


**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.

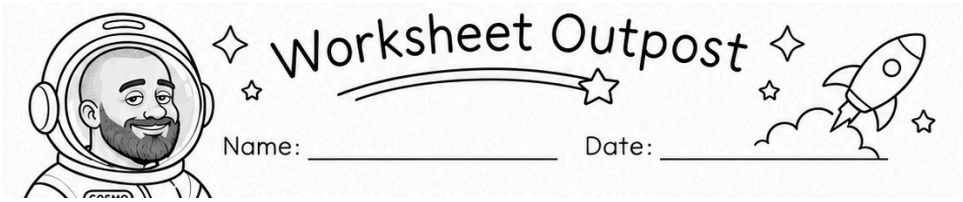
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

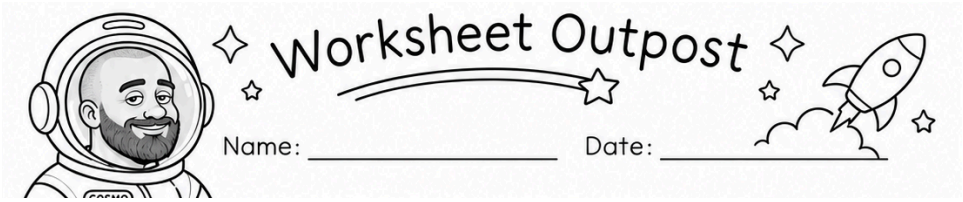
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

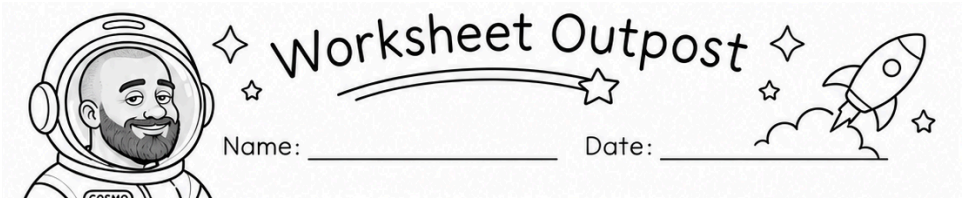
2. Say map. Tap each sound.

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.

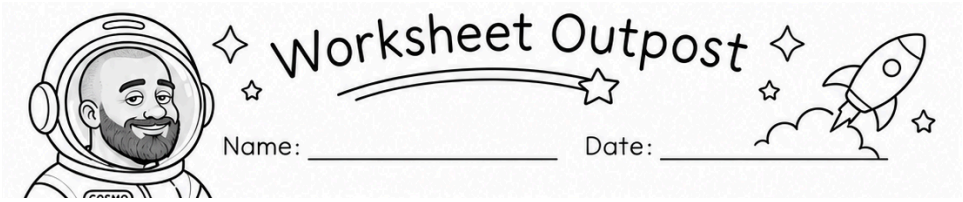
2. Say map. Tap each sound.

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**

# Vowel Teams ai, ay /ā/

2-168-1 | Five questions

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

Name: _____ Date: _____

Practice words: rain, mail, train, day, play, stay.

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

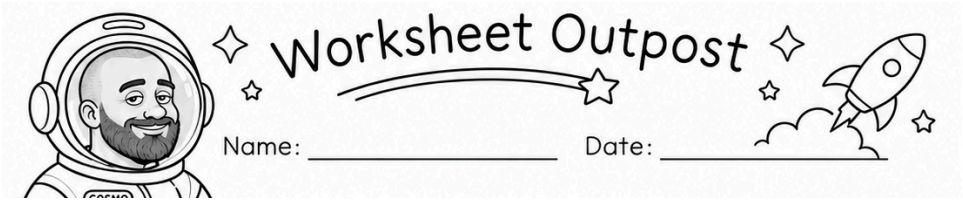
2. Choose two words. How are their spellings alike? How are they different?

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**

# Vowel Teams ai, ay /ā/

2-168-2 | Five questions

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

Name: _____ Date: _____

Practice words: stay, play, day, train, mail, rain.

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

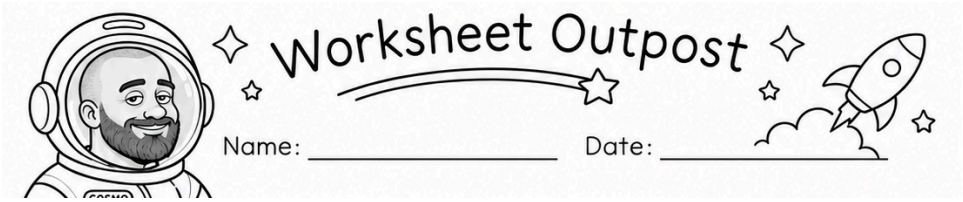
2. Choose two words. How are their spellings alike? How are they different?

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**

# Vowel Teams ey, eigh /ā/

2-169-1 | Five questions

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

Name: _____ Date: _____

Practice words: they, obey, prey, eight, weigh, sleigh.

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

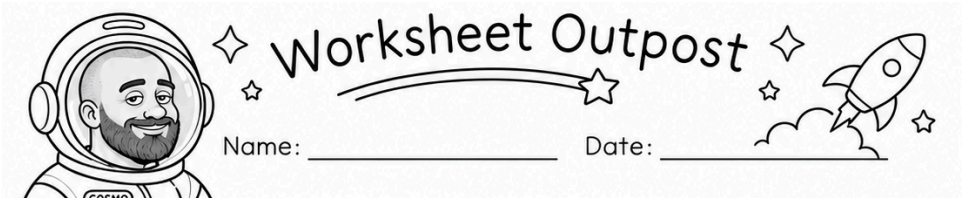
2. Choose two words. How are their spellings alike? How are they different?

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**

# Vowel Teams ey, eigh /ā/

2-169-2 | Five questions

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

Name: _____ Date: _____

Practice words: sleigh, weigh, eight, prey, obey, they.

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

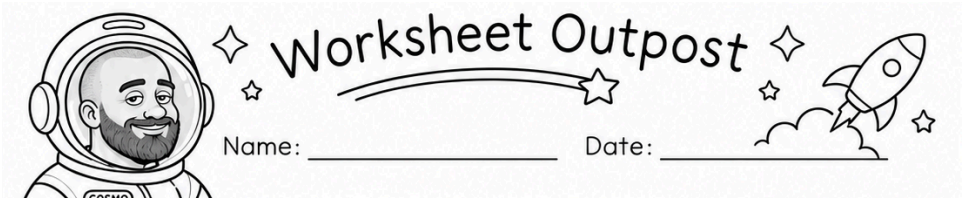
2. Choose two words. How are their spellings alike? How are they different?

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**

# Review

2-099-1 | Five questions

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

Name: _____ Date: _____

Words: the, was, you, said, have, one

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

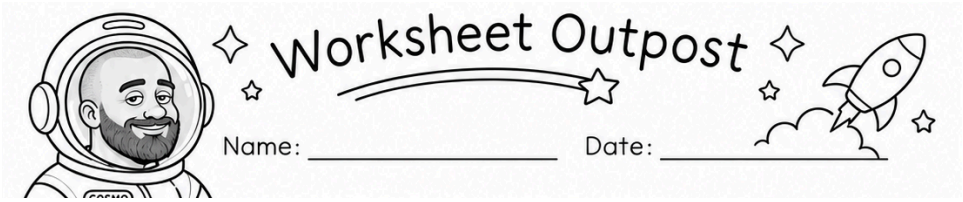
2. Choose two words. Use each word in a sentence aloud.

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**

# Review

2-099-2 | Five questions

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

Name: _____ Date: _____

Words: the, was, you, said, have, one

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

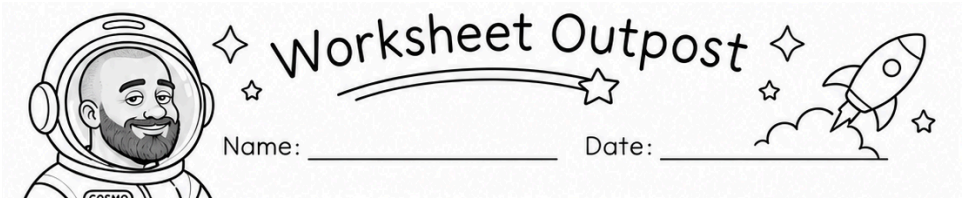
2. Check your spelling. Fix any words you missed.

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 Vowel Teams ai, ay /ā/

2-170-1 | Five questions

Name: _____ Date: _____

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

Practice words: rain, mail, train, day, play, stay.

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

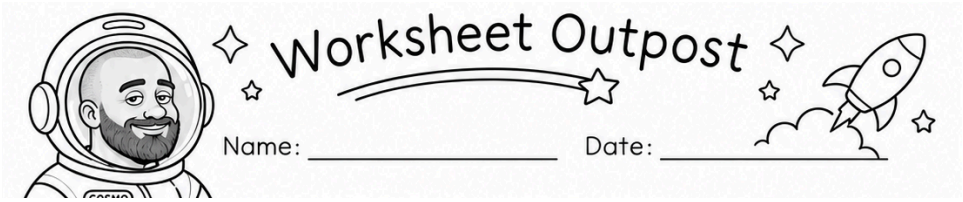
2. Choose two words. Write a sentence for each.

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 Vowel Teams ai, ay /ā/

2-170-2 | Five questions

Name: _____ Date: _____

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

Practice words: stay, play, day, train, mail, rain.

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

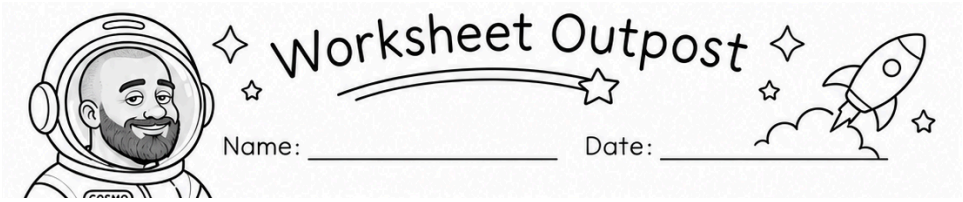
2. Choose two words. Write a sentence for each.

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 Vowel Teams ey, eigh /ā/

2-171-1 | Five questions

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

Name: _____ Date: _____

Practice words: they, obey, prey, eight, weigh, sleigh.

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

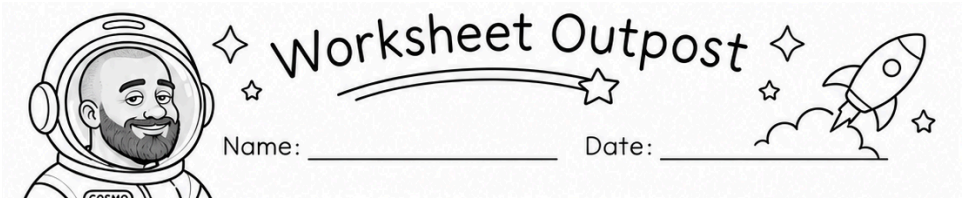
2. Choose two words. Write a sentence for each.

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 Vowel Teams ey, eigh /ā/

2-171-2 | Five questions

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

Name: _____ Date: _____

Practice words: sleigh, weigh, eight, prey, obey, they.

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

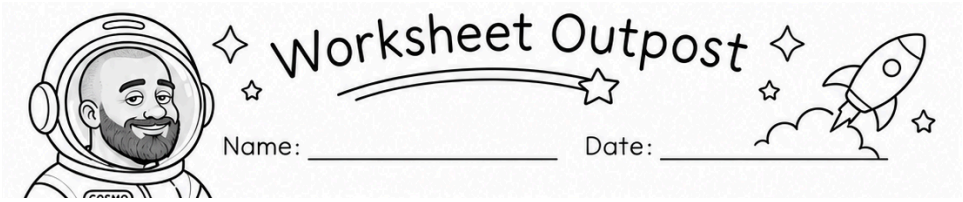
2. Choose two words. Write a sentence for each.

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: S, s, F, f, E, e

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

2-172-1 | 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 S. Copy the letter, then try again on your own.

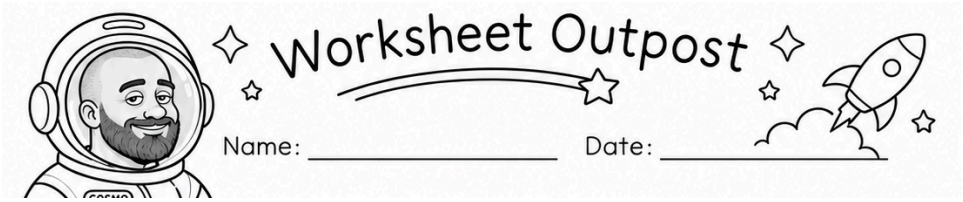
2. Watch an adult write F. Copy the letter, then try again on your own.

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

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

5. Watch an adult write F. 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: S, s, F, f, E, e

2-172-2 | 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 s. Copy the letter, then try again on your own.

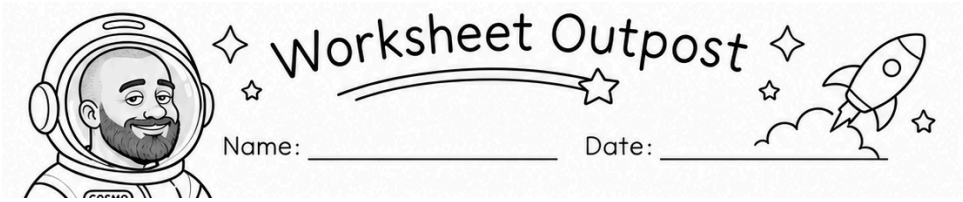
2. Watch an adult write f. Copy the letter, then try again on your own.

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

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

5. Watch an adult write f. 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.

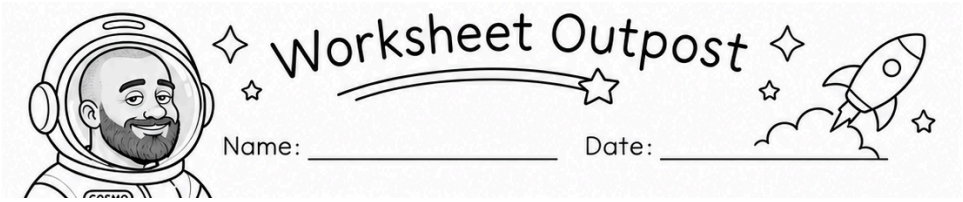
2. Check the letters, practice the word, and reread the sentence.

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.

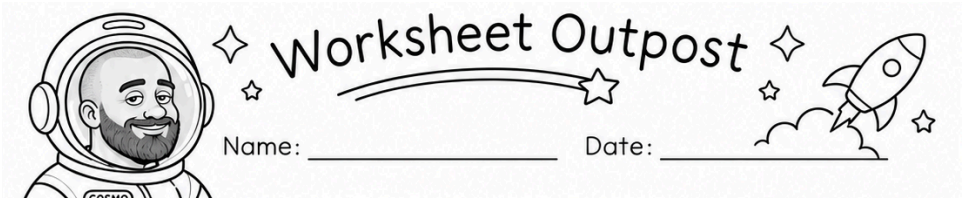
2. Tell what happens without looking.

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**

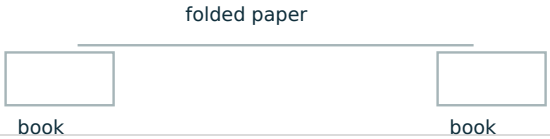
# Connect Text and Visuals

**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?

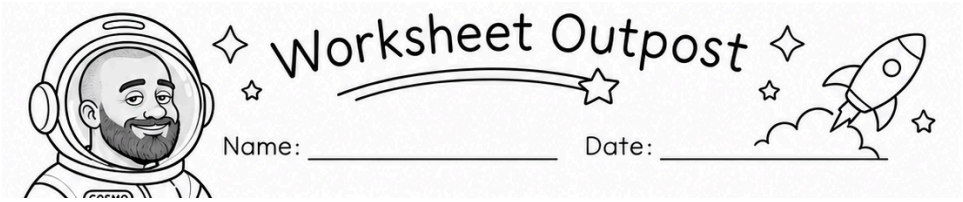
2. What does the caption explain?

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?

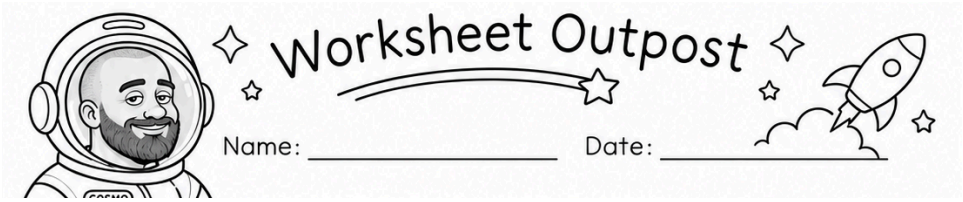
2. Read the heading. What will you learn about?

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**

# Point of View

**Success criteria**
I can tell who is telling the story and point to a clue.

2-089-1 | 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. Is Nell telling this story herself?

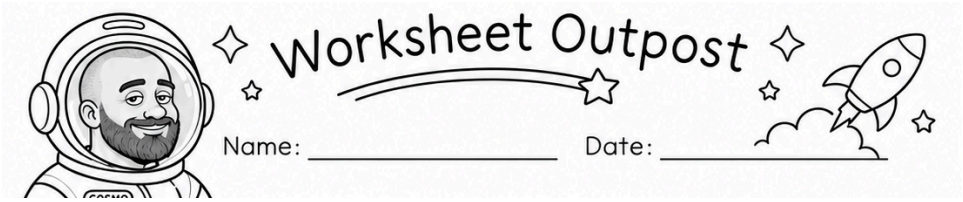
2. Which word or name is a clue?

3. Tell the first sentence as Nell using I.

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**

# Point of View

2-089-2 | Five questions

**Success criteria**
I can tell who is telling the story 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. Who tells the story?

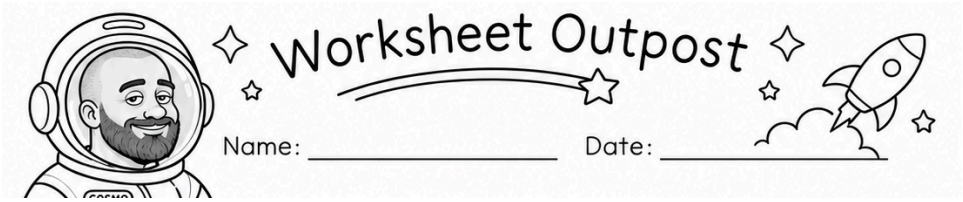
2. Change the first sentence to Rafi telling it.

3. How might Mei tell one event?

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 Inferences

2-055-1 | Five questions

**Success criteria**

I can use a clue and what I know to explain an idea the text does not say directly.

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. How does Nell feel at the end?

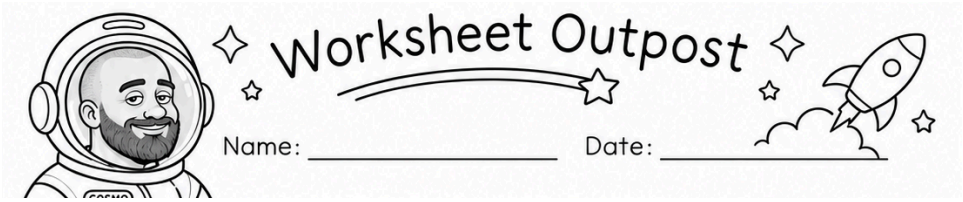
2. What clue supports your answer?

3. What does trying again show about Nell?

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 Inferences

2-055-2 | Five questions

**Success criteria**

I can use a clue and what I know to explain an idea the text does not say directly.

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. How might Rafi feel about Mei?

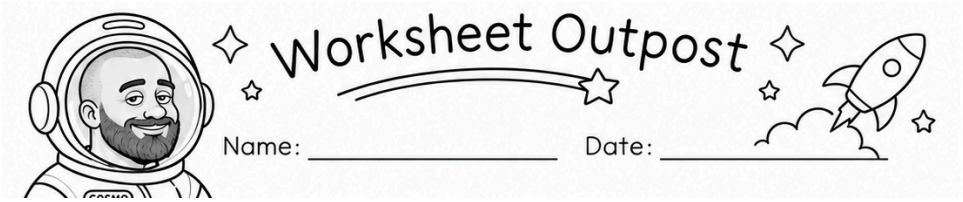
2. What clue supports that?

3. What does Mei do that shows kindness?

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**

# Text Organization

2-107-1 | Five questions

**Success criteria**
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, place two books a hand-width apart. Next, fold a strip of paper into a zigzag. Then lay it across the gap. Last, roll a toy cart over the bridge.

1. What happens first?

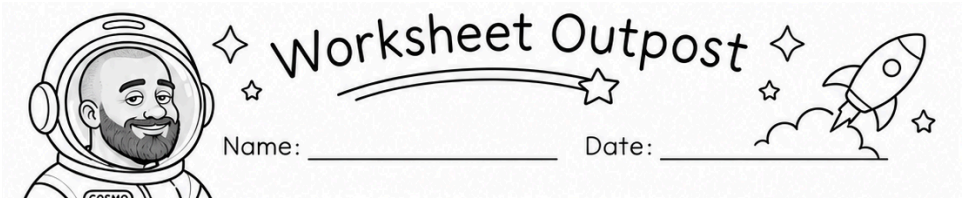
2. Which step comes before laying the bridge?

3. Circle two order words.

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**

# Text Organization

2-107-2 | Five questions

**Success criteria**
I can explain how two ideas or events in the text are connected.

Name: _____ Date: _____

First, set a tray on a table. Next, add a little water. Then fold a paper boat. Last, put the boat in the water and watch it float.

1. What happens after setting down the tray?

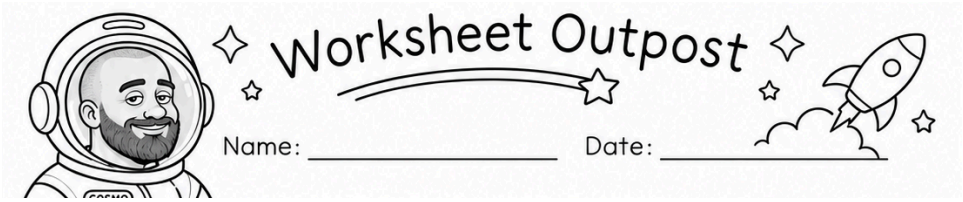
2. Why fold the boat before putting it in water?

3. Retell the steps in order.

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**

# Digital Tools and Texts

2-173-1 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

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

1. Ask a question these sources can help answer.

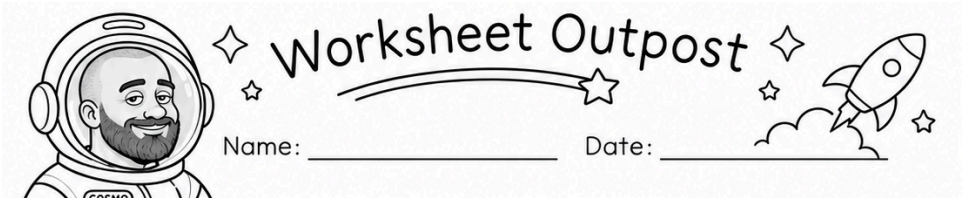
2. Write one fact from each source. Label each fact A or B to show where you found it.

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

4. Which screen control helps find a word?

5. Which control lets you hear the text?

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Digital Tools and Texts

2-173-2 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

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

1. Which screen control helps find a word?

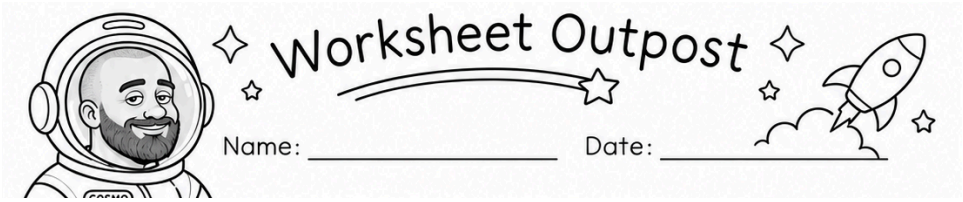
2. Which control lets you hear the text?

3. Plan: name your question, choose a source, take notes, then share your answer.

4. Ask a question these sources can help answer.

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

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




**WORKSHEET OUTPOST | Grade 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.

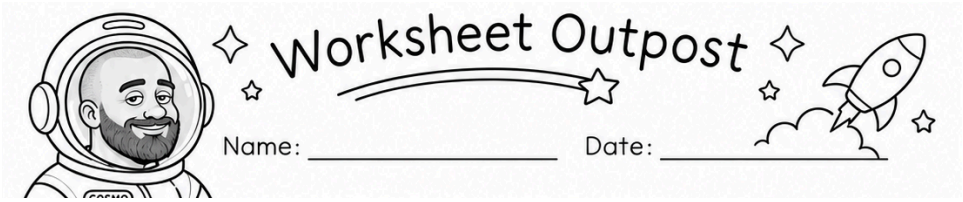
2. Plan: What is your main idea? Choose two or three details.

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.

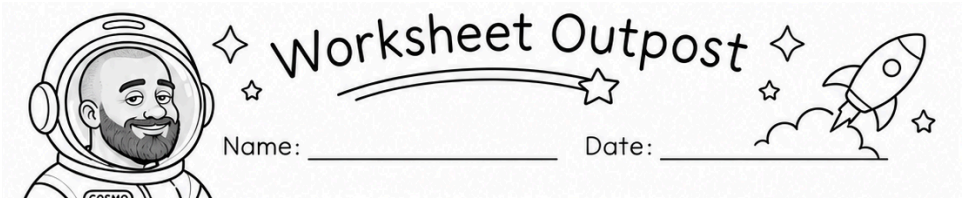
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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**

# Suffixes -er, -est

2-057-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

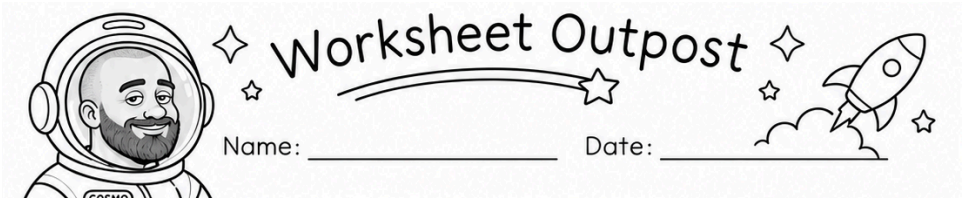
2. Build a word related to tall using -er (or er-). Change the base spelling if needed.

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

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

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

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Suffixes -er, -est

2-057-2 | Five questions

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

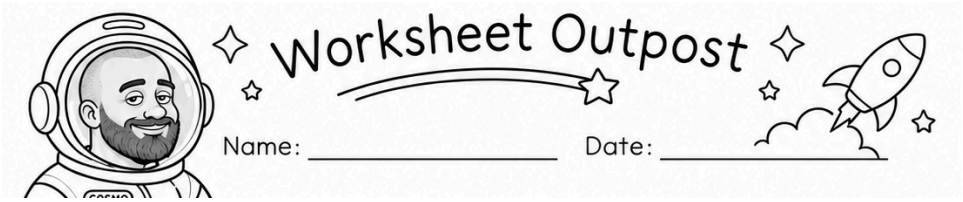
2. What does taller mean? Use it in a sentence.

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

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

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

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Homophones

2-174-1 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Choose: I can (see / sea) the boat.

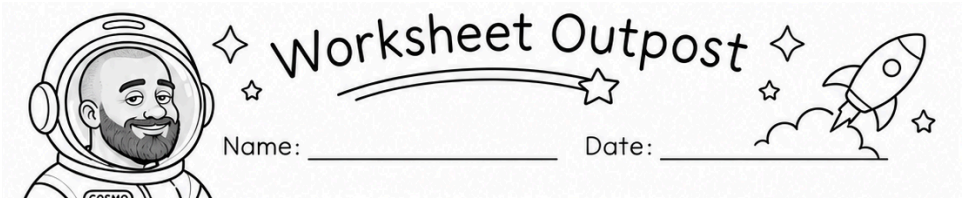
2. Choose: The (sun / son) is bright.

3. Explain pear and pair.

4. Choose: I have (two / too) books.

5. Choose: I can (hear / here) music.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Homophones

2-174-2 | Five questions

**Success criteria**

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

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Choose: I have (two / too) books.

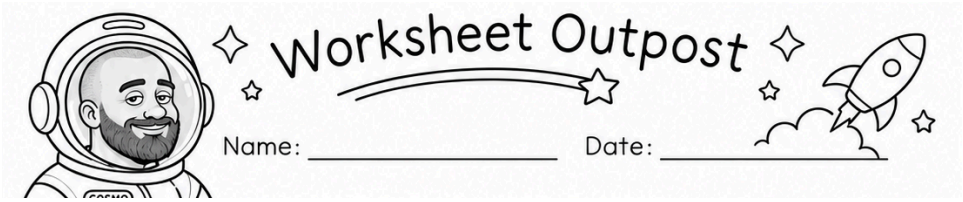
2. Choose: I can (hear / here) music.

3. Use right and write in different sentences.

4. Choose: I can (see / sea) the boat.

5. Choose: The (sun / son) is bright.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Poem

2-175-1 | Five questions

**Success criteria**
I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

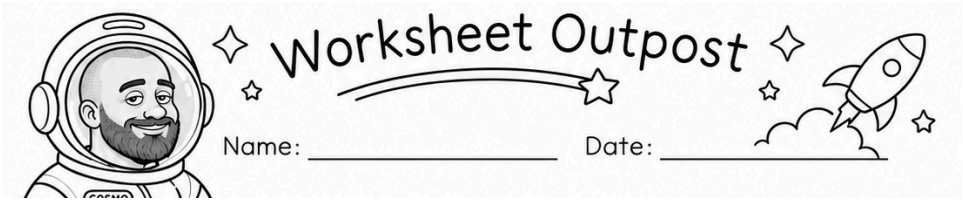
1. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

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 four-line poem about a toy cart, a paper boat, or a rainy window.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Poem

2-175-2 | Five questions

**Success criteria**
I can reread my writing and change something to make it clearer.

Name: _____ Date: _____

1. Write another version. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

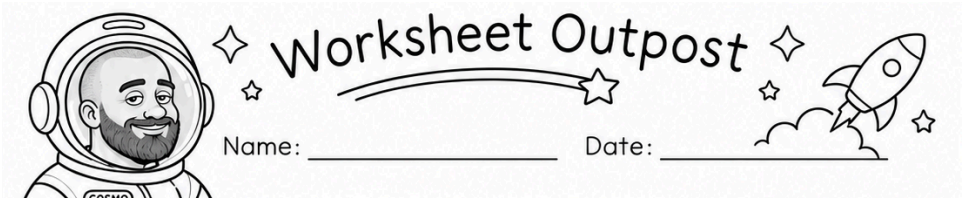
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

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**

# Subject Pronouns

2-176-1 | Five questions

**Success criteria**
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Replace Nell with a pronoun: Nell folds paper.

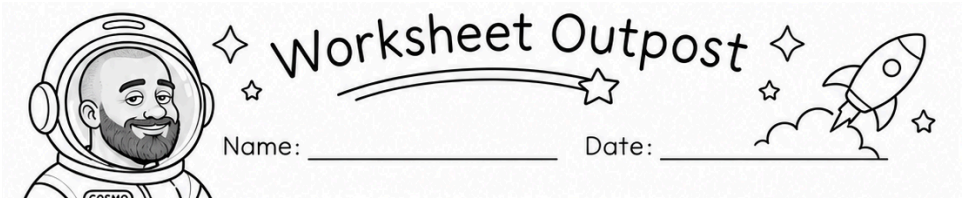
2. Replace the carts: The carts roll.

3. Choose: Mei gave (he / him) a book.

4. Replace Omar and I: Omar and I play.

5. Choose: (She / Her) reads to us.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Subject Pronouns

2-176-2 | Five questions

**Success criteria**
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Replace Omar and I: Omar and I play.

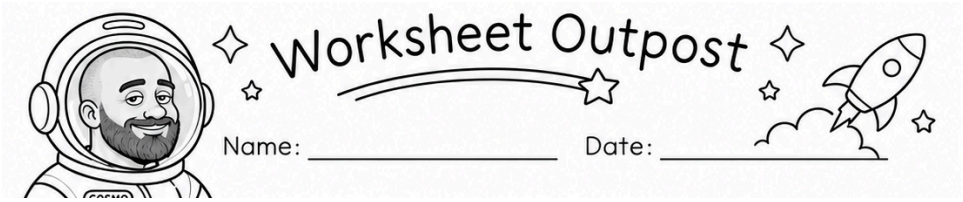
2. Choose: (She / Her) reads to us.

3. Choose: Rafi helps (we / us).

4. Replace Nell with a pronoun: Nell folds paper.

5. Replace the carts: The carts roll.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Reflexive Pronouns

2-177-1 | Five questions

**Success criteria**
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Choose: I tied the bow (myself / himself).

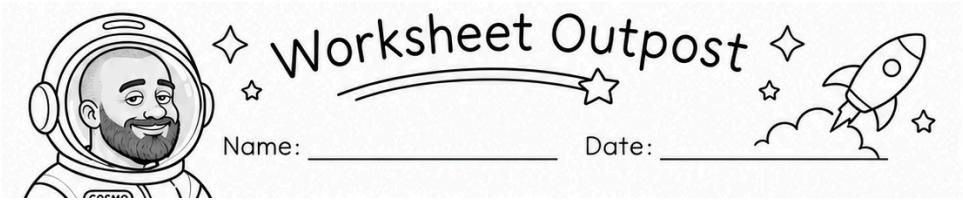
2. Choose: Mei made it (herself / ourselves).

3. Finish: We did the work ___.

4. Choose: Rafi washed the cup (himself / themselves).

5. Finish: You can try it ___.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Reflexive Pronouns

2-177-2 | Five questions

**Success criteria**
I can replace a name with a pronoun that makes sense in the sentence.

Name: _____ Date: _____

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

1. Choose: Rafi washed the cup (himself / themselves).

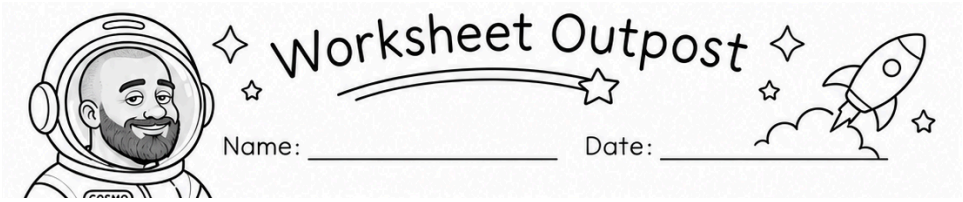
2. Finish: You can try it ___.

3. Write a sentence with themselves.

4. Choose: I tied the bow (myself / himself).

5. Choose: Mei made it (herself / ourselves).

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Review Possessive Pronouns

2-178-1 | Five questions

**Success criteria**
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

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

1. Choose: This bag belongs to me. It is (my / mine) bag.

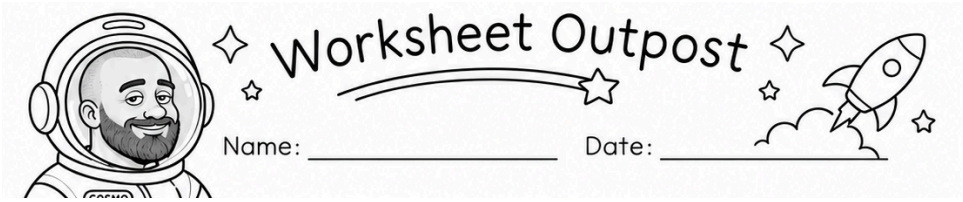
2. Choose: The cart belongs to him. It is (his / he).

3. Replace the repeated name: Mei holds Mei's book.

4. Choose: The hats belong to them. They are (their / theirs).

5. Finish: The hat belongs to you. It is ___.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Review Possessive Pronouns

2-178-2 | Five questions

**Success criteria**
I can choose a pronoun that shows who owns something.

Name: _____ Date: _____

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

1. Choose: The hats belong to them. They are (their / theirs).

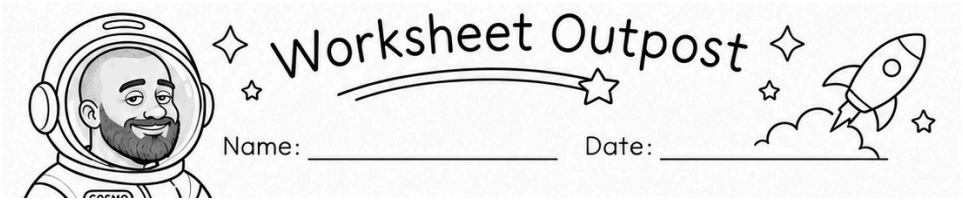
2. Finish: The hat belongs to you. It is ___.

3. Write a sentence using our or ours.

4. Choose: This bag belongs to me. It is (my / mine) bag.

5. Choose: The cart belongs to him. It is (his / he).

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Seek Information

2-179-1 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

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

1. Share an idea in a complete sentence.

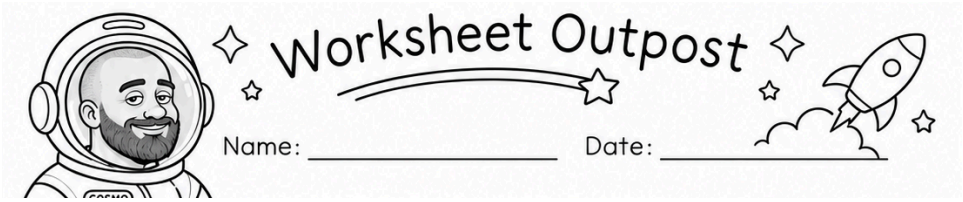
2. Ask a question about your partner's idea.

3. Add a detail and take another turn. Use a voice your partner can hear.

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

5. Write or draw one idea your partner shared.

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




**WORKSHEET OUTPOST | Grade 2 ELA**

# Seek Information

2-179-2 | Five questions

**Success criteria**
I can find a fact in a source and tell how it answers my question.

Name: _____ Date: _____

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

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

2. Write or draw one idea your partner shared.

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

4. Share an idea in a complete sentence.

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

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