

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.

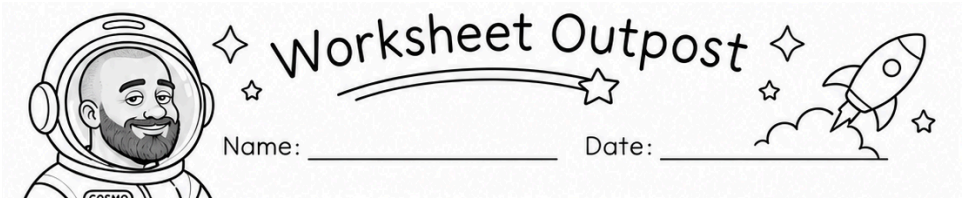
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

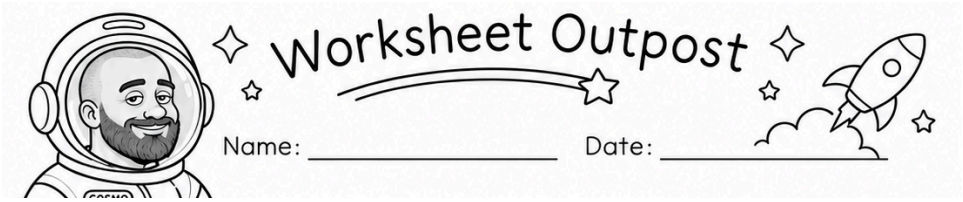
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

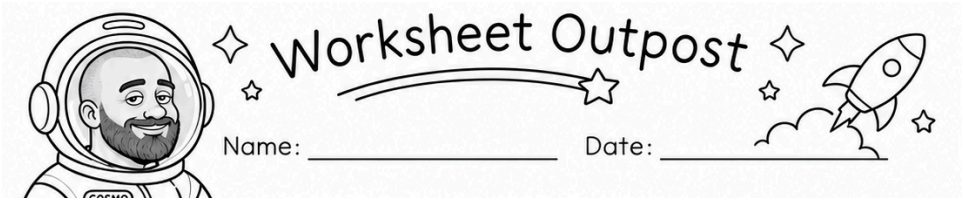
2. Say map. Tap each sound.

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.

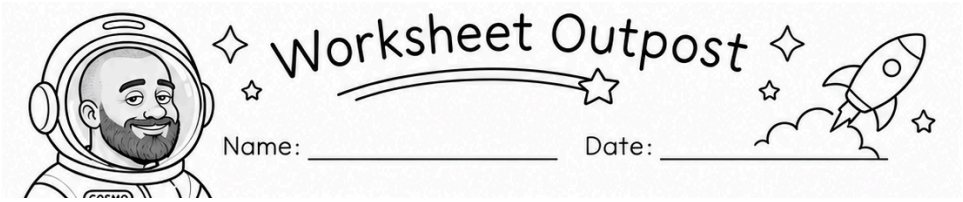
2. Say map. Tap each sound.

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 ie, igh /ī/

2-186-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: pie, tie, lie, light, night, bright.

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

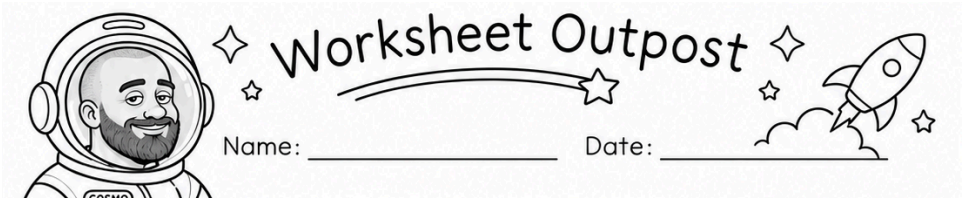
2. Choose two words. How are their spellings alike? How are they different?

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 ie, igh /ī/

2-186-2 | Five questions

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

Name: _____ Date: _____

Practice words: bright, night, light, lie, tie, pie.

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

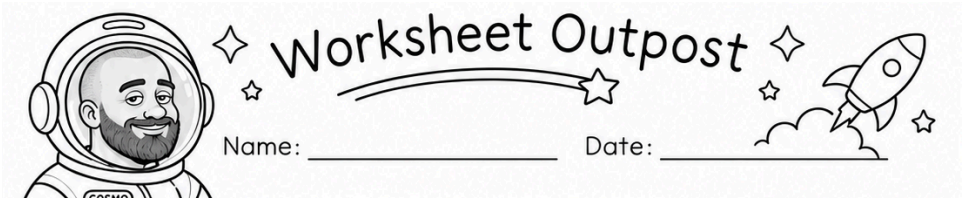
2. Choose two words. How are their spellings alike? How are they different?

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

people

2-187-1 | Five questions

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

Name: _____ Date: _____

Words: people

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

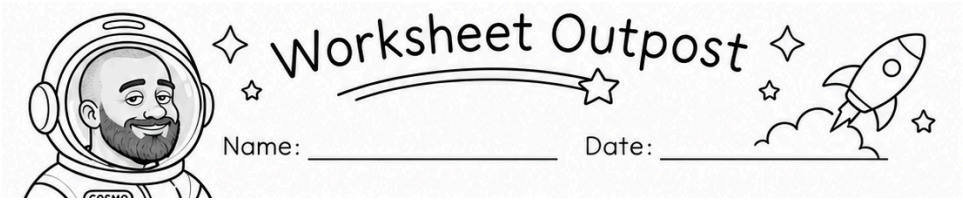
2. Choose two words. Use each word in a sentence aloud.

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

people

2-187-2 | Five questions

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

Name: _____ Date: _____

Words: people

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

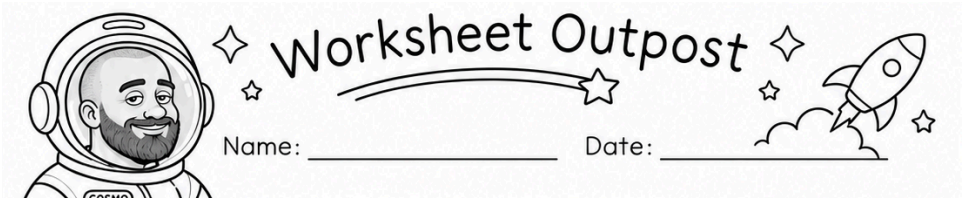
2. Check your spelling. Fix any words you missed.

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 ie, igh /ī/

2-188-1 | Five questions

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

Name: _____ Date: _____

Practice words: pie, tie, lie, light, night, bright.

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

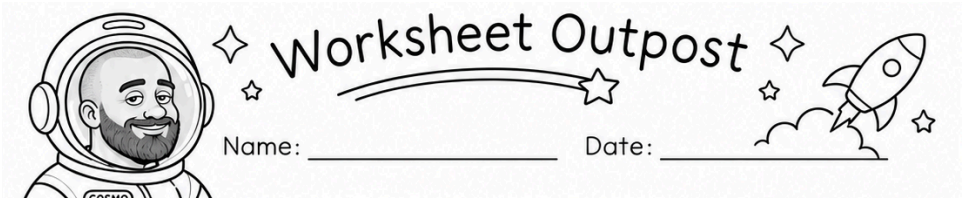
2. Choose two words. Write a sentence for each.

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 ie, igh /ī/

2-188-2 | Five questions

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

Name: _____ Date: _____

Practice words: bright, night, light, lie, tie, pie.

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

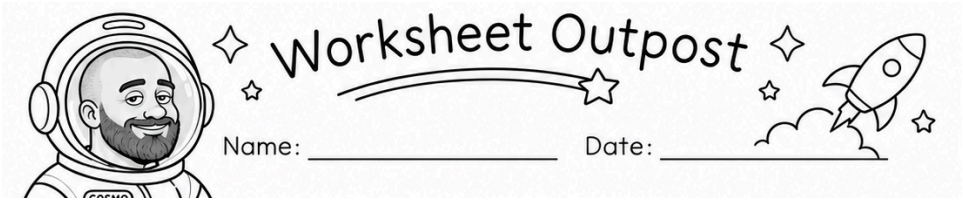
2. Choose two words. Write a sentence for each.

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: Z, z, X, x, K, k

2-189-1 | Five questions

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

Name: _____ Date: _____

Watch an adult write each letter on the first line. Notice where it starts and ends. Copy it, then try it from memory.

1. Watch an adult write Z. Copy the letter, then try again on your own.

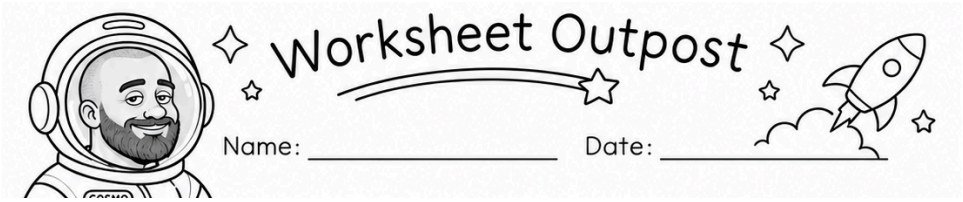
2. Watch an adult write X. Copy the letter, then try again on your own.

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

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

5. Watch an adult write X. 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: Z, z, X, x, K, k

2-189-2 | 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 z. Copy the letter, then try again on your own.

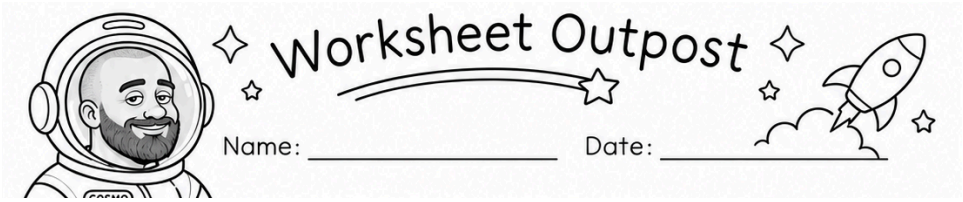
2. Watch an adult write x. Copy the letter, then try again on your own.

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

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

5. Watch an adult write x. 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.

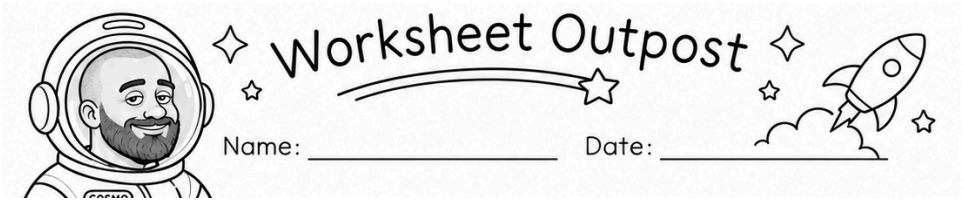
2. Check the letters, practice the word, and reread the sentence.

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.

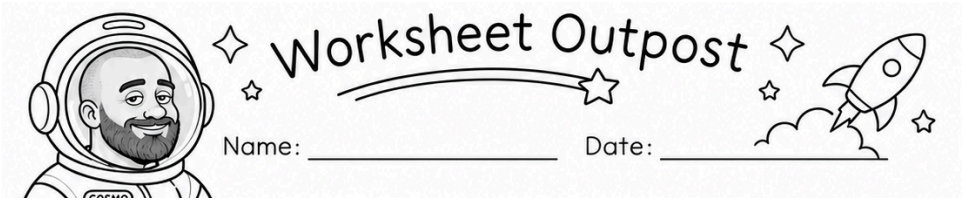
2. Tell what happens without looking.

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

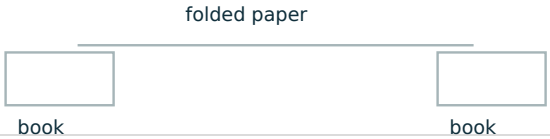
Connect Text and Visuals

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?

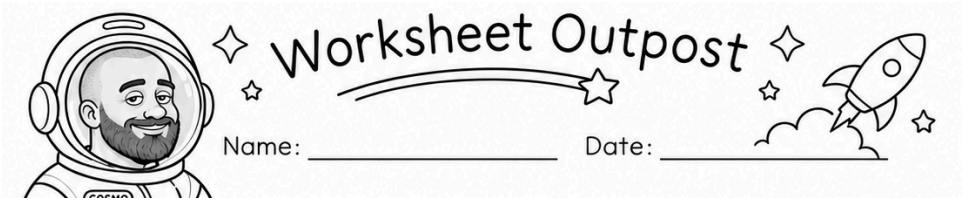
2. What does the caption explain?

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?

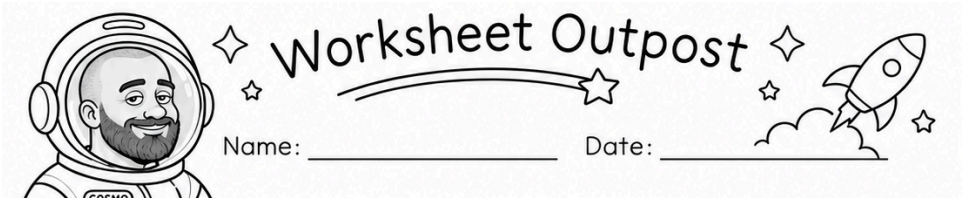
2. Read the heading. What will you learn about?

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

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.

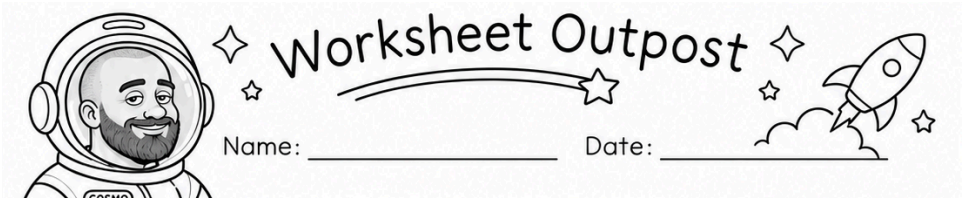
2. Ask why Nell changes the paper.

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.

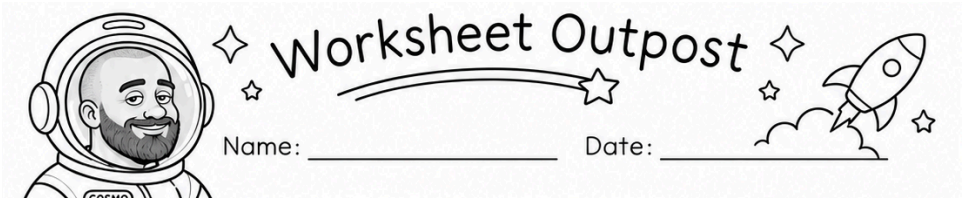
2. Ask who helps him. Answer it.

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 Poetry

2-069-1 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

A tiny cart rolls down the track.
I push it out; it rolls right back.
Its silver wheels go click, click, click.
I build a ramp with one flat brick.

1. Find two words that rhyme.

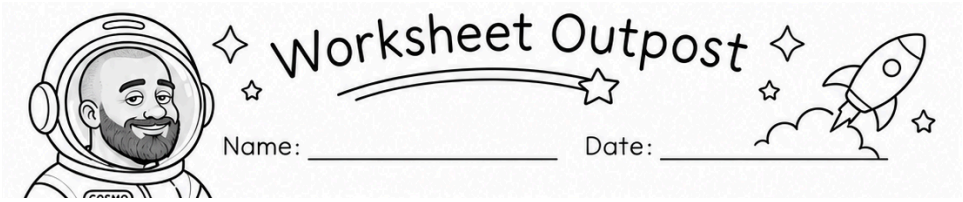
2. How many lines are there?

3. Which word describes a sound you hear more than once?

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 Poetry

2-069-2 | Five questions

Success criteria
I can tell which words rhyme by listening to their endings.

Name: _____ Date: _____

My paper boat floats in a tray.
I blow it gently on its way.
It bumps the edge and turns around.
Its folded sail makes not a sound.

1. Find a rhyming pair.

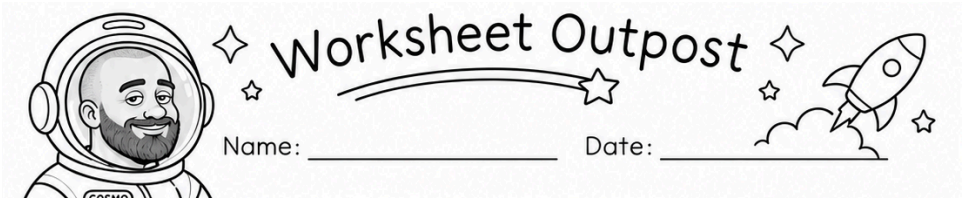
2. What does the boat do?

3. Read the poem with a steady beat.

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?

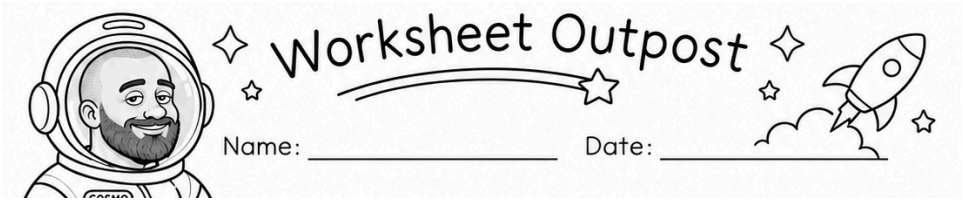
2. What happens after she folds it?

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.

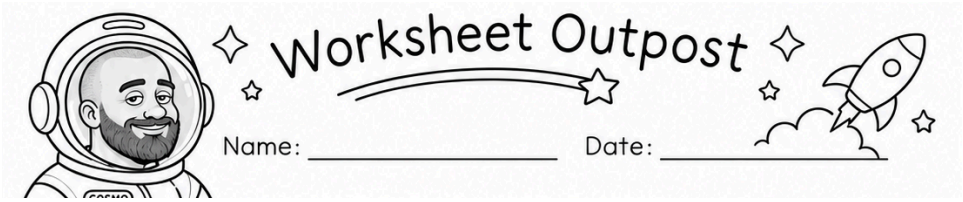
1. Why does Rafi need a new bag?

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 Weather Poem

2-190-1 | Five questions

Success criteria

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



Name: _____ Date: _____

1. Write four lines about rain, wind, sun, or snow. Include two sensory details.

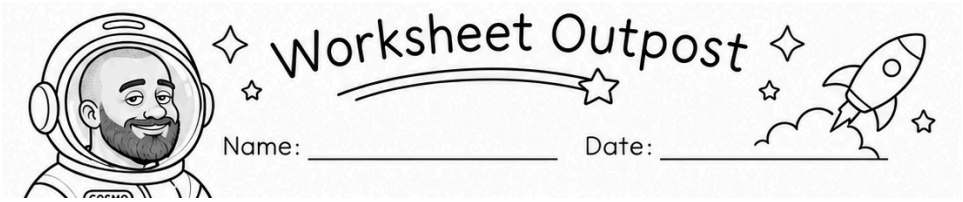
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write four lines about rain, wind, sun, or snow. Include two sensory details.

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 Weather Poem

2-190-2 | Five questions

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

Name: _____ Date: _____

1. Write another version. Write four lines about rain, wind, sun, or snow. Include two sensory details.

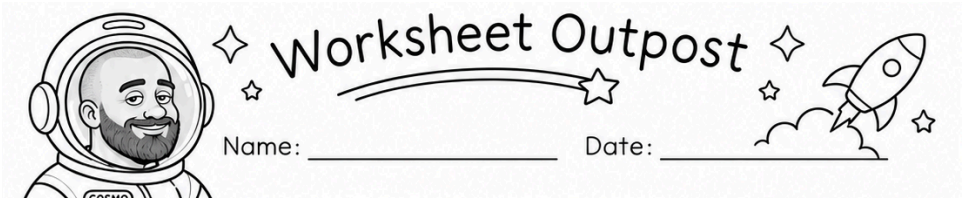
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write four lines about rain, wind, sun, or snow. Include two sensory details.

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

Inflections -ed, -ing

Success criteria
I can use a familiar word part to explain a new word.

2-047-1 | Five questions

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

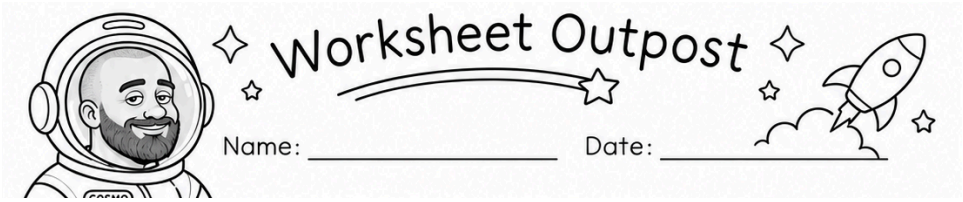
2. Build a word related to jump using -ing (or ing-). Change the base spelling if needed.

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

4. What does jumping 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

Inflections -ed, -ing

2-047-2 | Five questions

Success criteria
I can use a familiar word part to explain a new word.

Name: _____ Date: _____

Use the examples to explain what the words mean.

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

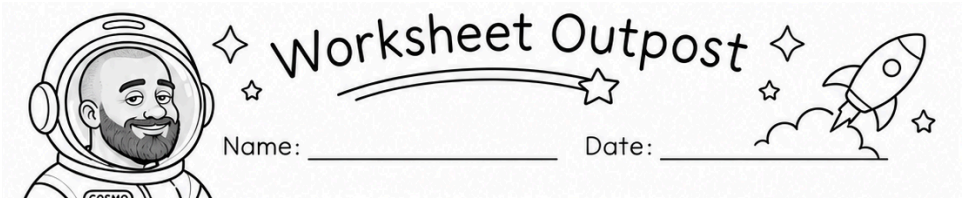
2. What does jumping mean? Use it in a sentence.

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

4. Build a word related to jump using -ing (or ing-). 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

Poem

2-175-1 | Five questions

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

Name: _____ Date: _____

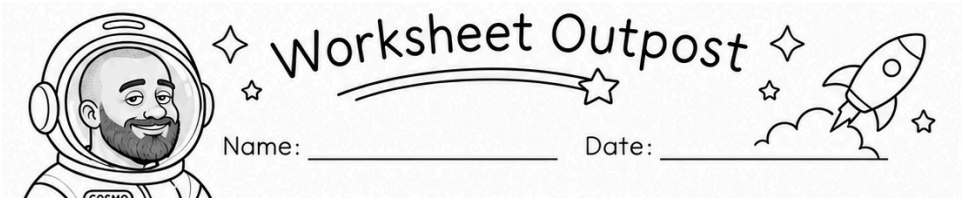
1. Write a four-line poem about a toy cart, a paper boat, or a rainy window.

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.

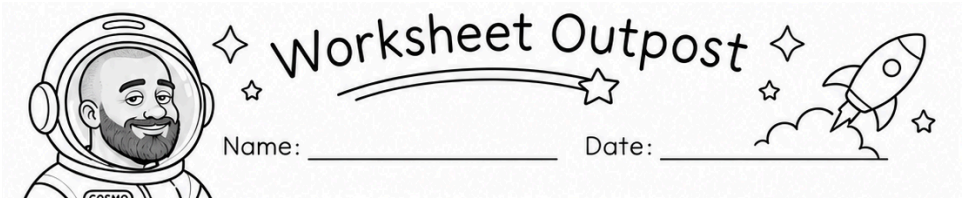
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

Using Am, Is, and Are

2-191-1 | 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. Choose: I (am / is) ready.

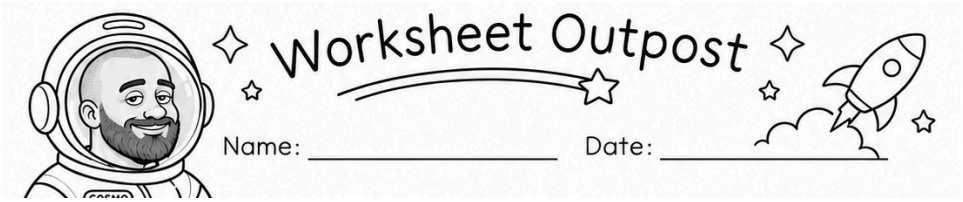
2. Choose: The cart (is / are) red.

3. Choose: The books (is / are) here.

4. Choose: Yesterday Nell (was / were) here.

5. Choose: Yesterday we (was / were) ready.

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



WORKSHEET OUTPOST | Grade 2 ELA

Using Am, Is, and Are

2-191-2 | 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. Choose: Yesterday Nell (was / were) here.

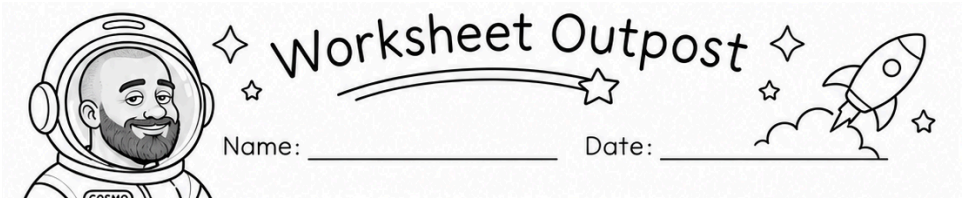
2. Choose: Yesterday we (was / were) ready.

3. Write one sentence using are.

4. Choose: I (am / is) ready.

5. Choose: The cart (is / are) red.

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



WORKSHEET OUTPOST | Grade 2 ELA

Quotation Marks

2-155-1 | Five questions

Success criteria
I can put quotation marks around the words someone says.

Name: _____ Date: _____

Quotation marks surround a speaker's exact words. Example: Mei said, "I can help."

1. Add punctuation: Nell said I made a bridge

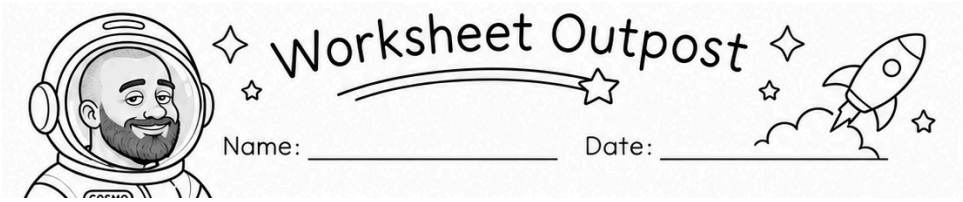
2. Who speaks? "Try again," Omar said.

3. Write one line Nell could say.

4. Add punctuation: Rafi asked May I use the bag

5. Write a reply from Mei.

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



WORKSHEET OUTPOST | Grade 2 ELA

Quotation Marks

2-155-2 | Five questions

Success criteria
I can put quotation marks around the words someone says.

Name: _____ Date: _____

Quotation marks surround a speaker's exact words. Example: Mei said, "I can help."

1. Add punctuation: Rafi asked May I use the bag

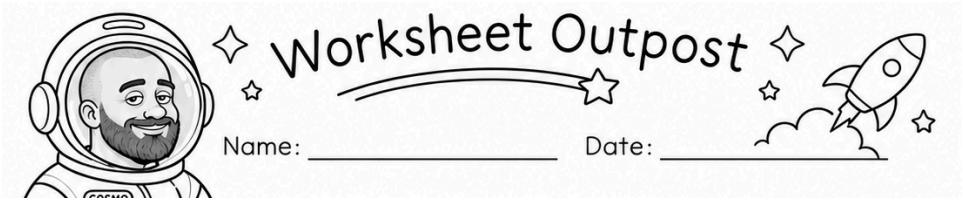
2. Write a reply from Mei.

3. Circle the words spoken: Mei said, "Yes, you may."

4. Add punctuation: Nell said I made a bridge

5. Who speaks? "Try again," Omar said.

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



WORKSHEET OUTPOST | Grade 2 ELA

Recount Information

2-038-1 | Five questions

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

Name: _____ Date: _____

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

1. Tell about building or fixing something.

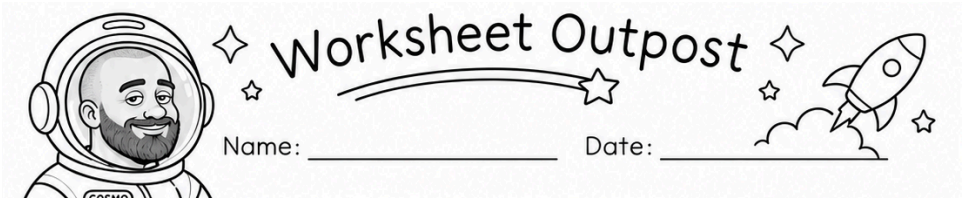
2. Include who, where, and what happened.

3. Ask your partner to retell one detail.

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

5. Write or draw one idea your partner shared.

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



WORKSHEET OUTPOST | Grade 2 ELA

Recount Information

2-038-2 | Five questions

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

Name: _____ Date: _____

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

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

2. Write or draw one idea your partner shared.

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

4. Tell about building or fixing something.

5. Include who, where, and what happened.

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