

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.

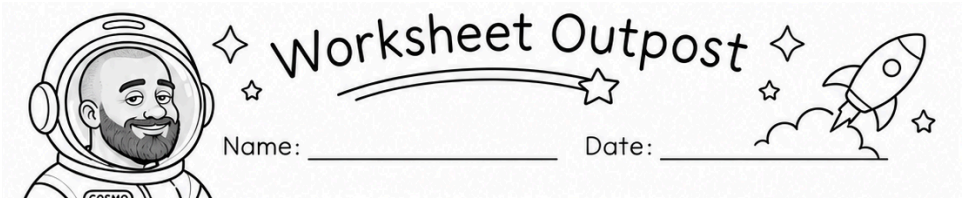
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

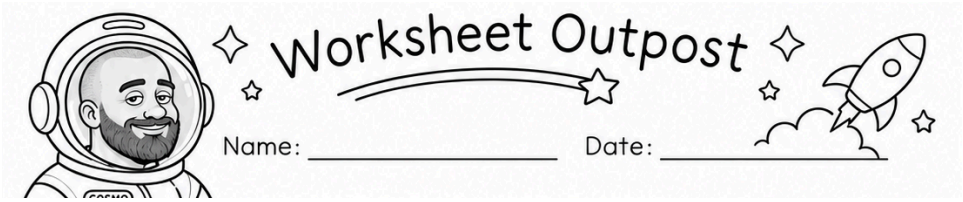
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

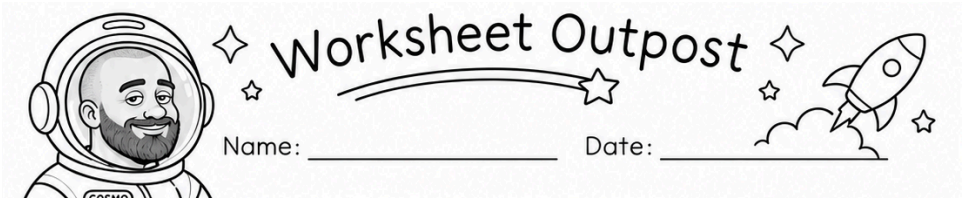
2. Say map. Tap each sound.

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.

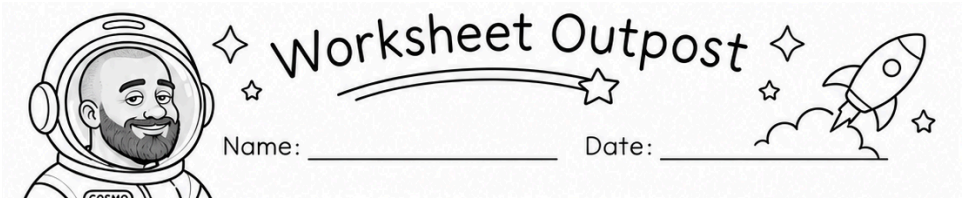
2. Say map. Tap each sound.

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

Syllable Division VC/CV

2-192-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: rabbit, basket, napkin, picnic, sunset, muffin.

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

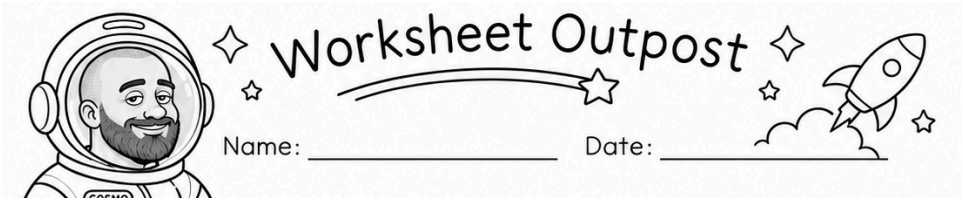
2. Choose two words. How are their spellings alike? How are they different?

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

Syllable Division VC/CV

2-192-2 | Five questions

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

Name: _____ Date: _____

Practice words: muffin, sunset, picnic, napkin, basket, rabbit.

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

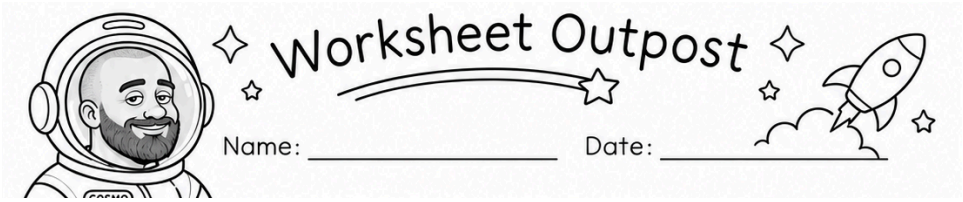
2. Choose two words. How are their spellings alike? How are they different?

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

beauty, beautiful

2-193-1 | Five questions

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

Name: _____ Date: _____

Words: beauty, beautiful

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

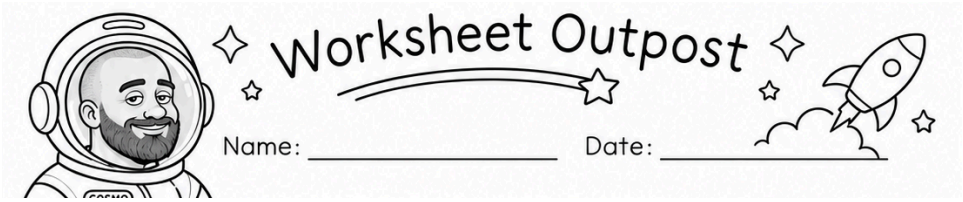
2. Choose two words. Use each word in a sentence aloud.

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

beauty, beautiful

2-193-2 | Five questions

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

Name: _____ Date: _____

Words: beauty, beautiful

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

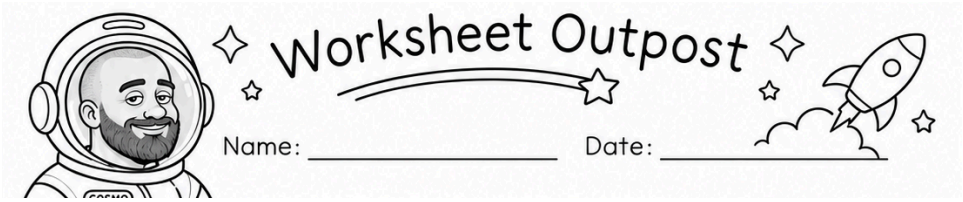
2. Check your spelling. Fix any words you missed.

3. Use one or two words from the list in a sentence. Read it aloud.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Words with the VC/CV Pattern

2-194-1 | Five questions

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

Name: _____ Date: _____

Practice words: rabbit, basket, napkin, picnic, sunset, muffin.

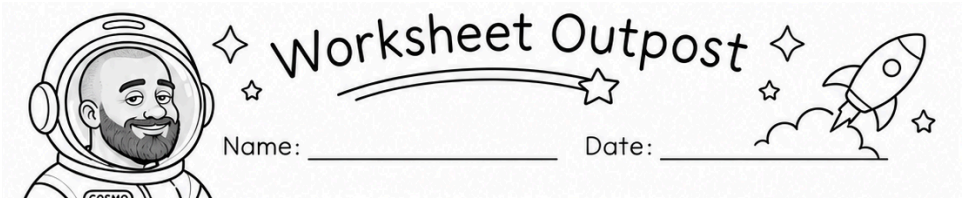
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

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

3. Circle the letters that show the spelling pattern in each word.

4. Choose a practice word. Say each sound, then read the whole word.

5. Choose a different practice word. Cover it, write it, and check its spelling.



WORKSHEET OUTPOST | Grade 2 ELA

Words with the VC/CV Pattern

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

2-194-2 | Five questions

Name: _____ Date: _____

Practice words: muffin, sunset, picnic, napkin, basket, rabbit.

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

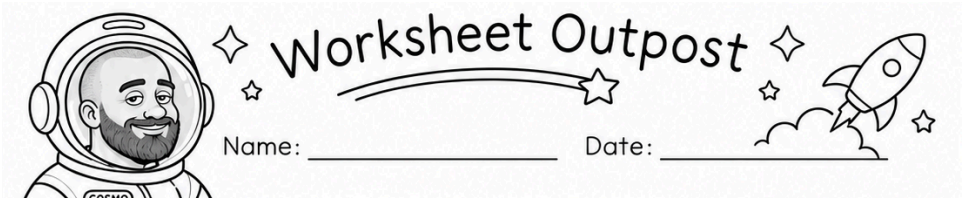
2. Choose two words. Write a sentence for each.

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

Cursive: c, a, d, g, q, o

2-195-1 | 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 c. Copy the letter, then try again on your own.

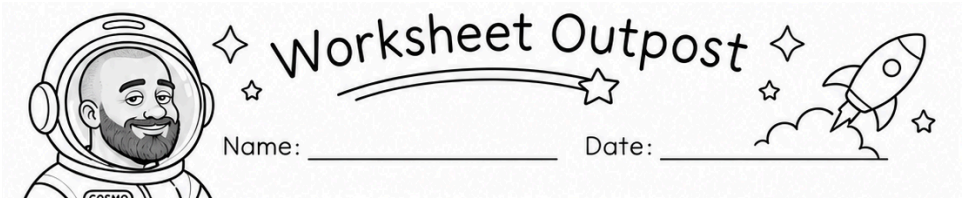
2. Watch an adult write d. Copy the letter, then try again on your own.

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

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

5. Watch an adult write d. 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

Cursive: c, a, d, g, q, o

2-195-2 | 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 a. Copy the letter, then try again on your own.

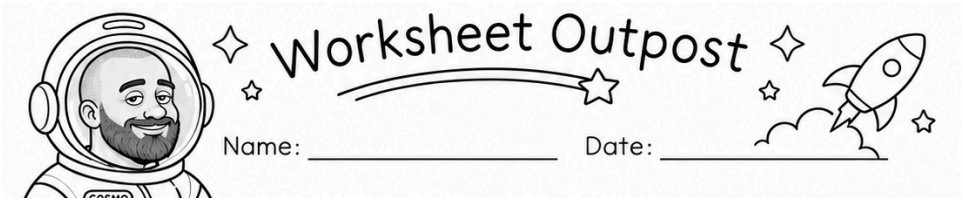
2. Watch an adult write g. Copy the letter, then try again on your own.

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

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

5. Watch an adult write g. Copy the letter, then try again on your own.

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



WORKSHEET OUTPOST | Grade 2 ELA

Accuracy and Self-Correction

2-011-1 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read aloud. Mark a word you need to check.

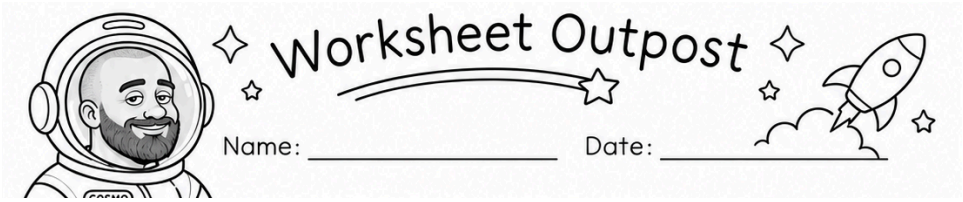
2. Check the letters, practice the word, and reread the sentence.

3. Read again in phrases. Let punctuation guide your voice.

4. Read the text to a partner at a comfortable pace.

5. Tell what happens without looking.

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



WORKSHEET OUTPOST | Grade 2 ELA

Accuracy and Self-Correction

2-011-2 | Five questions

Success criteria
I can read the passage aloud and reread a tricky part so it makes sense.

Name: _____ Date: _____

Nell made a ramp. She put a cart at the top. The cart rolled down. Nell moved the ramp and tried again.

1. Read the text to a partner at a comfortable pace.

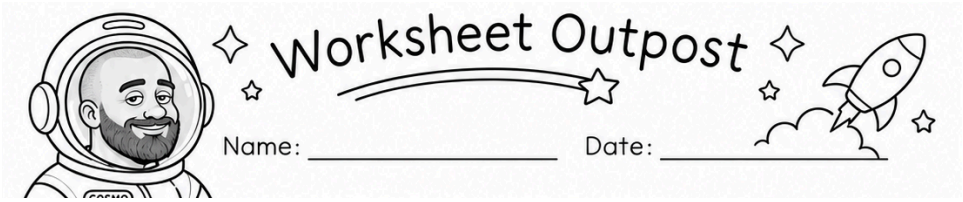
2. Tell what happens without looking.

3. Reread. Ask your partner what became clearer or smoother.

4. Read aloud. Mark a word you need to check.

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Central Idea

2-012-1 | Five questions

Success criteria

I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A paper fan has many folds. When it is closed, the folds rest together. When it is opened, the folds spread apart. Moving the fan pushes air toward your face. A wide fan can move more air than a narrow one when moved the same way.

1. What is the passage mostly about?

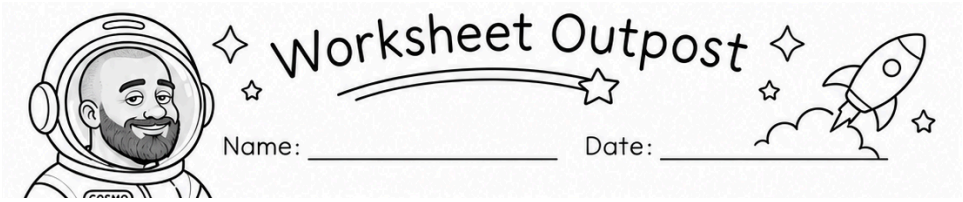
2. What happens when the fan opens?

3. Use the text to explain the word folds.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Central Idea

2-012-2 | Five questions

Success criteria
I can tell what the text is mostly about and point to a detail that shows it.

Name: _____ Date: _____

A ramp is a sloping surface. It has a high end and a low end. A toy car can roll down a ramp. Books can hold one end up. Try one book, then two books, to compare what happens.

1. What is a ramp?

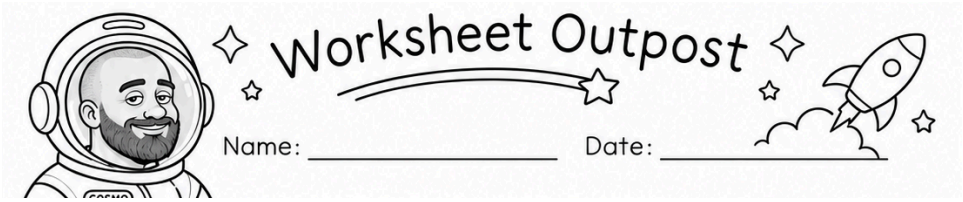
2. Name a detail about its ends.

3. What can hold a ramp up?

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

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?

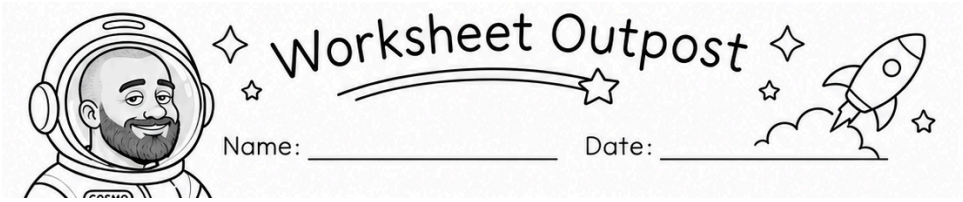
2. Which step comes before laying the bridge?

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?

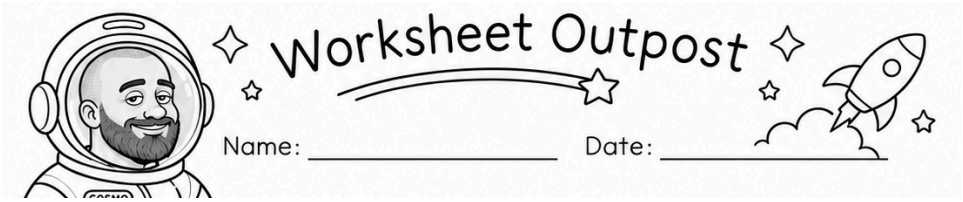
2. Why fold the boat before putting it in water?

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

Synthesize

2-106-1 | Five questions

Success criteria

I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: A flat strip of paper bends under a cart.
Text 2: Folding the same paper into a zigzag can help it hold the cart.

1. What does Text 1 tell you?

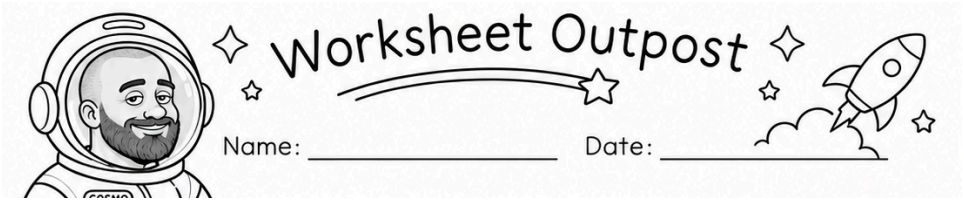
2. What new information does Text 2 add?

3. Combine the ideas into one explanation.

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

Synthesize

2-106-2 | Five questions

Success criteria

I can use one detail from each text to explain how their ideas connect.

Name: _____ Date: _____

Text 1: Rafi needs a bag that will hold three books.
Text 2: Mei has a cloth bag with strong handles.

1. What does Rafi need?

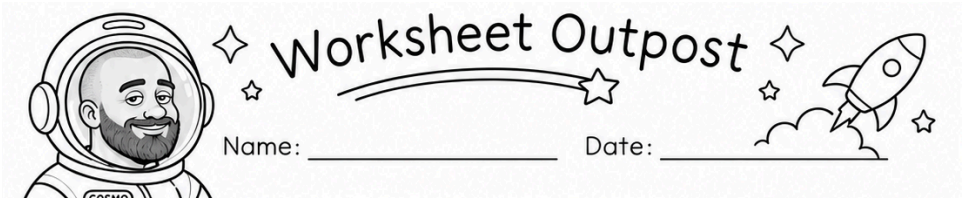
2. How could Text 2 help solve the problem?

3. Explain using both texts.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

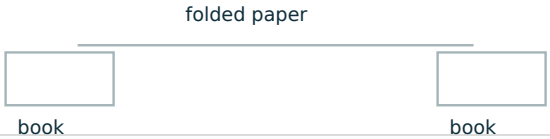
Connect Text and Visuals

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

2-068-1 | Five questions

Name: _____ Date: _____

THE PAPER BRIDGE
Words by Jo Lane | Picture by Ari Vale (fictional creators)
Caption: A folded paper bridge rests on two books.
Glossary: fold - a bend made in paper.



1. Who wrote the words?

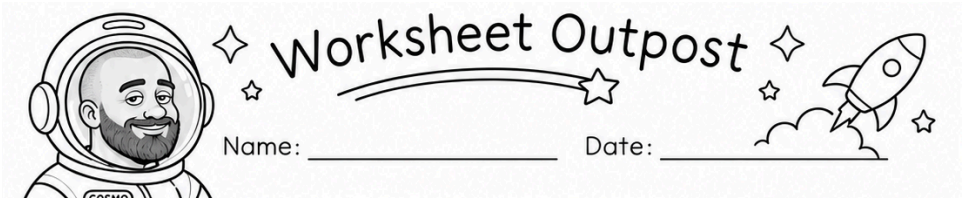
2. What does the caption explain?

3. Where is the meaning of fold?

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Connect Text and Visuals

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

2-068-2 | Five questions

Name: _____ Date: _____

THE TOY RAMP
Words by Ari Vale | Picture by Jo Lane (fictional creators)
Caption: A toy cart rolls down a ramp.
Glossary: ramp - a sloping surface.



Ramp model

1. Who made the picture?

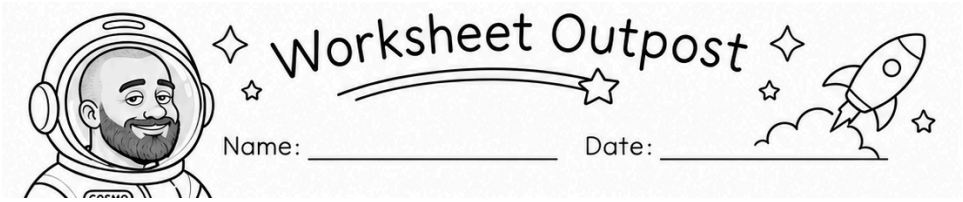
2. Read the heading. What will you learn about?

3. Point to the ramp in the drawing.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Select a Topic

2-056-1 | Five questions

Success criteria
I can use what I know or find in a source to answer a 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.

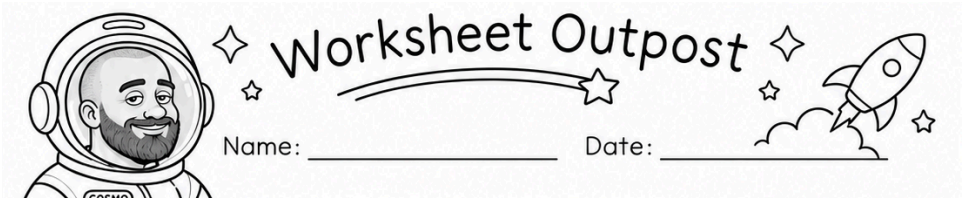
2. Write one fact from each source. Label each fact A or B to show where you found it.

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

4. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

5. Write a short answer to your research question using source details.

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



WORKSHEET OUTPOST | Grade 2 ELA

Select a Topic

2-056-2 | Five questions

Success criteria
I can use what I know or find in a source to answer a 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. Sort: A ramp slopes. Ramps are the best toys. Which is a fact?

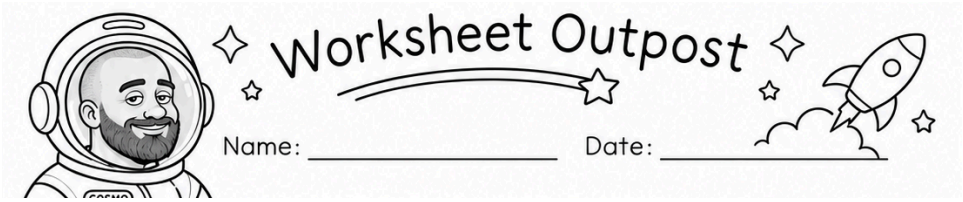
2. Write a short answer to your research question using source details.

3. Tell where your information came from.

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 a Life Lesson

2-196-1 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

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

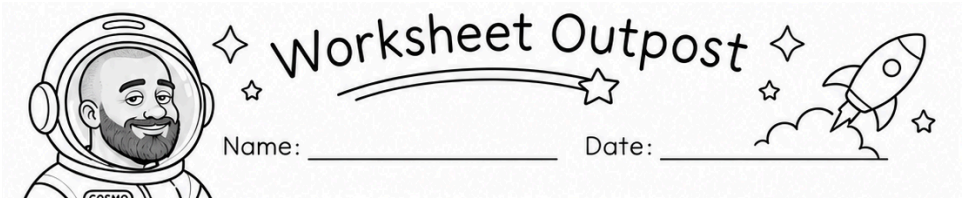
1. Write a lesson a learner can take from the paper-bridge story. Support it with an event.

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 lesson a learner can take from the paper-bridge story. Support it with an event.

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



WORKSHEET OUTPOST | Grade 2 ELA

Write a Life Lesson

2-196-2 | Five questions

Success criteria
I can retell what happens and tell what the story helps me understand.

Name: _____ Date: _____

Nell built a small paper bridge between two books. Her toy cart fell through it. Nell folded the paper into a zigzag and tried again. The cart rolled across. Nell smiled and invited Omar to test a heavier cart.
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 another version. Write a lesson a learner can take from the paper-bridge story. Support it with an event.

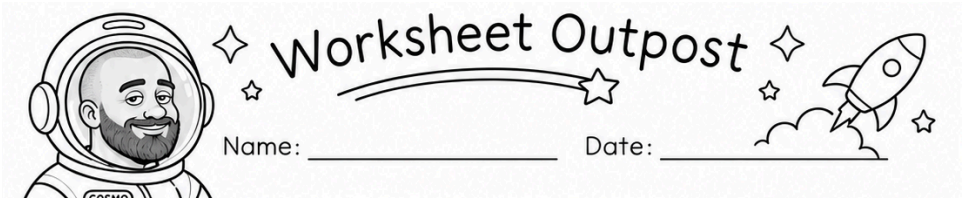
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a lesson a learner can take from the paper-bridge story. Support it with an event.

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 -ful, -less

2-125-1 | 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 hope using -less (or less-). Change the base spelling if needed.

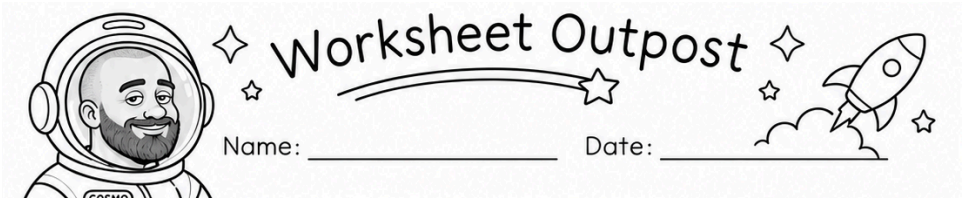
2. Build a word related to care using -ful (or ful-). Change the base spelling if needed.

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

4. What does careful 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 -ful, -less

2-125-2 | 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 hopeless mean? Use it in a sentence.

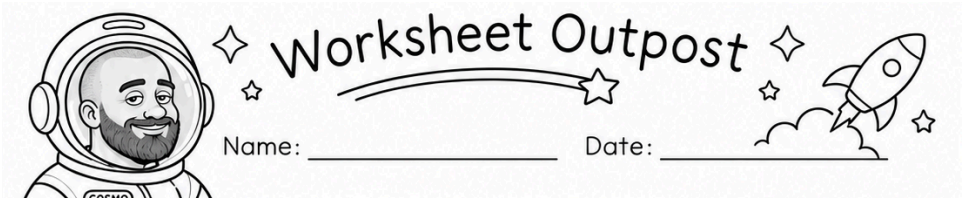
2. What does careful mean? Use it in a sentence.

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

4. Build a word related to care using -ful (or ful-). 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

Shades of Meaning

2-197-1 | Five questions

Success criteria

I can compare two similar words and choose the one that best fits.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Order from least to most strong: boiling, warm, hot

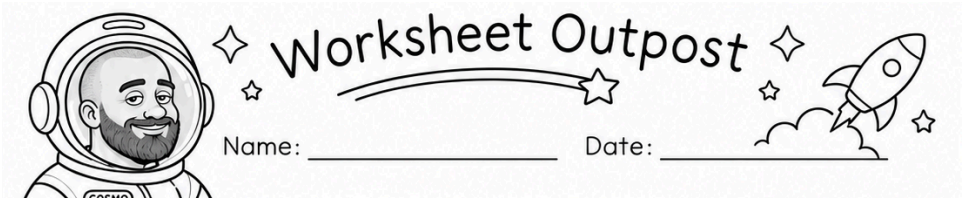
2. Which is stronger: like or love?

3. Use the stronger word in a sentence.

4. Order by loudness: shout, whisper, speak

5. Which moves faster: stroll or sprint?

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



WORKSHEET OUTPOST | Grade 2 ELA

Shades of Meaning

2-197-2 | Five questions

Success criteria

I can compare two similar words and choose the one that best fits.

Name: _____ Date: _____

Use the examples to explain what the words mean.

1. Order by loudness: shout, whisper, speak

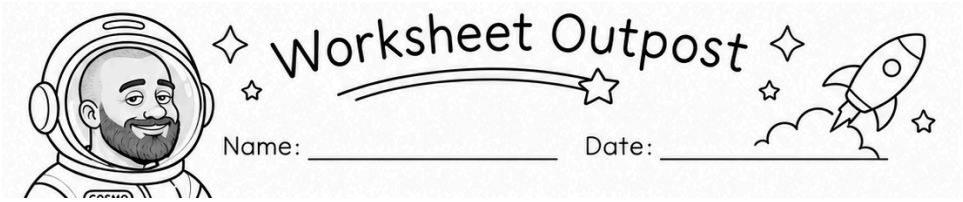
2. Which moves faster: stroll or sprint?

3. Tell why the exact word matters.

4. Order from least to most strong: boiling, warm, hot

5. Which is stronger: like or love?

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.

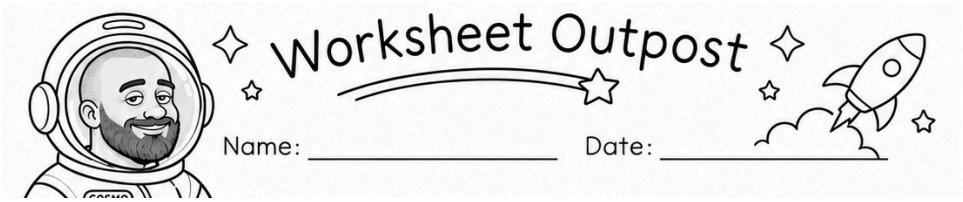
2. Plan: What is your main idea? Choose two or three details.

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.

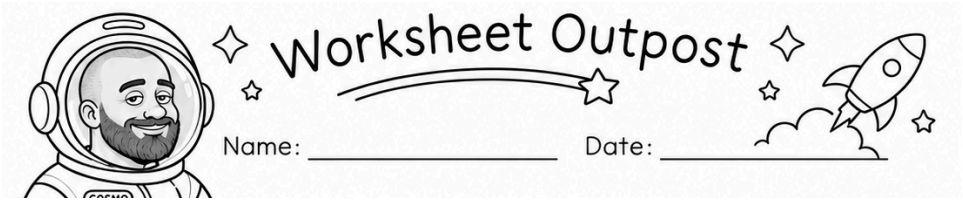
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

Commas in Dates

2-198-1 | Five questions

Success criteria
I can use commas where they belong in a letter.

Name: _____ Date: _____

Use a comma in a month-day-year date and between a city and state.

1. Add commas: May 4 2027

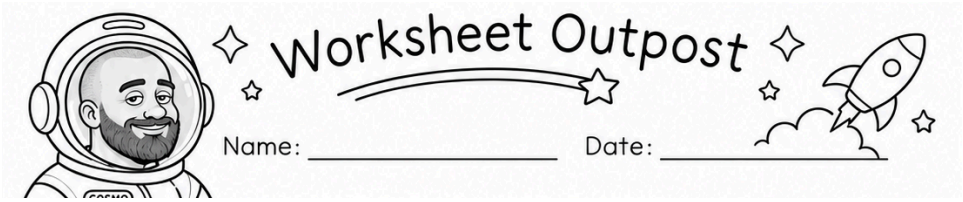
2. Add a comma: Reno Nevada

3. Add punctuation to a letter greeting: Dear Mei

4. Add commas: June 8 2027

5. Add a comma: Austin Texas

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



WORKSHEET OUTPOST | Grade 2 ELA

Commas in Dates

2-198-2 | Five questions

Success criteria
I can use commas where they belong in a letter.

Name: _____ Date: _____

Use a comma in a month-day-year date and between a city and state.

1. Add commas: June 8 2027

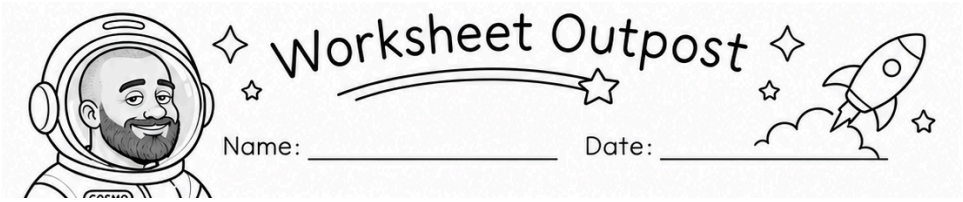
2. Add a comma: Austin Texas

3. Write a letter closing with a comma.

4. Add commas: May 4 2027

5. Add a comma: Reno Nevada

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Irregular Verbs

Success criteria
I can use a verb that shows when the action happens.

2-199-1 | Five questions

Name: _____ Date: _____

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

1. Write the past: eat; run; sit

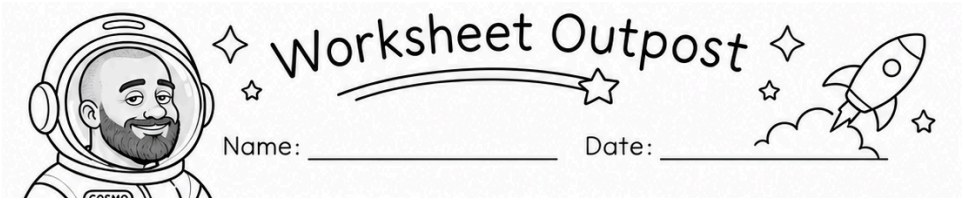
2. Choose: Yesterday I (go / went) home.

3. Choose: Mei (have / has) a bag.

4. Write the past: give; take; see

5. Choose: Yesterday he (do / did) the work.

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



WORKSHEET OUTPOST | Grade 2 ELA

Review Irregular Verbs

Success criteria
I can use a verb that shows when the action happens.

2-199-2 | Five questions

Name: _____ Date: _____

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

1. Write the past: give; take; see

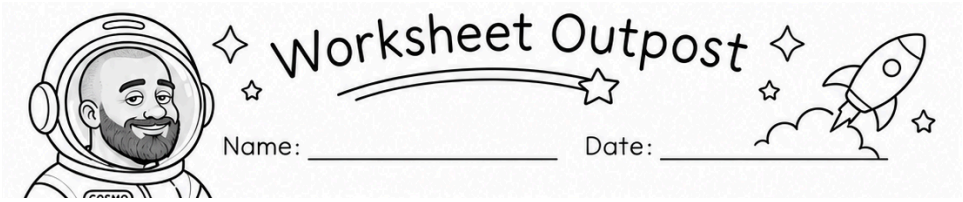
2. Choose: Yesterday he (do / did) the work.

3. Write the past: say; hide; tell

4. Write the past: eat; run; sit

5. Choose: Yesterday I (go / went) home.

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.

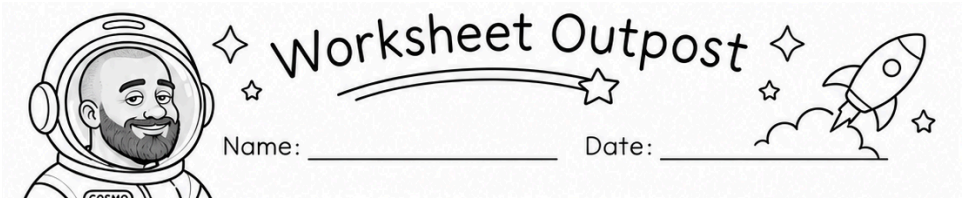
2. Listen to your partner and combine the best parts of both plans.

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.