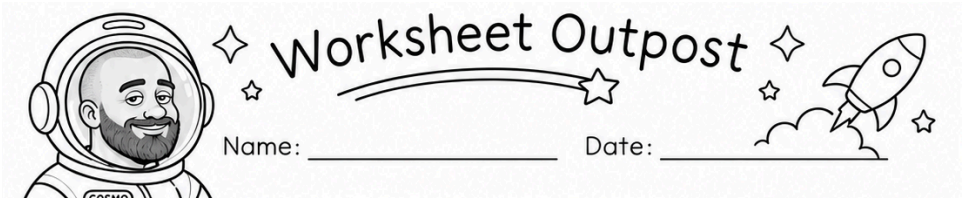
2. Choose two words. Write a sentence for each.

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 the Floss Rule

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

2-027-2 | Five questions

Name: _____ Date: _____

Practice words: buzz, hill, doll, miss, puff, bell.

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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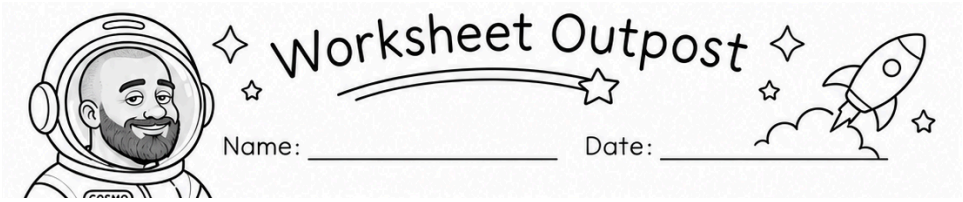



**WORKSHEET OUTPOST | Grade 2 ELA**

# Words with -all, -oll, -ull

2-028-1 | Five questions

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

Name: _____ Date: _____

Practice words: ball, wall, fall, roll, poll, pull.

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

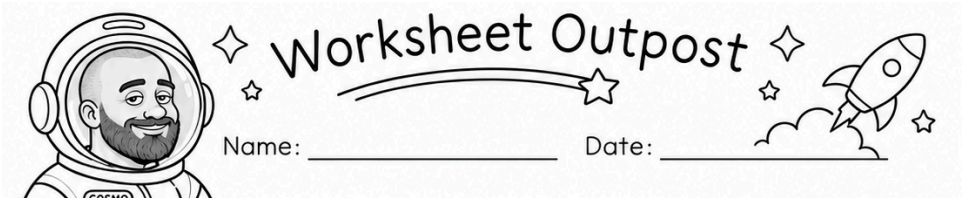
2. Choose two words. Write a sentence for each.

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 -all, -oll, -ull

2-028-2 | Five questions

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

Name: _____ Date: _____

Practice words: pull, poll, roll, fall, wall, ball.

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

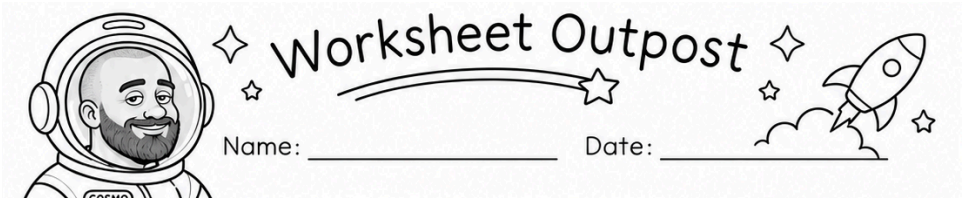
2. Choose two words. Write a sentence for each.

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: f, l, s, e, o, u

2-029-1 | 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 f. Copy the letter, then try again on your own.

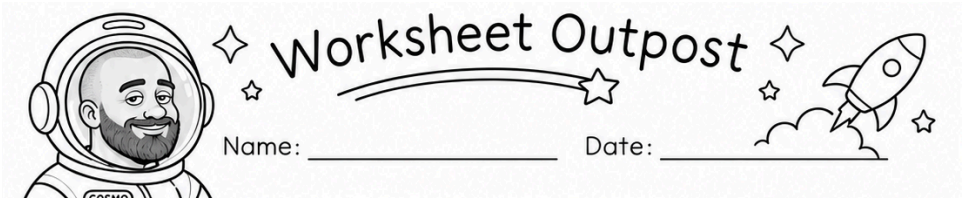
2. Watch an adult write s. Copy the letter, then try again on your own.

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

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

5. Watch an adult write s. 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: f, l, s, e, o, u

2-029-2 | 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 l. Copy the letter, then try again on your own.

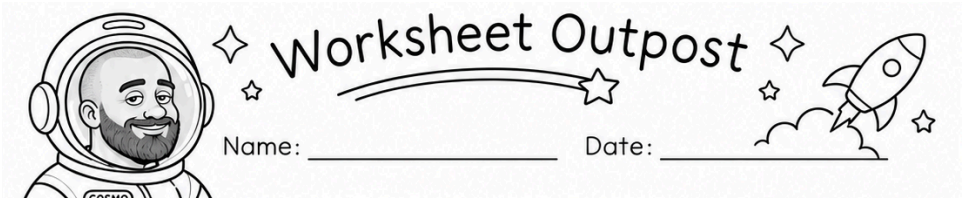
2. Watch an adult write e. Copy the letter, then try again on your own.

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

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

5. Watch an adult write e. 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.

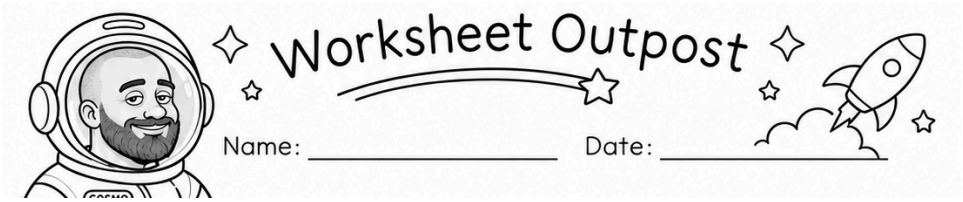
2. Check the letters, practice the word, and reread the sentence.

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.

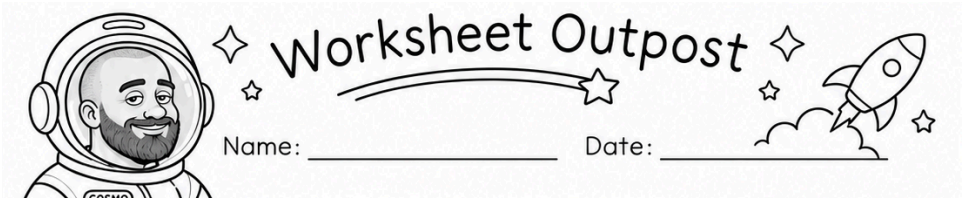
2. Tell what happens without looking.

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?

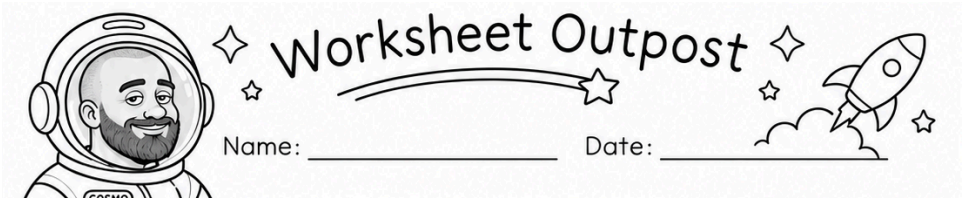
2. What happens when the fan opens?

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?

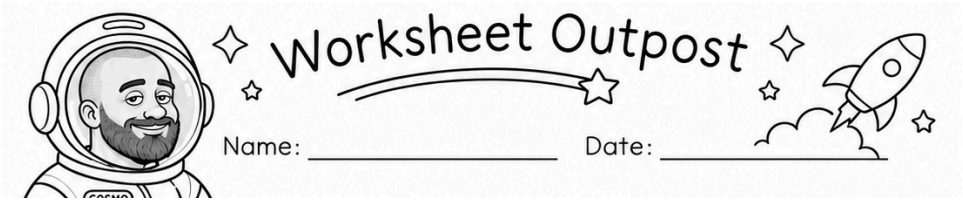
2. Name a detail about its ends.

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**

# Monitor and Clarify

2-030-1 | Five questions

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

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. Mark a word you want help with.

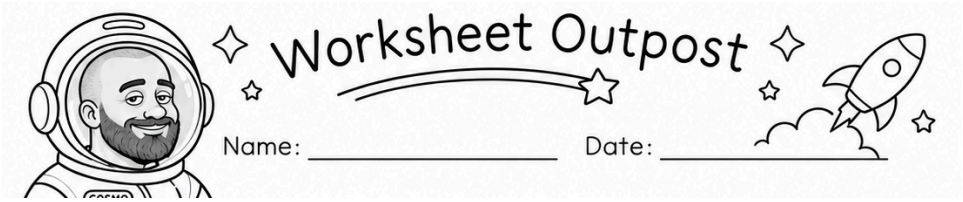
2. Reread the sentence around it. Explain the word.

3. Tell how Nell makes the bridge stronger.

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**

# Monitor and Clarify

2-030-2 | Five questions

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

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. Reread why the bag cannot be used.

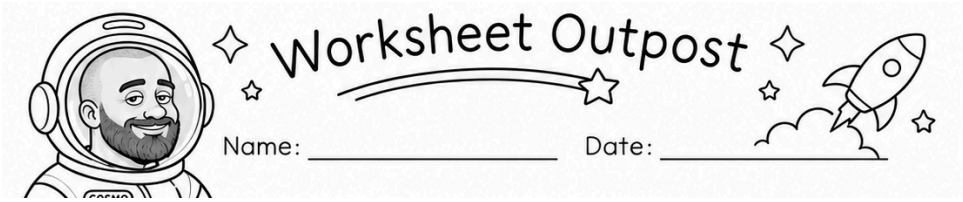
2. Explain handles using the sentence.

3. What is clearer after rereading?

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**

# Author's Purpose

2-031-1 | 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?

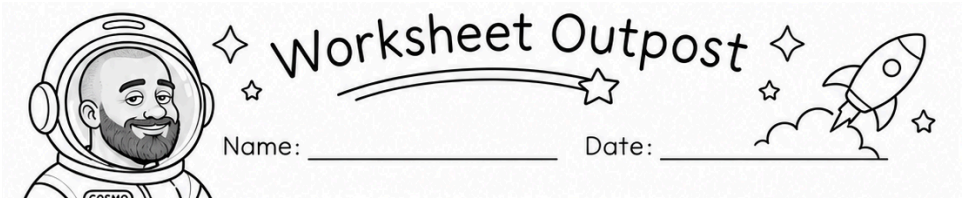
2. Name a detail that helps explain the fan.

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 | Grade 2 ELA**

# Author's Purpose

2-031-2 | 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?

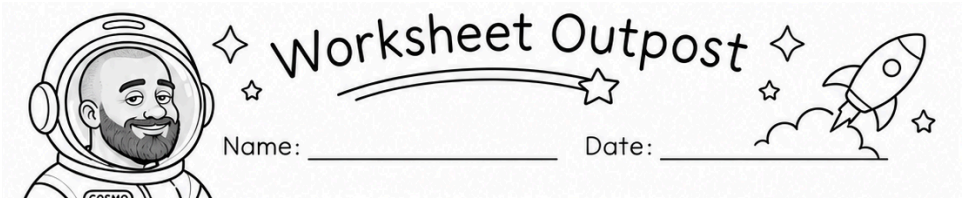
2. Which action shows gratitude without naming it?

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 | Grade 2 ELA**

# Summarize

2-032-1 | 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.

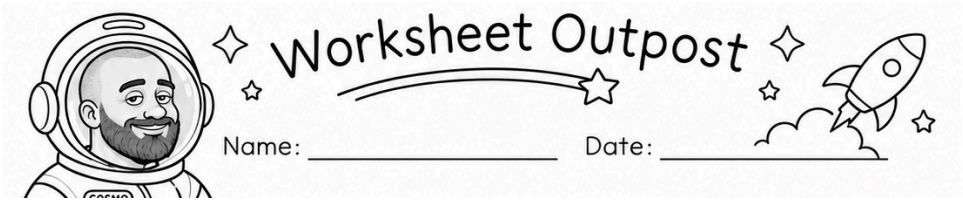
2. Tell the problem and solution.

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 | Grade 2 ELA**

# Summarize

2-032-2 | 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.

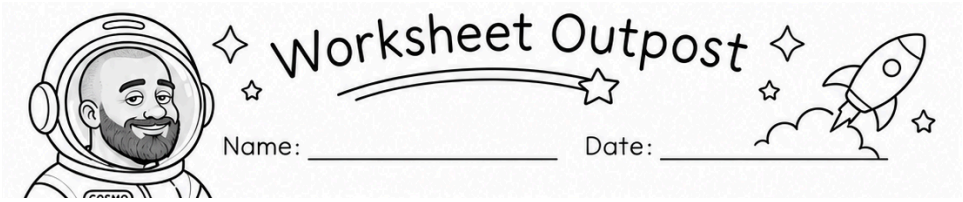
2. Tell how it is solved.

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 | Grade 2 ELA**

# Write an Opinion

2-033-1 | 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.

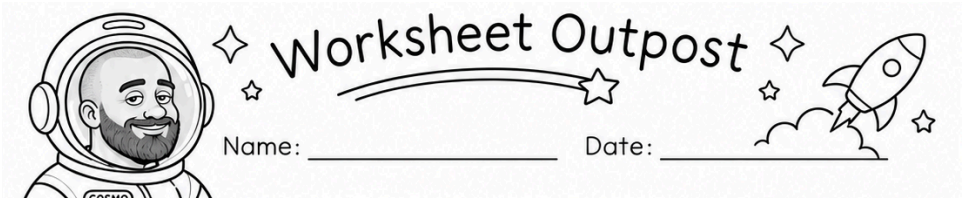
2. Plan: What is your main idea? Choose two or three details.

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 2 ELA**

# Write an Opinion

2-033-2 | 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.

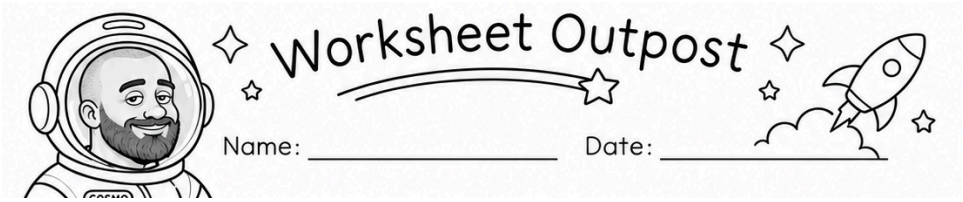
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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 2 ELA**

# Write Directions

2-034-1 | Five questions

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

Name: _____ Date: _____

1. Explain how to fold and test a paper bridge.

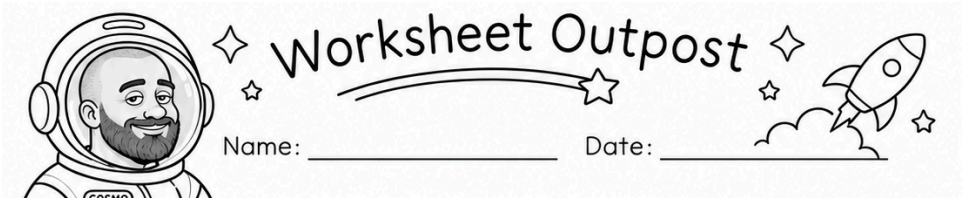
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Explain how to fold and test a paper bridge.

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 Directions

2-034-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Explain how to fold and test a paper bridge.

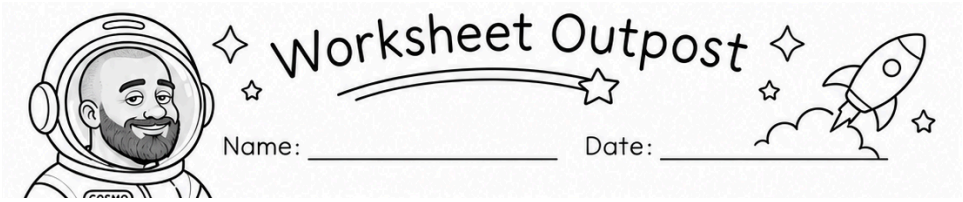
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Explain how to fold and test a paper bridge.

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 People, Places, Things

2-035-1 | Five questions

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

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

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

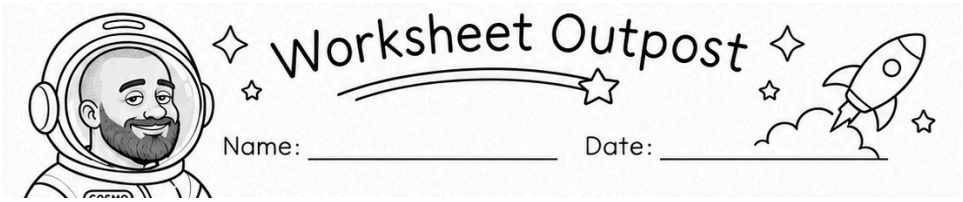
2. Use workshop in a sentence or act it out.

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

4. Draw or describe a container and what it holds.

5. Draw or describe a place where people make or fix things.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

## Words That Describe People, Places, Things

2-035-2 | Five questions

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

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

1. Draw or describe a container and what it holds.

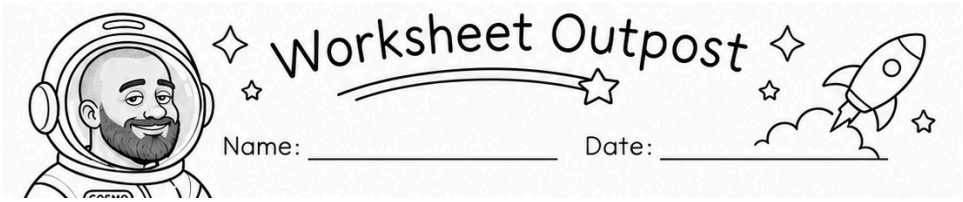
2. Draw or describe a place where people make or fix things.

3. Draw or describe a librarian at work.

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

5. Use workshop 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**

# 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.

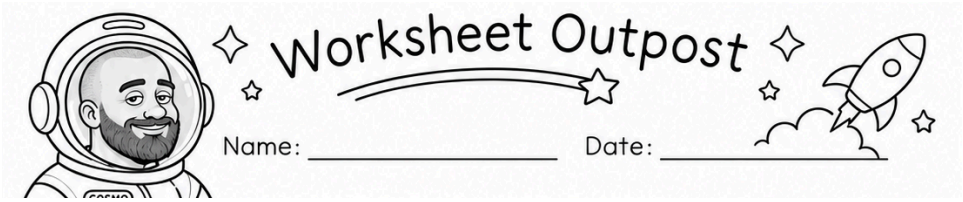
2. Plan: What is your main idea? Choose two or three details.

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.

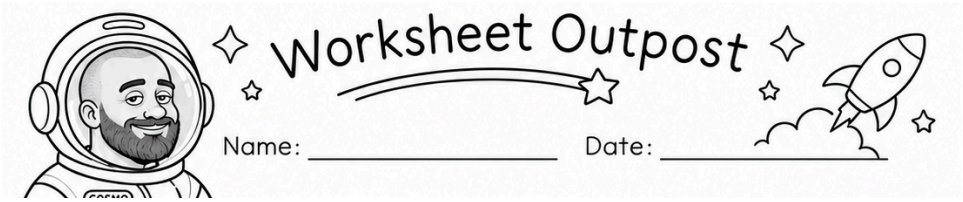
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# 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

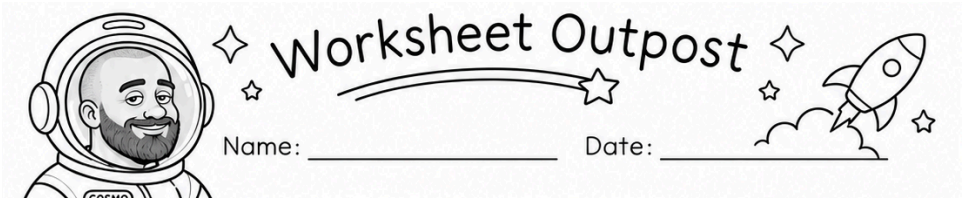
2. Is this complete? The little red bag

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 ___.

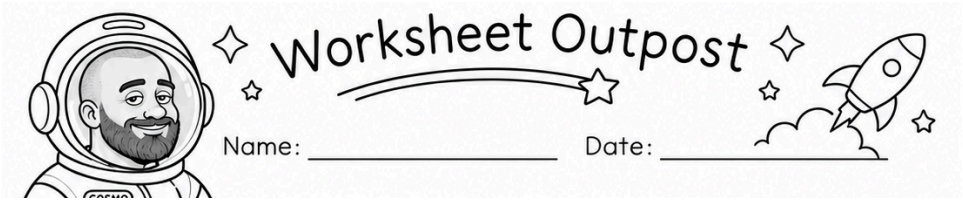
2. Label statement, question, command, or exclamation: Please hold this.

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**

# Run-On Sentences

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

2-036-1 | Five questions

Name: _____ Date: _____

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

1. Fix: The cart rolls it hits the book.

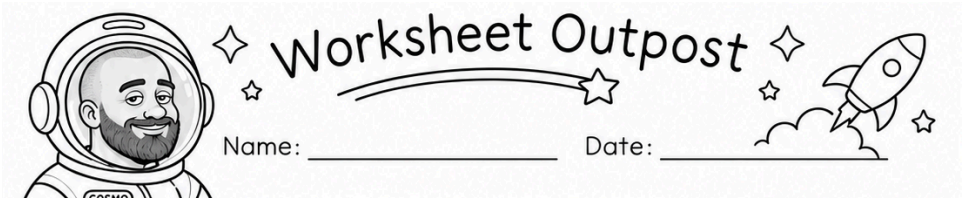
2. Fix: Nell folds paper Omar tests it.

3. Write two sentences about a toy.

4. Fix: I open the bag a book falls out.

5. Fix: Mei smiles she waves.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Run-On Sentences

2-036-2 | 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. Fix: I open the bag a book falls out.

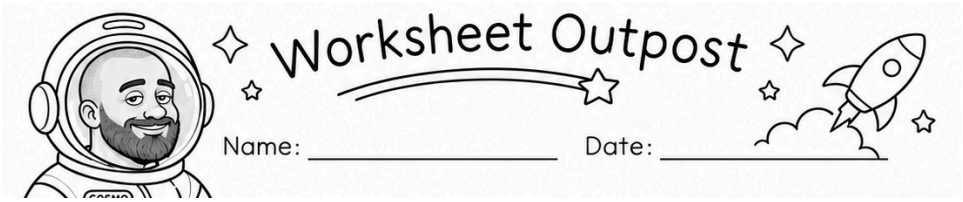
2. Fix: Mei smiles she waves.

3. Join two related sentences with and.

4. Fix: The cart rolls it hits the book.

5. Fix: Nell folds paper Omar tests it.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Review Action Verbs

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

2-037-1 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Mei lifts the bag.

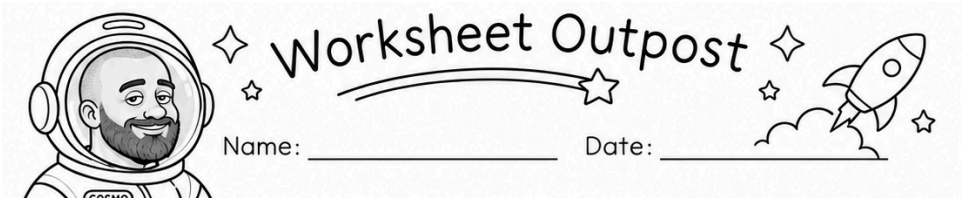
2. Name three things a cart can do.

3. Use jump in a sentence.

4. Circle the action: Nell folds the paper.

5. Act out stretch and whisper.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Review Action Verbs

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

2-037-2 | Five questions

Name: _____ Date: _____

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

1. Circle the action: Nell folds the paper.

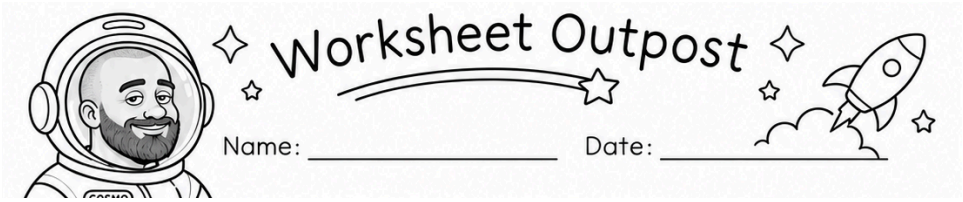
2. Act out stretch and whisper.

3. Replace went with a more exact action word.

4. Circle the action: Mei lifts the bag.

5. Name three things a cart can do.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Recount Information

2-038-1 | Five questions

**Success criteria**
I can tell what happened in order and include a detail.

Name: _____ Date: _____

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

1. Tell about building or fixing something.

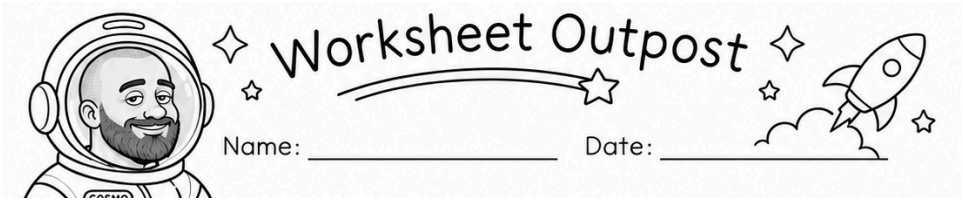
2. Include who, where, and what happened.

3. Ask your partner to retell one detail.

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**

# Recount Information

2-038-2 | Five questions

**Success criteria**
I can tell what happened in order and include a detail.

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. Tell about building or fixing something.

5. Include who, where, and what happened.

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