

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.

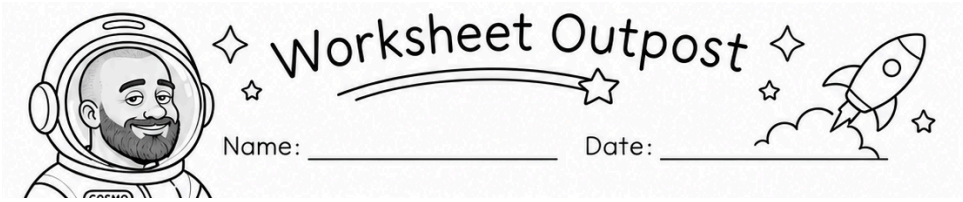
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

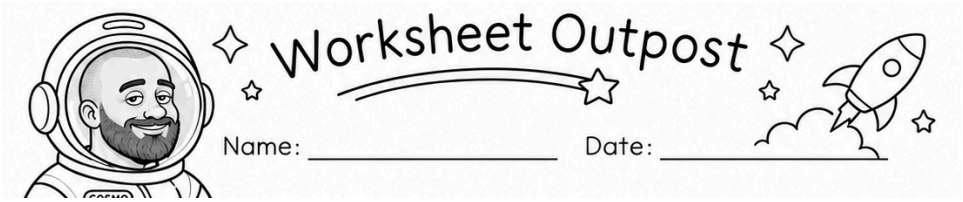
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

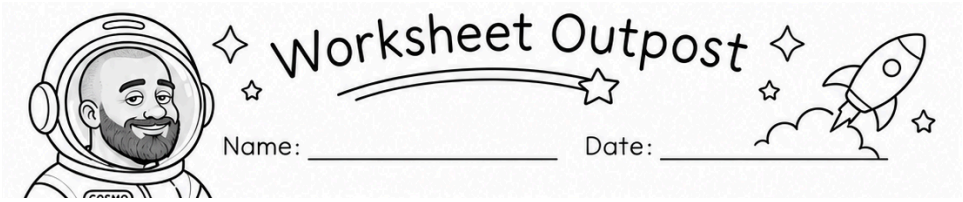
2. Say map. Tap each sound.

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.

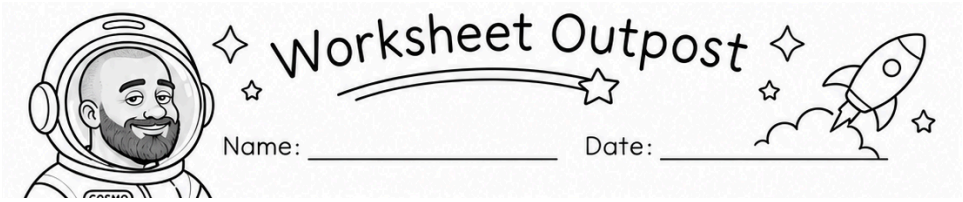
2. Say map. Tap each sound.

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

Schwa

2-075-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: about, away, alone, banana, sofa, comma.

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

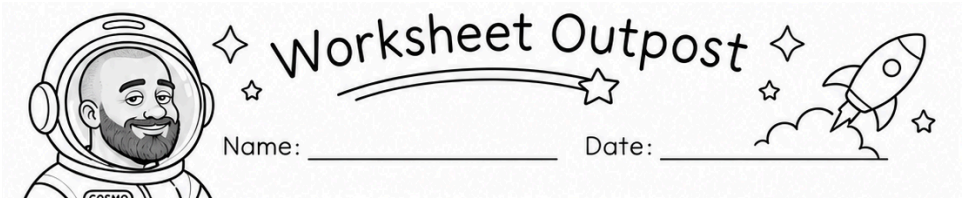
2. Choose two words. How are their spellings alike? How are they different?

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

Schwa

2-075-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: comma, sofa, banana, alone, away, about.

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

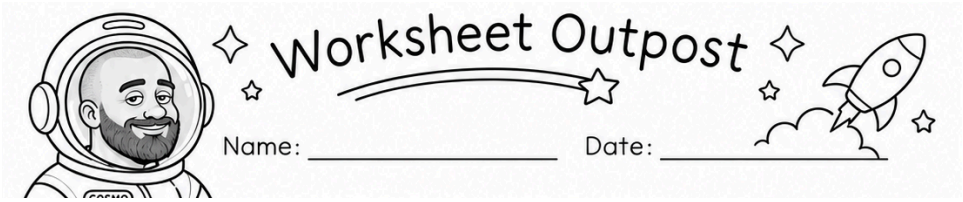
2. Choose two words. How are their spellings alike? How are they different?

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

women, woman

2-076-1 | Five questions

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

Name: _____ Date: _____

Words: women, woman

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

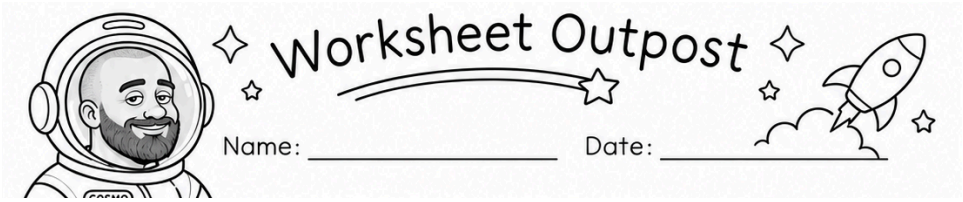
2. Choose two words. Use each word in a sentence aloud.

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

women, woman

2-076-2 | Five questions

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

Name: _____ Date: _____

Words: women, woman

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

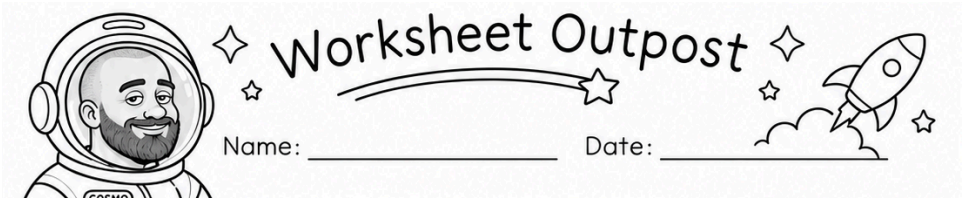
2. Check your spelling. Fix any words you missed.

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 Schwa

2-077-1 | Five questions

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

Name: _____ Date: _____

Practice words: about, away, alone, banana, sofa, comma.

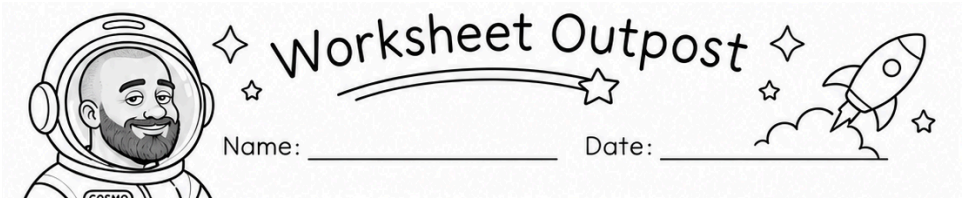
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

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 2 ELA

Words with Schwa

2-077-2 | Five questions

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

Name: _____ Date: _____

Practice words: comma, sofa, banana, alone, away, about.

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

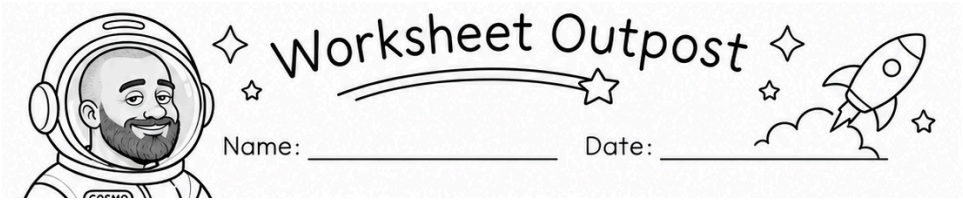
2. Choose two words. Write a sentence for each.

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, A, O, U

Success criteria
I can form the letters shown and write them on my own.

2-078-1 | Five questions

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.

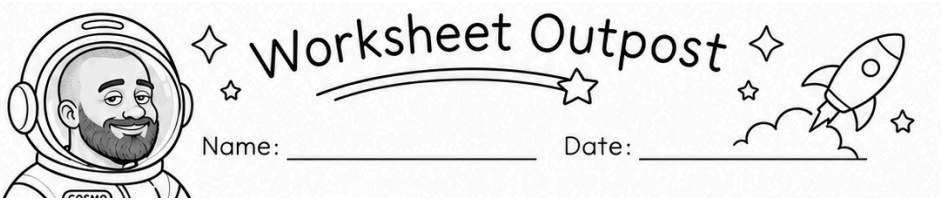
2. Watch an adult write S. Copy the letter, then try again on your own.

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, A, O, U

2-078-2 | 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.

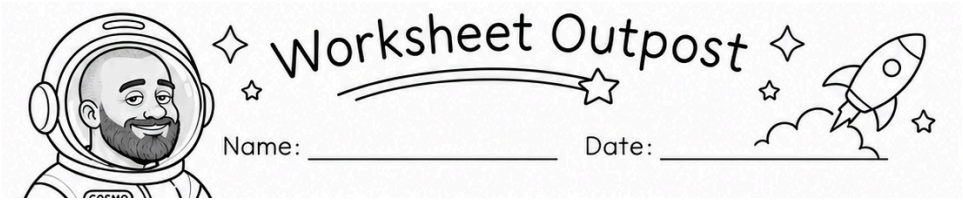
2. Watch an adult write A. Copy the letter, then try again on your own.

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 A. 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.

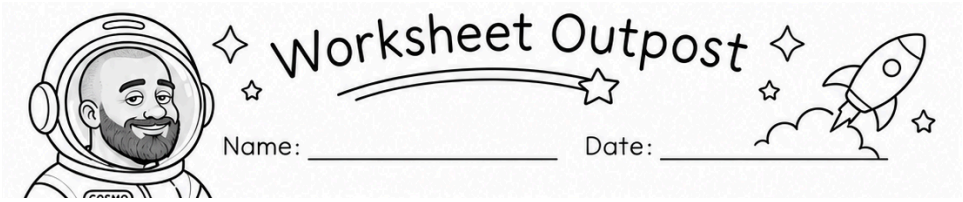
2. Check the letters, practice the word, and reread the sentence.

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.

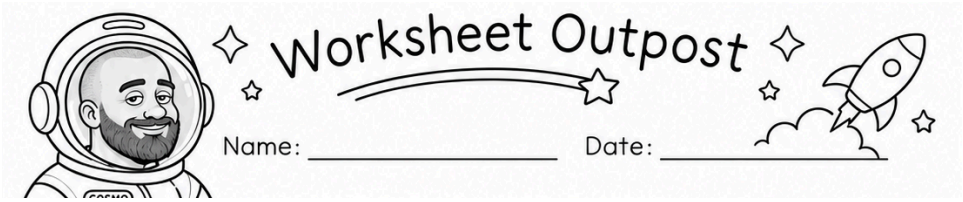
2. Tell what happens without looking.

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?

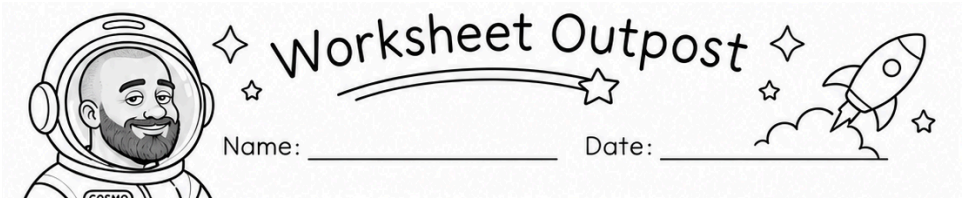
2. What happens when the fan opens?

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?

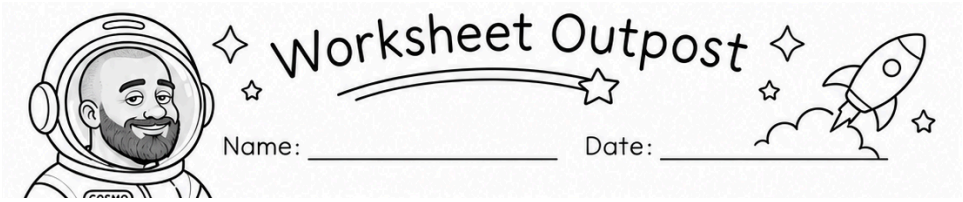
2. Name a detail about its ends.

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.

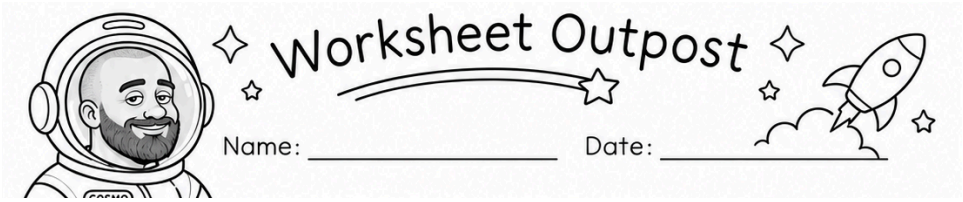
2. Ask why Nell changes the paper.

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.

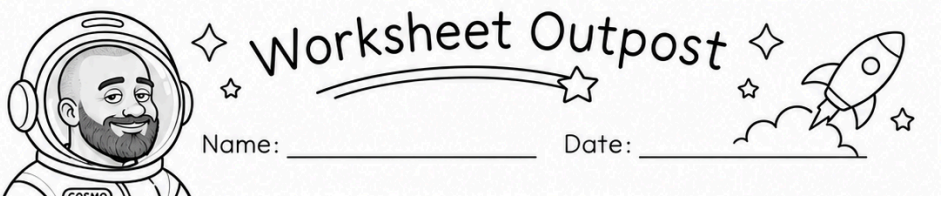
2. Ask who helps him. Answer it.

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

Elements of Drama

2-079-1 | 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.

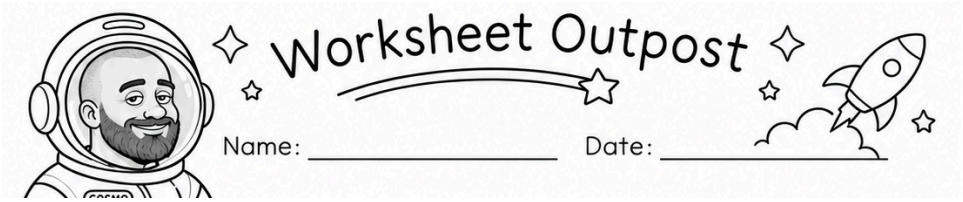
2. Circle a stage direction.

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 2 ELA

Elements of Drama

2-079-2 | 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?

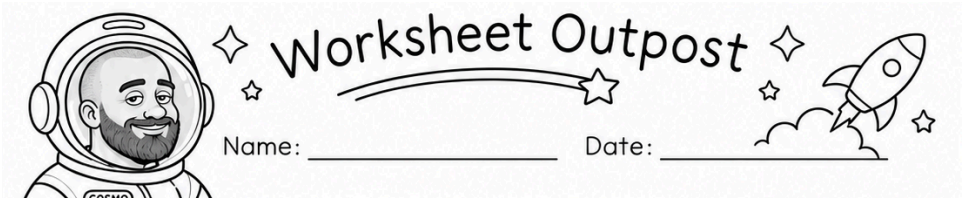
2. Underline words to be spoken, not acted.

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 2 ELA

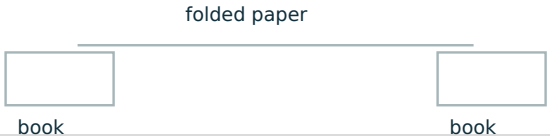
Connect Text and Visuals

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

2-068-1 | 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?

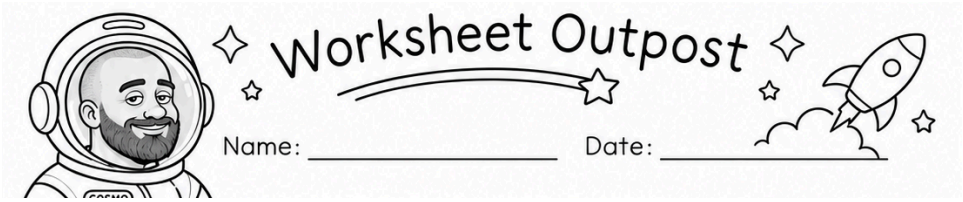
2. What does the caption explain?

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 2 ELA

Connect Text and Visuals

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

2-068-2 | 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?

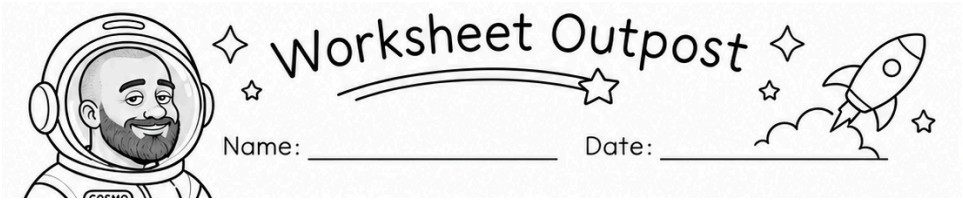
2. Read the heading. What will you learn about?

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 2 ELA

Write Stage Directions

2-080-1 | Five questions

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

Name: _____ Date: _____

1. Write a short scene about a bridge test. Add three actions for actors in parentheses.

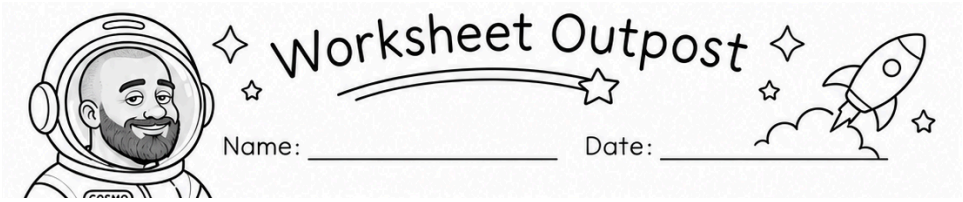
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a short scene about a bridge test. Add three actions for actors in parentheses.

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 Stage Directions

2-080-2 | Five questions

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

Name: _____ Date: _____

1. Write another version. Write a short scene about a bridge test. Add three actions for actors in parentheses.

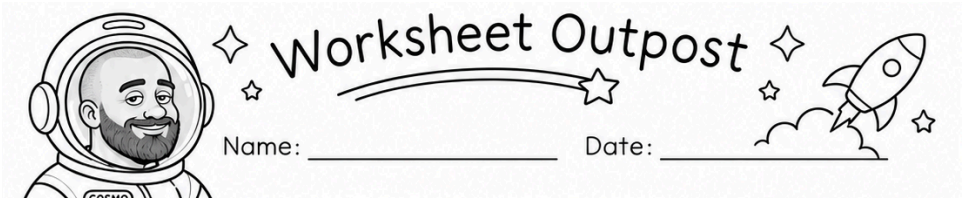
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a short scene about a bridge test. Add three actions for actors in parentheses.

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.

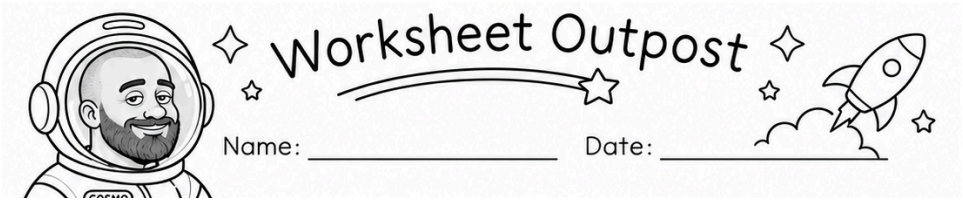
2. Use workshop in a sentence or act it out.

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.

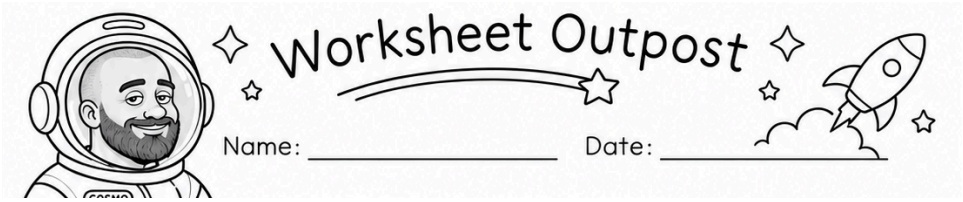
2. Draw or describe a place where people make or fix things.

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

Descriptive Essay

2-059-1 | Five questions

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

Name: _____ Date: _____

1. Describe a useful object. Tell its size, shape, texture, and purpose.

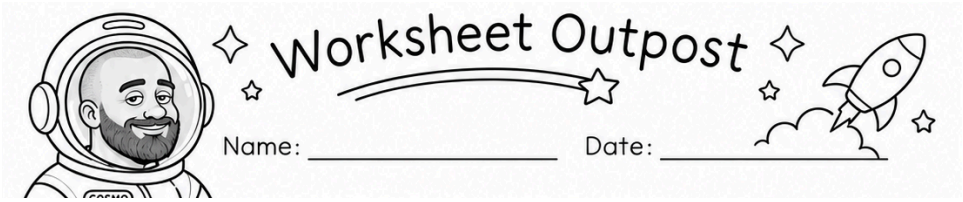
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Describe a useful object. Tell its size, shape, texture, and purpose.

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

Descriptive Essay

2-059-2 | 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 object. Tell its size, shape, texture, and purpose.

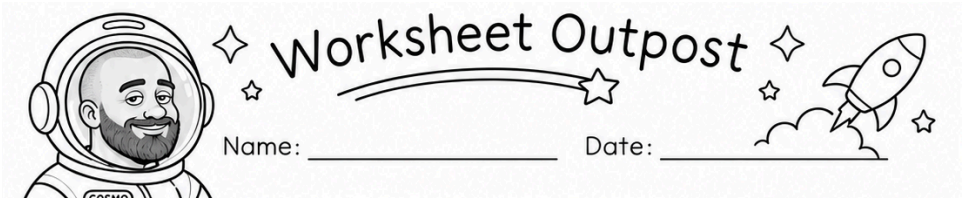
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Describe a useful object. Tell its size, shape, texture, and purpose.

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

One and More Than One

2-073-1 | Five questions

Success criteria
I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

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

1. Write more than one: cup; box; wish

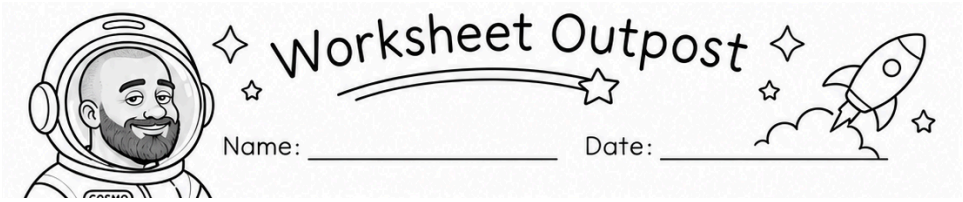
2. Choose: Three (dog / dogs) run.

3. Circle the singular noun: fox / foxes

4. Write more than one: bus; dish; lamp

5. Write a sentence about two cats.

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



WORKSHEET OUTPOST | Grade 2 ELA

One and More Than One

2-073-2 | Five questions

Success criteria
I can choose a verb that matches the person or thing doing the action.

Name: _____ Date: _____

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

1. Write more than one: bus; dish; lamp

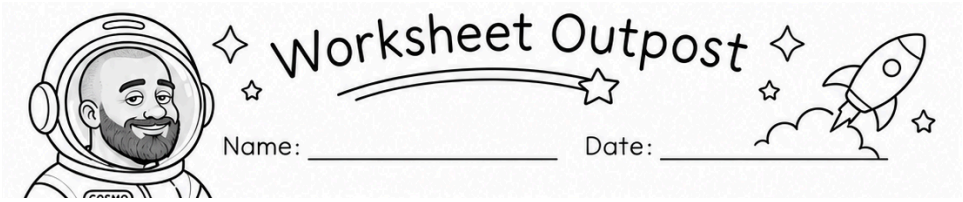
2. Write a sentence about two cats.

3. Write one noun and its plural.

4. Write more than one: cup; box; wish

5. Choose: Three (dog / dogs) run.

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



WORKSHEET OUTPOST | Grade 2 ELA

Nouns that Change Spelling

Success criteria
I can write the correct word for more than one person or thing.

2-081-1 | Five questions

Name: _____ Date: _____

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

1. Write more than one: child; foot; mouse

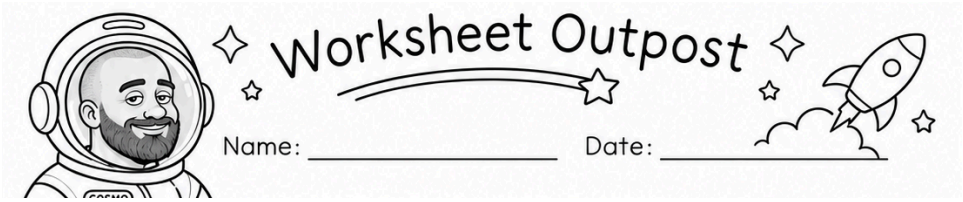
2. Choose: Two (mans / men) wave.

3. Use teeth in a sentence.

4. Write more than one: tooth; person; goose

5. Choose: Three (womans / women) read.

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



WORKSHEET OUTPOST | Grade 2 ELA

Nouns that Change Spelling

Success criteria
I can write the correct word for more than one person or thing.

2-081-2 | Five questions

Name: _____ Date: _____

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

1. Write more than one: tooth; person; goose

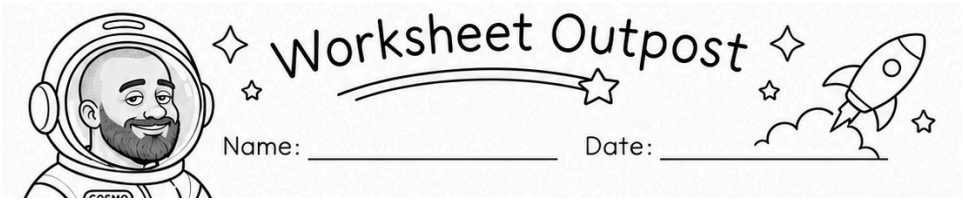
2. Choose: Three (womans / women) read.

3. Use children in a sentence.

4. Write more than one: child; foot; mouse

5. Choose: Two (mans / men) wave.

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



WORKSHEET OUTPOST | Grade 2 ELA

Collective Nouns

Success criteria
I can name a group of people or things with one word.

2-082-1 | Five questions

Name: _____ Date: _____

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

1. Circle the group word: A team plays.

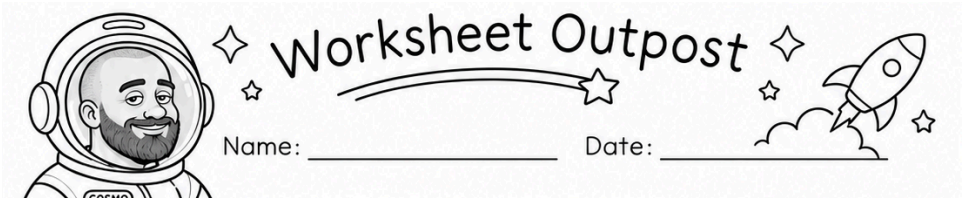
2. Choose: A (flock / feather) of birds flies.

3. Write a sentence with class as a group.

4. Circle the group word: The crowd cheers.

5. Choose: A (herd / hoof) of cows rests.

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



WORKSHEET OUTPOST | Grade 2 ELA

Collective Nouns

2-082-2 | Five questions

Success criteria
I can name a group of people or things with one word.

Name: _____ Date: _____

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

1. Circle the group word: The crowd cheers.

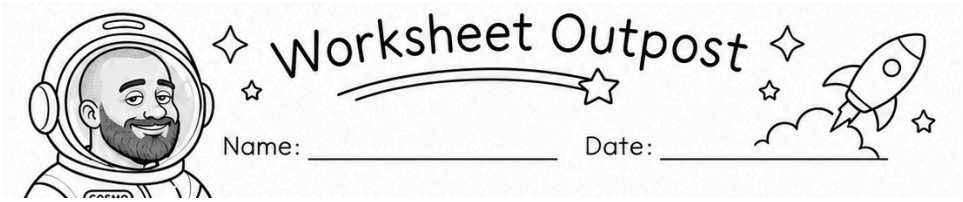
2. Choose: A (herd / hoof) of cows rests.

3. Use family as a group word.

4. Circle the group word: A team plays.

5. Choose: A (flock / feather) of birds flies.

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



WORKSHEET OUTPOST | Grade 2 ELA

Classify

2-060-1 | Five questions

Success criteria

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

Name: _____ Date: _____

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

1. Compare two ways to make a bridge stronger.

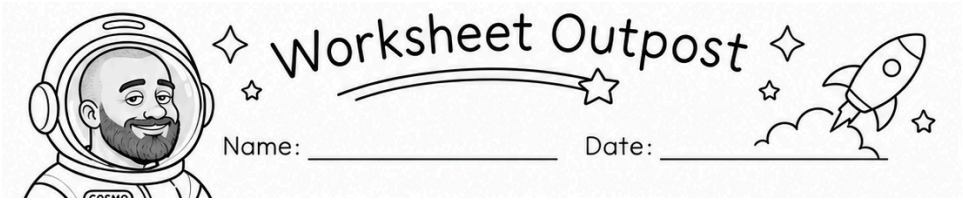
2. Listen to your partner and combine the best parts of both plans.

3. Explain the plan and why you chose it.

4. Switch roles. Try the same conversation with a paper boat instead of a bridge.

5. Write or draw one idea your partner shared.

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



WORKSHEET OUTPOST | Grade 2 ELA

Classify

2-060-2 | Five questions

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

Name: _____ Date: _____

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

1. Switch roles. Try the same conversation with a paper boat instead of a bridge.

2. Write or draw one idea your partner shared.

3. Check: Did you listen, take turns, stay on topic, and use clear words?

4. Compare two ways to make a bridge stronger.

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

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