

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.

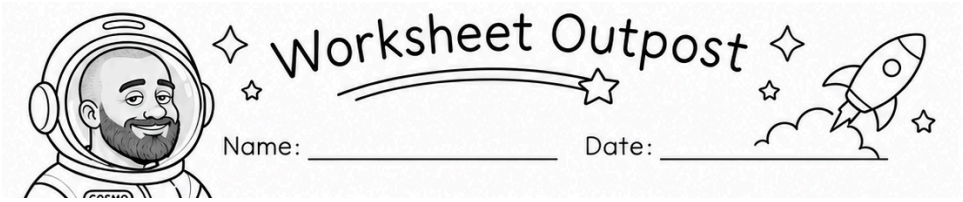
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

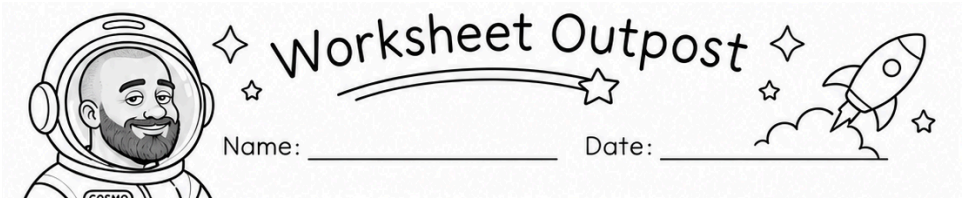
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

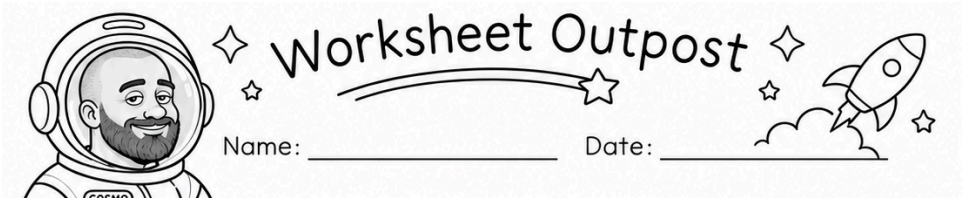
2. Say map. Tap each sound.

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.

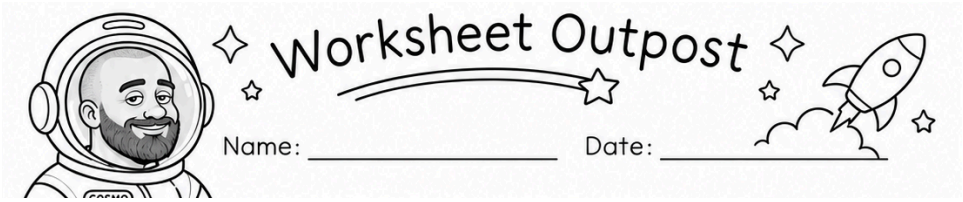
2. Say map. Tap each sound.

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

Consonant Doubling for Adding Suffixes -ed, -ing, -er, and -est

2-138-1 | Five questions

Success criteria

I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: hopped, hopping, runner, running, bigger, biggest.

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

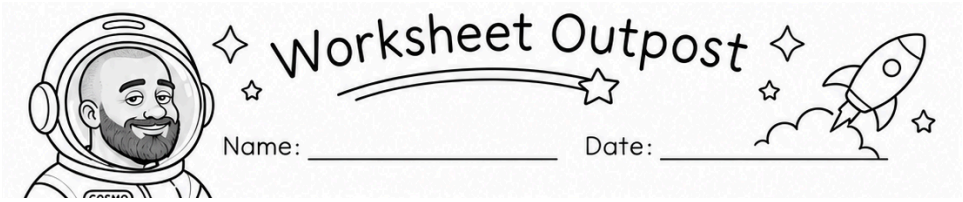
2. Choose two words. How are their spellings alike? How are they different?

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

Consonant Doubling for Adding Suffixes -ed, -ing, -er, and -est

2-138-2 | Five questions

Success criteria

I can read each word and mark the word part that shows the pattern.

Name: _____ Date: _____

Practice words: biggest, bigger, running, runner, hopping, hopped.

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

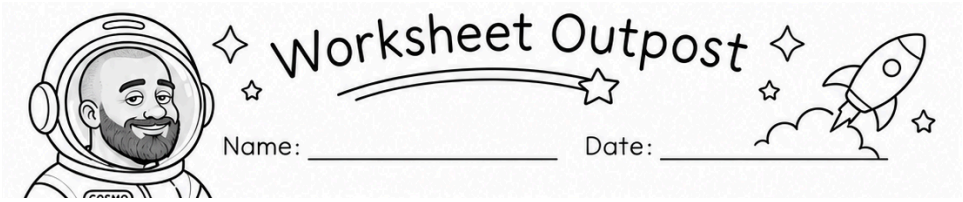
2. Choose two words. How are their spellings alike? How are they different?

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

above, among

2-139-1 | Five questions

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

Name: _____ Date: _____

Words: above, among

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

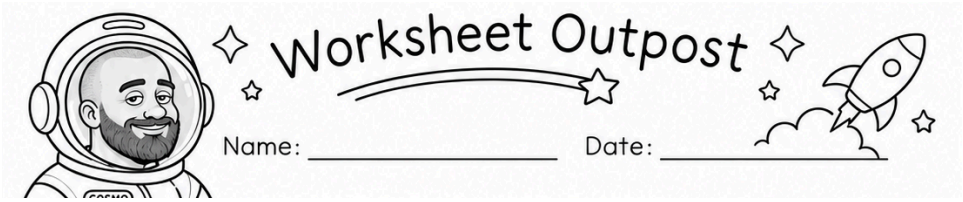
2. Choose two words. Use each word in a sentence aloud.

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

above, among

2-139-2 | Five questions

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

Name: _____ Date: _____

Words: above, among

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

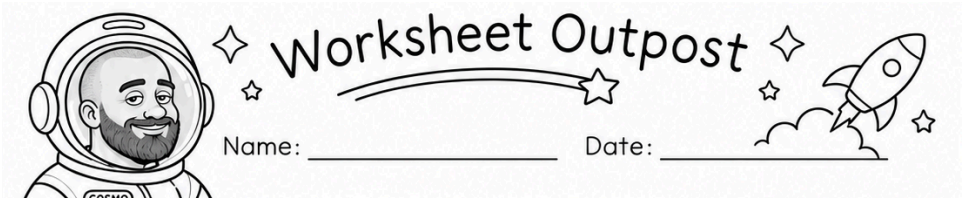
2. Check your spelling. Fix any words you missed.

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 Spelling Changes: Consonant Doubling for Suffix Addition

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

2-140-1 | Five questions

Name: _____ Date: _____

Practice words: hopped, hopping, runner, running, bigger, biggest.

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

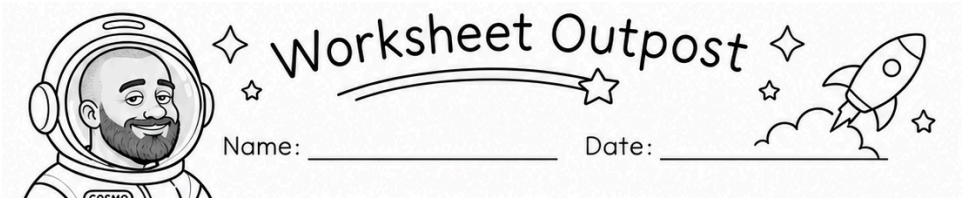
2. Choose two words. Write a sentence for each.

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 Spelling Changes: Consonant Doubling for Suffix Addition

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

2-140-2 | Five questions

Name: _____ Date: _____

Practice words: biggest, bigger, running, runner, hopping, hopped.

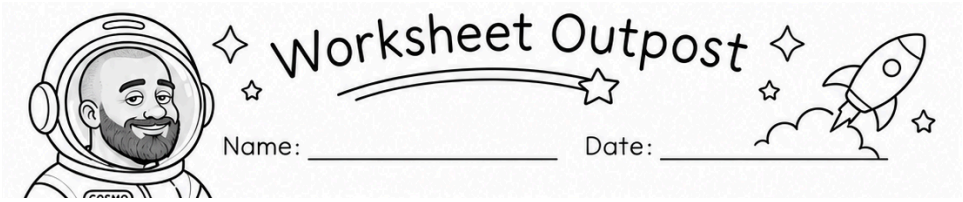
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

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

Manuscript: R, r, N, n, M, m

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

2-141-1 | 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 R. Copy the letter, then try again on your own.

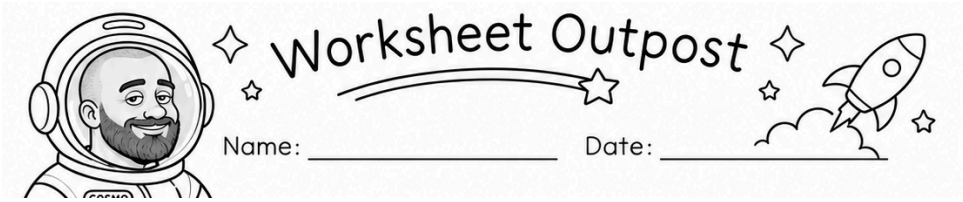
2. Watch an adult write N. Copy the letter, then try again on your own.

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

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

5. Watch an adult write N. 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: R, r, N, n, M, m

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

2-141-2 | 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 r. Copy the letter, then try again on your own.

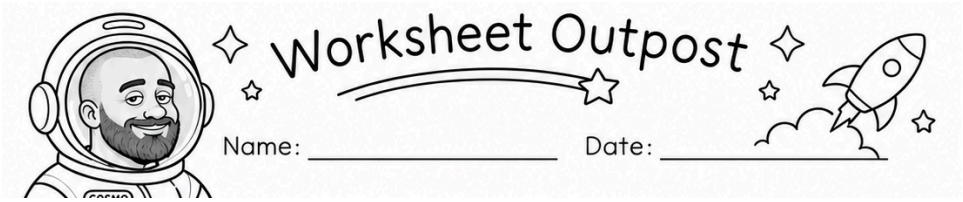
2. Watch an adult write n. Copy the letter, then try again on your own.

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

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

5. Watch an adult write n. 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.

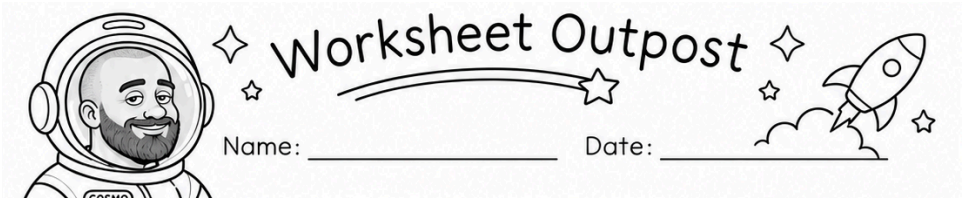
2. Check the letters, practice the word, and reread the sentence.

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.

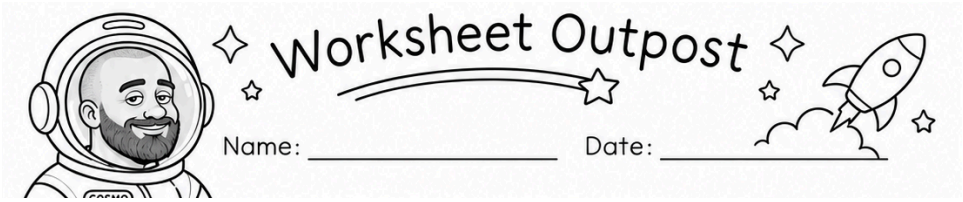
2. Tell what happens without looking.

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

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?

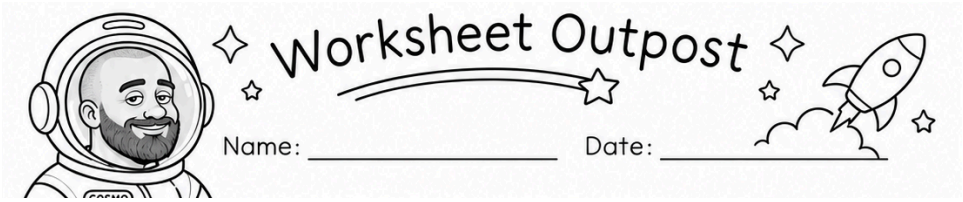
2. Name a detail that helps explain the fan.

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?

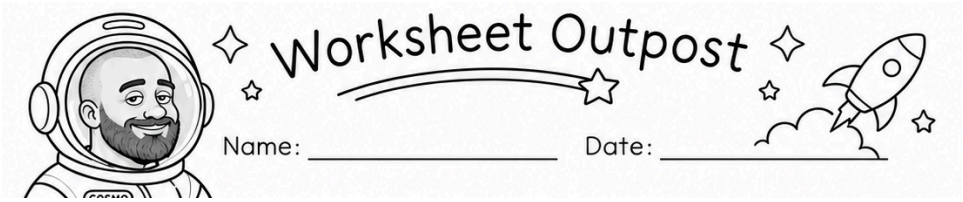
2. Which action shows gratitude without naming it?

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

Make Connections

2-067-1 | Five questions

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

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Tell about a time you tried a new plan.

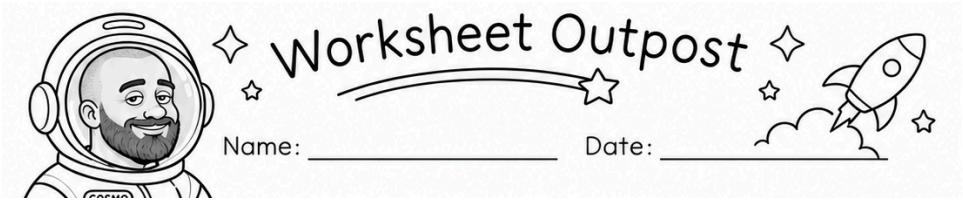
2. How is your experience like Nell's?

3. Which story detail helped you connect?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 2 ELA

Make Connections

2-067-2 | Five questions

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

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Tell about giving or receiving help.

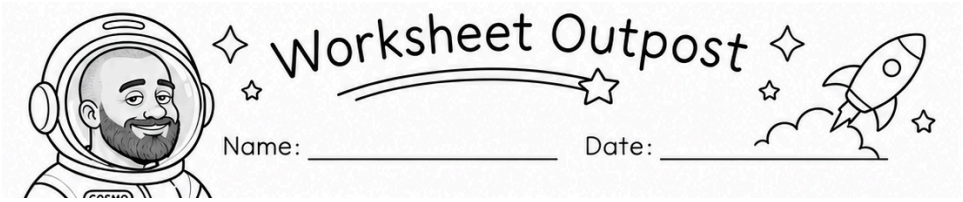
2. Connect it to Mei or Rafi.

3. What does the connection help you understand?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 2 ELA

Characters

2-044-1 | Five questions

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

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Who is the main character?

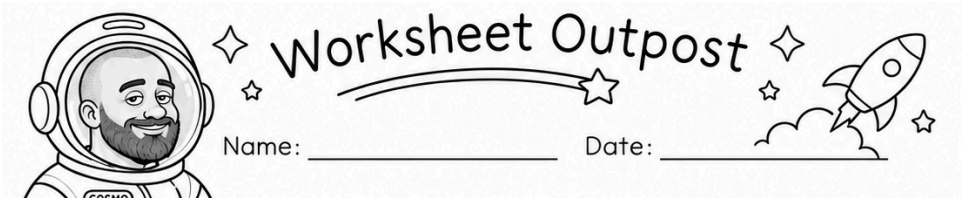
2. What problem happens?

3. How is it solved?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 2 ELA

Characters

2-044-2 | Five questions

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

Name: _____ Date: _____

Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Who helps Rafi?

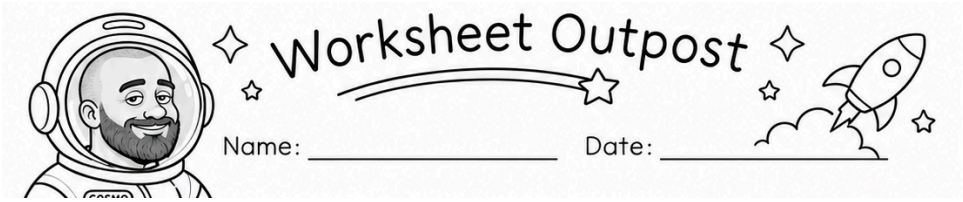
2. What goes wrong?

3. How does Rafi show thanks?

4. What is the most important idea on this page? Point to a detail that supports it.

5. Ask a question about what you read. Answer it using this page.

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



WORKSHEET OUTPOST | Grade 2 ELA

Cause and Effect

Success criteria
I can tell what happened and what made it happen.

2-142-1 | Five questions

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.

1. Why does Nell change the bridge?

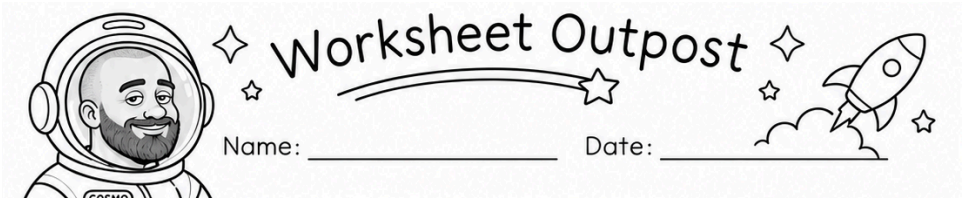
2. What happens after she folds it?

3. Finish: Because Nell folded the paper, ___.

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

Cause and Effect

2-142-2 | Five questions

Success criteria
I can tell what happened and what made it happen.

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.

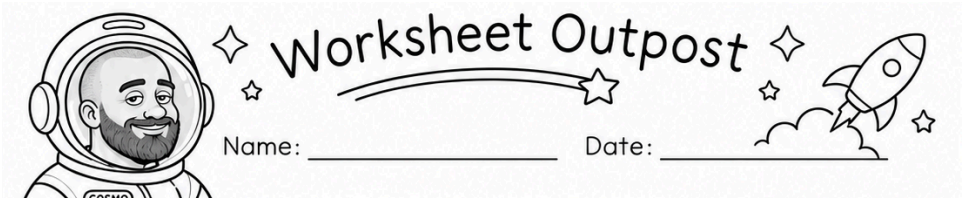
1. Why does Rafi need a new bag?

2. What does Mei do?

3. Why does Rafi make a card?

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.



WORKSHEET OUTPOST | Grade 2 ELA

Write a Comparison

2-143-1 | Five questions

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

Name: _____ Date: _____

1. Compare a paper bag and a cloth bag for carrying books.

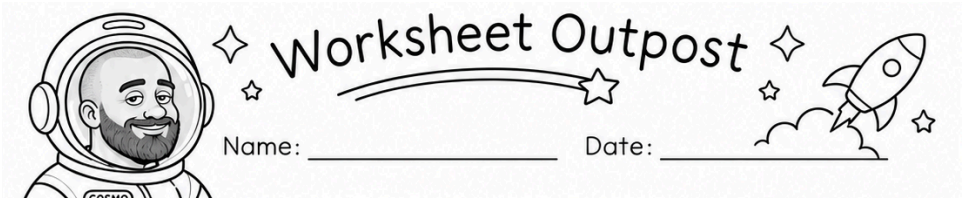
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Compare a paper bag and a cloth bag for carrying books.

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 Comparison

2-143-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Compare a paper bag and a cloth bag for carrying books.

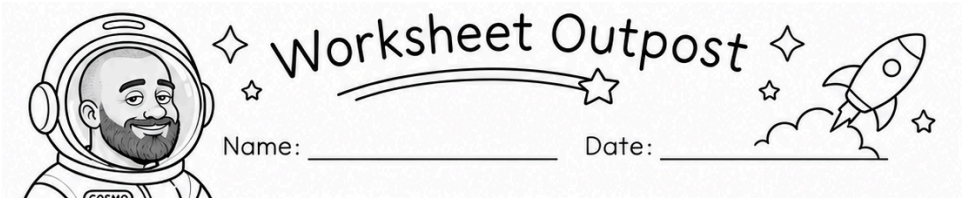
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Compare a paper bag and a cloth bag for carrying books.

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.

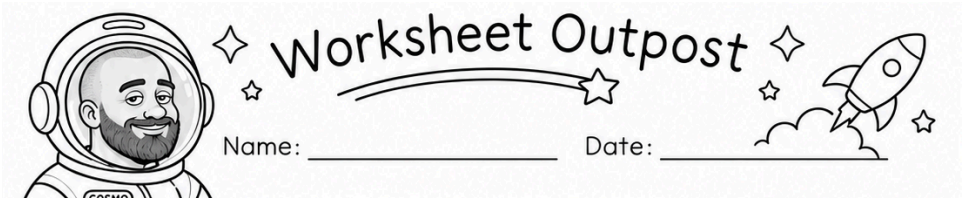
2. Use repair in a sentence or act it out.

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.

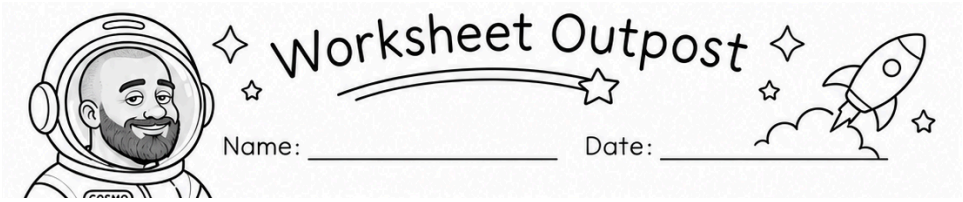
2. Draw or describe someone fixing something.

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

Imaginative Story

2-127-1 | Five questions

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

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Invent a story about a lost bookmark.

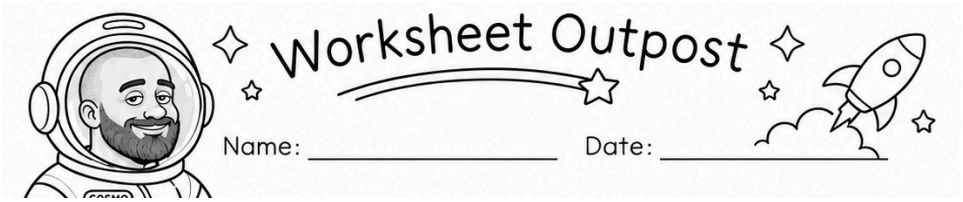
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Invent a story about a lost bookmark.

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

Imaginative Story

2-127-2 | Five questions

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

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
Rafi wanted to carry three library books home. His paper bag tore. Mei offered a cloth bag. Rafi put the books inside and held the handles. At home, he drew a thank-you card for Mei.

1. Write a fresh version: Invent a story about a lost bookmark.

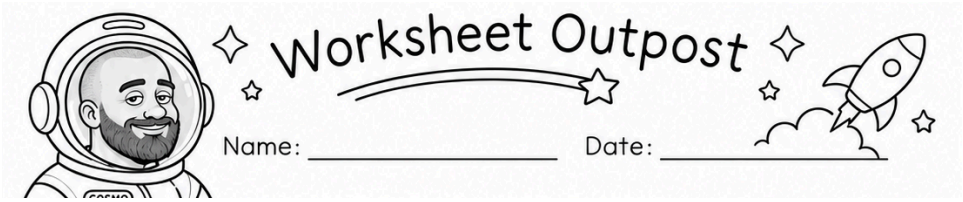
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Invent a story about a lost bookmark.

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 Coordinating Conjunctions

2-115-1 | 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. Join with and: Nell folds paper. Omar tests it.

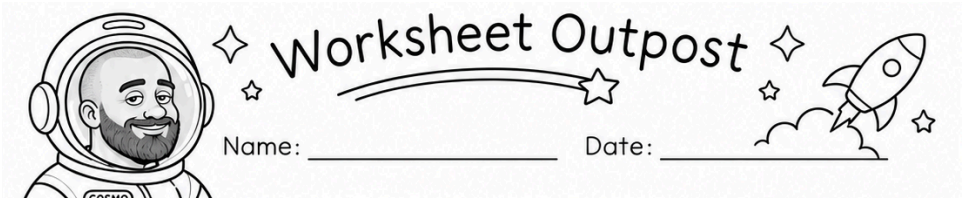
2. Join with but: The bag is small. It holds three books.

3. Join two questions using or.

4. Join with so: The paper tore. We found a new sheet.

5. Choose and, but, or or: You may draw ___ read.

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



WORKSHEET OUTPOST | Grade 2 ELA

Using Coordinating Conjunctions

2-115-2 | 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. Join with so: The paper tore. We found a new sheet.

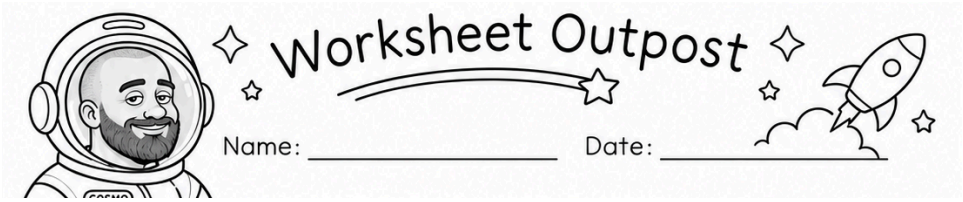
2. Choose and, but, or or: You may draw ___ read.

3. Write a compound statement and a compound question.

4. Join with and: Nell folds paper. Omar tests it.

5. Join with but: The bag is small. It holds three books.

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Possessive Nouns

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

2-144-1 | Five questions

Name: _____ Date: _____

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

1. Show ownership: the bag of Mei

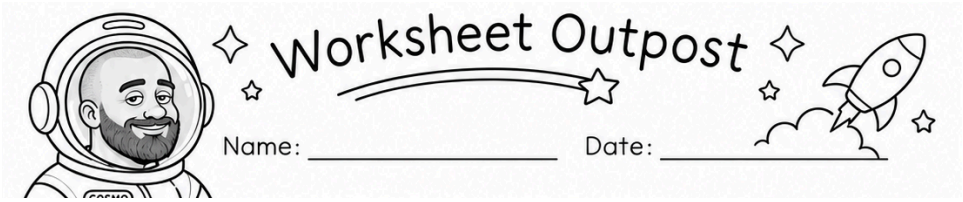
2. Show ownership: the carts of the boys

3. Choose: One cat has a dish. It is the (cat's / cats') dish.

4. Show ownership: the hat of Rafi

5. Show ownership: the room of the teachers

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Possessive Nouns

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

2-144-2 | Five questions

Name: _____ Date: _____

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

1. Show ownership: the hat of Rafi

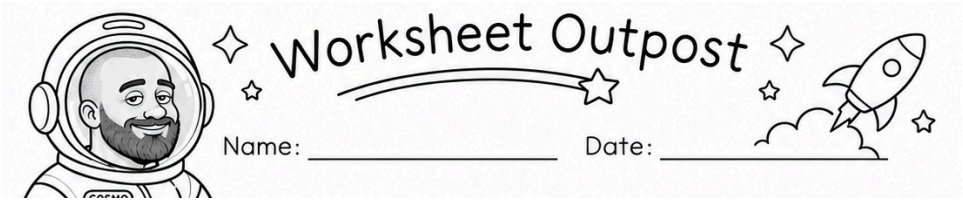
2. Show ownership: the room of the teachers

3. Write about something two dogs own.

4. Show ownership: the bag of Mei

5. Show ownership: the carts of the boys

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.

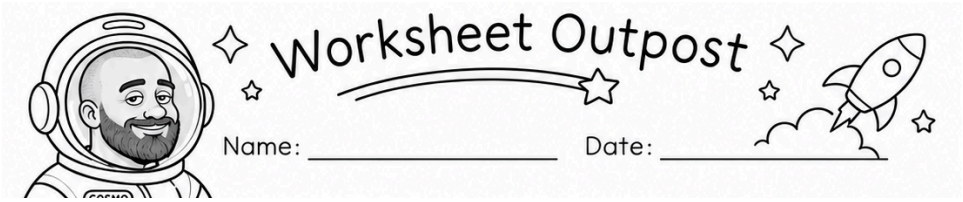
2. Listen to your partner and combine the best parts of both plans.

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.