

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.

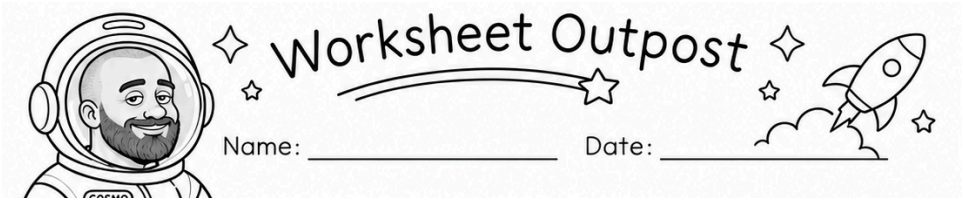
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

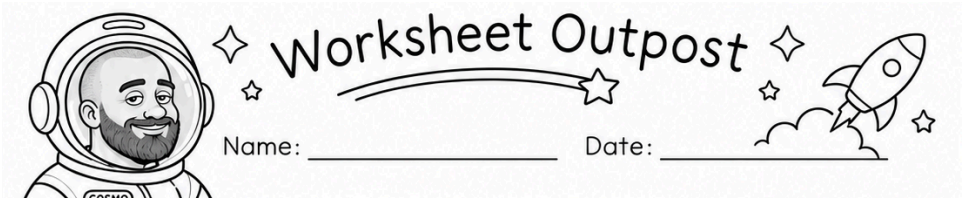
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

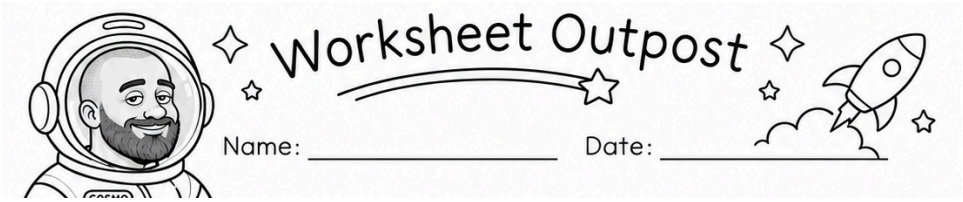
2. Say map. Tap each sound.

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.

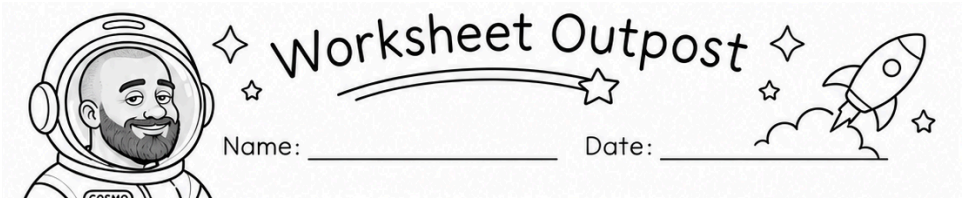
2. Say map. Tap each sound.

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

r-Controlled Vowel ar

2-200-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: car, farm, star, park, sharp, bark.

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

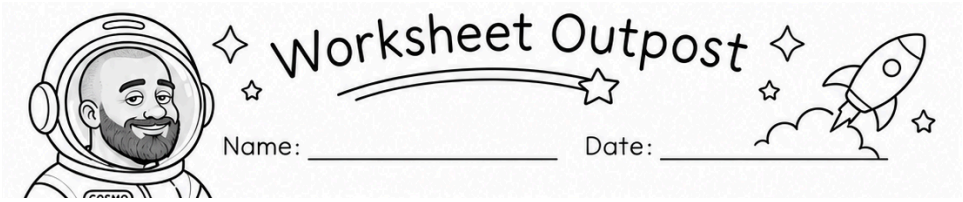
2. Choose two words. How are their spellings alike? How are they different?

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

r-Controlled Vowel ar

2-200-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: bark, sharp, park, star, farm, car.

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

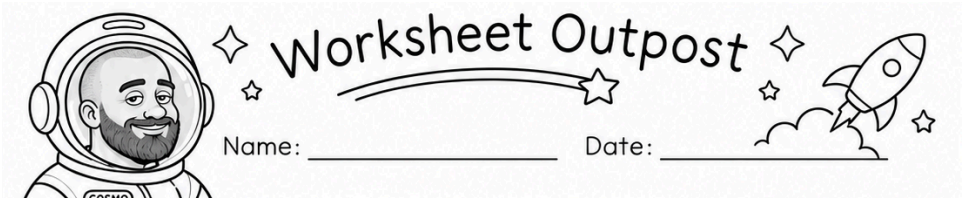
2. Choose two words. How are their spellings alike? How are they different?

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

heart

2-201-1 | Five questions

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

Name: _____ Date: _____

Words: heart

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

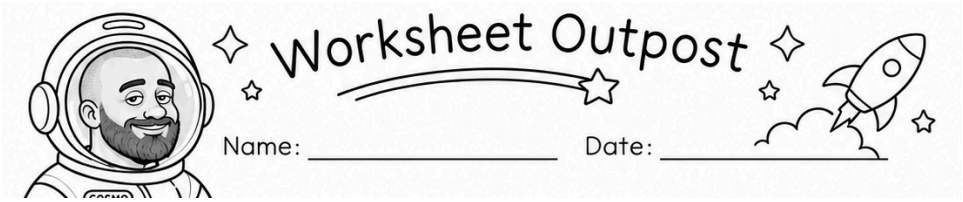
2. Choose two words. Use each word in a sentence aloud.

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

heart

2-201-2 | Five questions

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

Name: _____ Date: _____

Words: heart

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

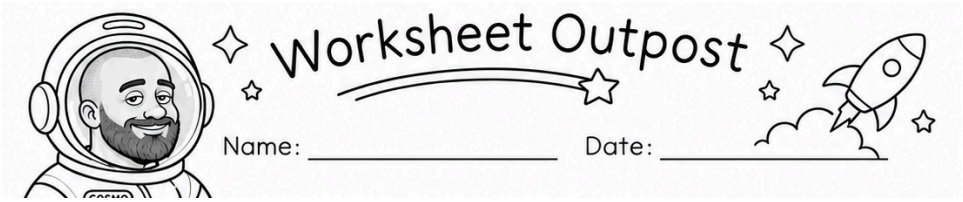
2. Check your spelling. Fix any words you missed.

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 r-Controlled Vowel ar

2-202-1 | Five questions

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

Name: _____ Date: _____

Practice words: car, farm, star, park, sharp, bark.

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

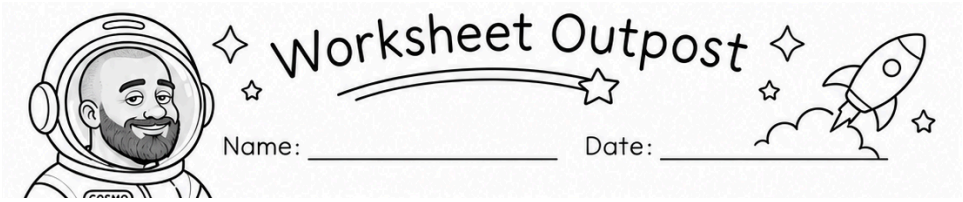
2. Choose two words. Write a sentence for each.

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 r-Controlled Vowel ar

2-202-2 | Five questions

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

Name: _____ Date: _____

Practice words: bark, sharp, park, star, farm, car.

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

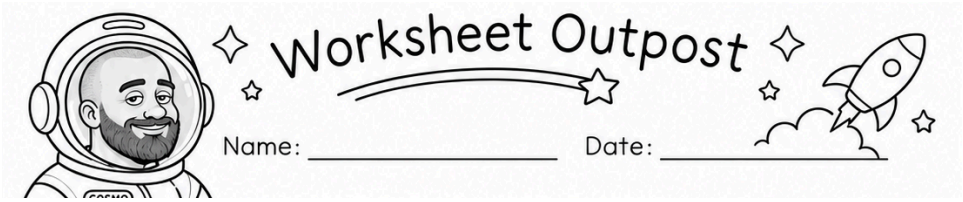
2. Choose two words. Write a sentence for each.

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: i, t, p, u, w, j

2-203-1 | 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 i. Copy the letter, then try again on your own.

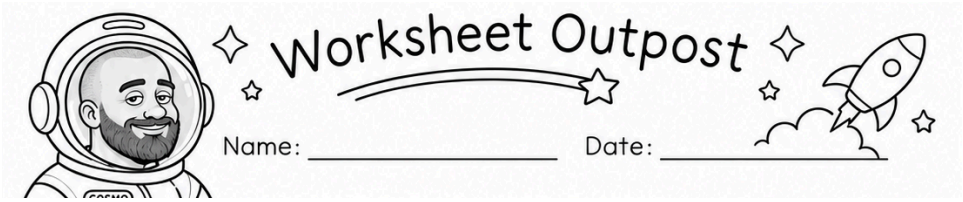
2. Watch an adult write p. Copy the letter, then try again on your own.

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

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

5. Watch an adult write p. 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: i, t, p, u, w, j

2-203-2 | 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 t. Copy the letter, then try again on your own.

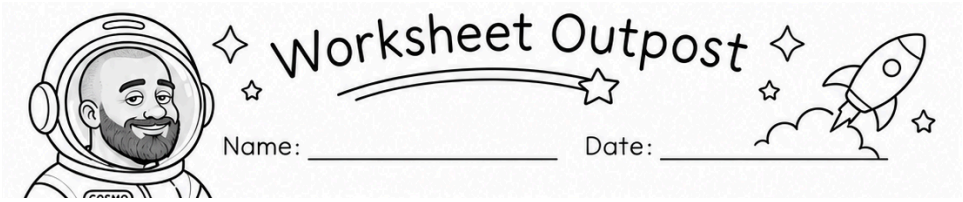
2. Watch an adult write u. Copy the letter, then try again on your own.

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

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

5. Watch an adult write u. 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

Expression

2-043-1 | Five questions

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

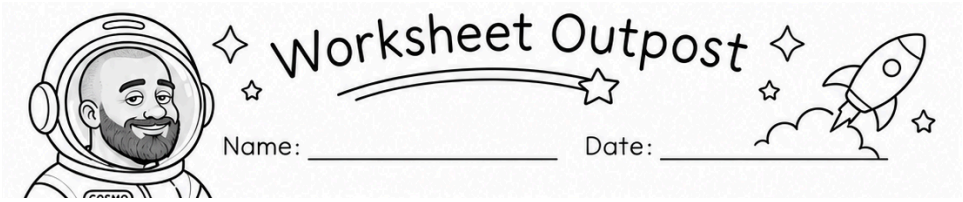
2. Check the letters, practice the word, and reread the sentence.

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

Expression

2-043-2 | Five questions

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

Name: _____ Date: _____

NELL: My bridge bends! (She holds the paper.)
OMAR: Let us fold it.
NELL: Now it holds the cart! (She smiles.)
OMAR: Can it hold two carts?

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

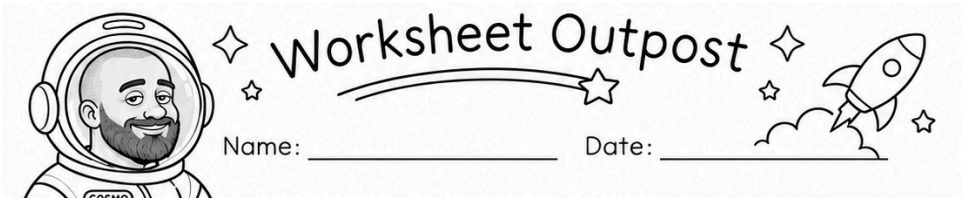
2. Tell what happens without looking.

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

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?

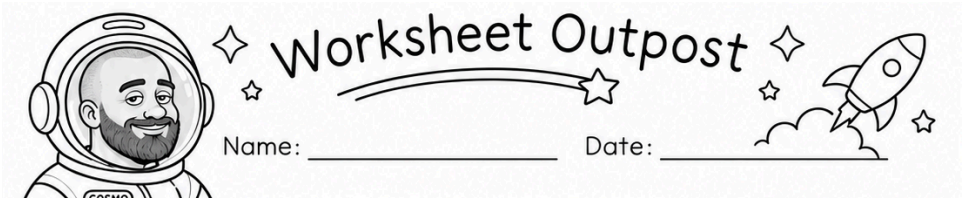
2. Which step comes before laying the bridge?

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?

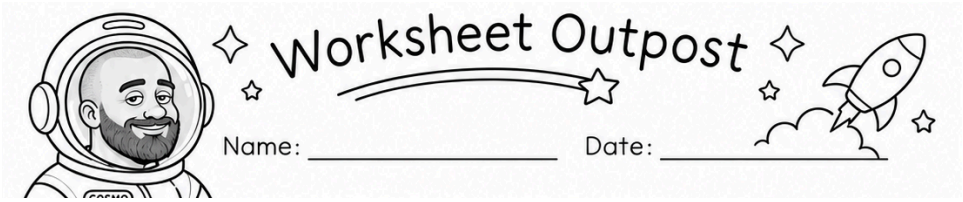
2. Why fold the boat before putting it in water?

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

Monitor and Clarify

2-030-1 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

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. Mark a word you want help with.

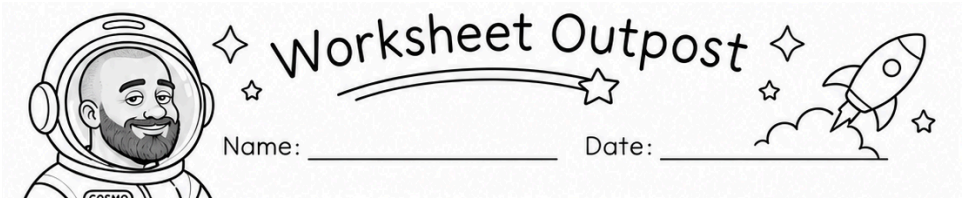
2. Reread the sentence around it. Explain the word.

3. Tell how Nell makes the bridge stronger.

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

Monitor and Clarify

2-030-2 | Five questions

Success criteria
I can use the other words in a sentence to explain an unfamiliar word.

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. Reread why the bag cannot be used.

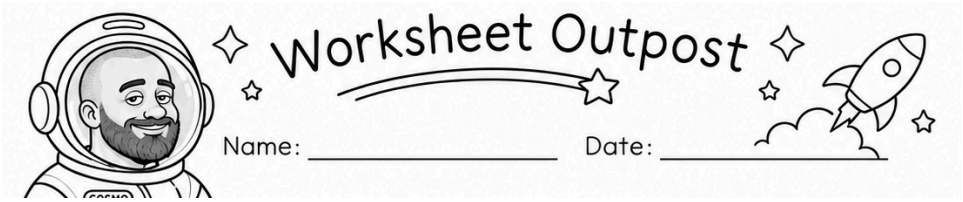
2. Explain handles using the sentence.

3. What is clearer after rereading?

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?

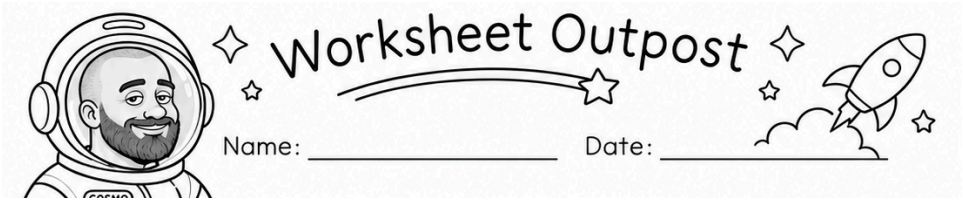
2. What clue supports your answer?

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?

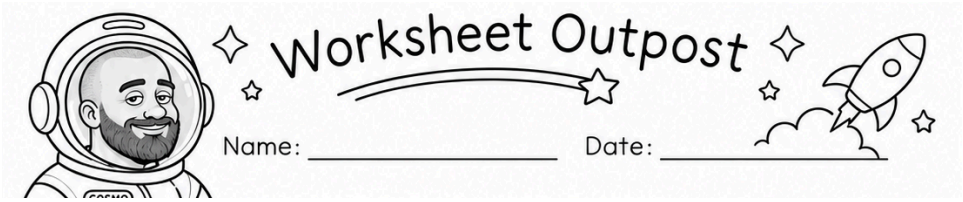
2. What clue supports that?

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

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?

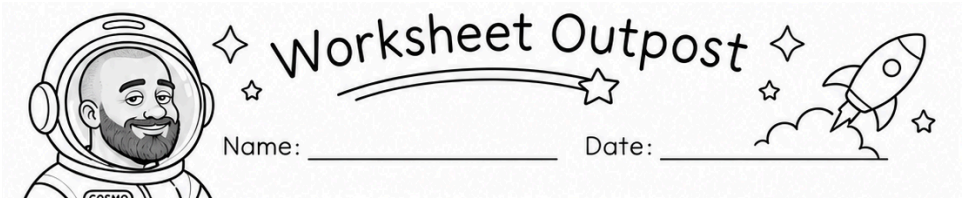
2. What happens when the fan opens?

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?

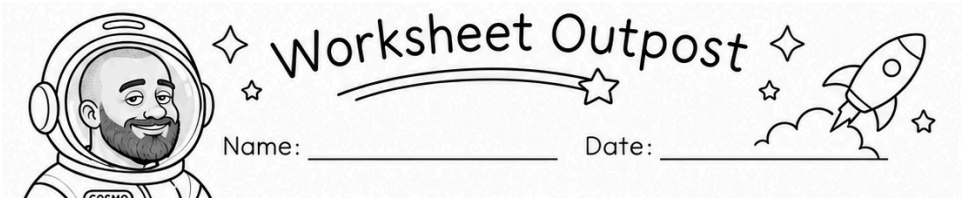
2. Name a detail about its ends.

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

Write an Explanation

2-108-1 | Five questions

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

Name: _____ Date: _____

1. Plan a safe indoor paper-building activity. Tell the goal, materials, and steps.

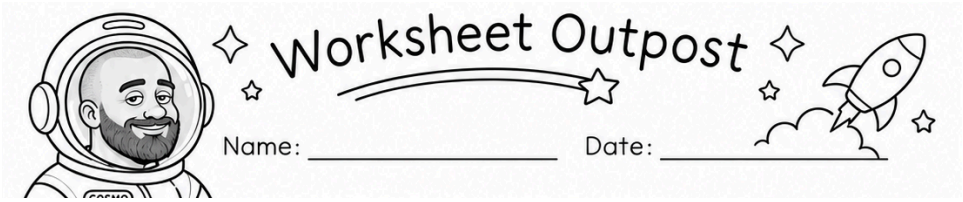
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Plan a safe indoor paper-building activity. Tell the goal, materials, and steps.

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 Explanation

2-108-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Plan a safe indoor paper-building activity. Tell the goal, materials, and steps.

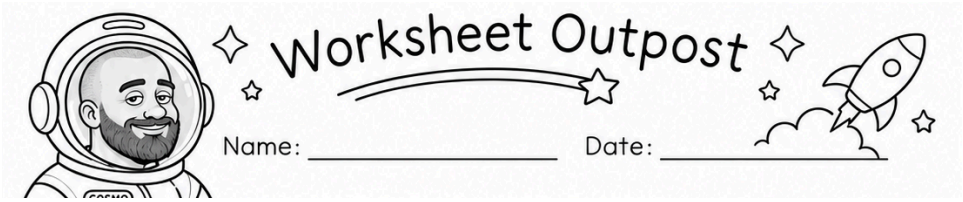
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Plan a safe indoor paper-building activity. Tell the goal, materials, and steps.

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

Write a Letter

2-112-1 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write a letter asking for a small class reading corner. Give a reason.

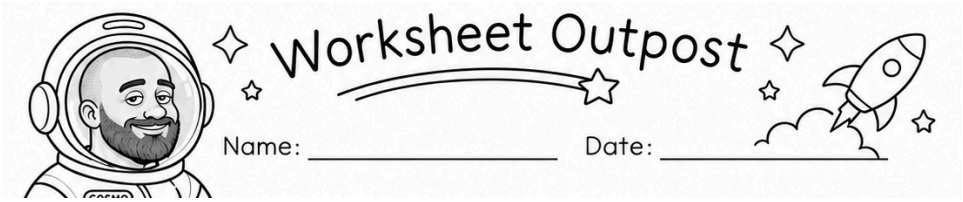
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a letter asking for a small class reading corner. Give a reason.

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 Letter

2-112-2 | Five questions

Success criteria
I can state my opinion and give a reason for it.

Name: _____ Date: _____

1. Write another version. Write a letter asking for a small class reading corner. Give a reason.

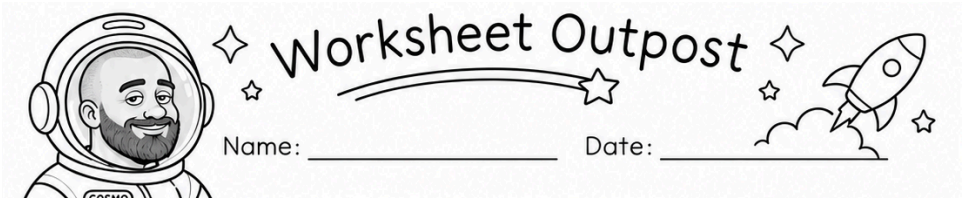
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a letter asking for a small class reading corner. Give a reason.

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

Prefix pre-

2-204-1 | 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 pay using -pre (or pre-). Change the base spelling if needed.

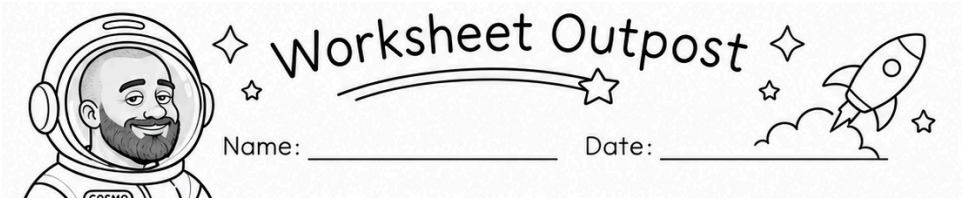
2. What does prepay mean? Use it in a sentence.

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

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

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



WORKSHEET OUTPOST | Grade 2 ELA

Prefix pre-

2-204-2 | 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 prepay mean? Use it in a sentence.

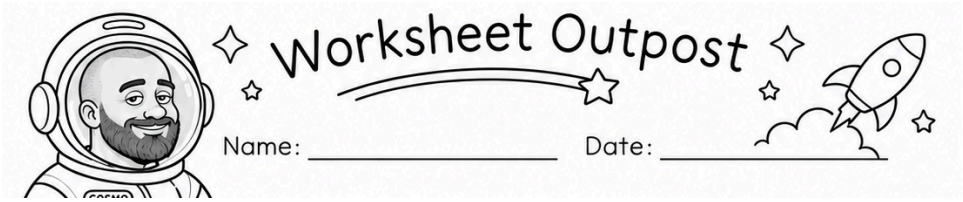
2. Build a word related to pay using -pre (or pre-). Change the base spelling if needed.

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

4. Use that word in a new sentence or draw a picture that shows its meaning.

5. Think of another example like one on this page. Explain it to an adult.

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.

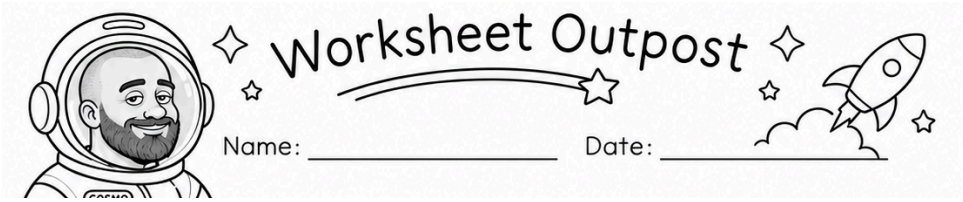
2. Plan: What is your main idea? Choose two or three details.

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.

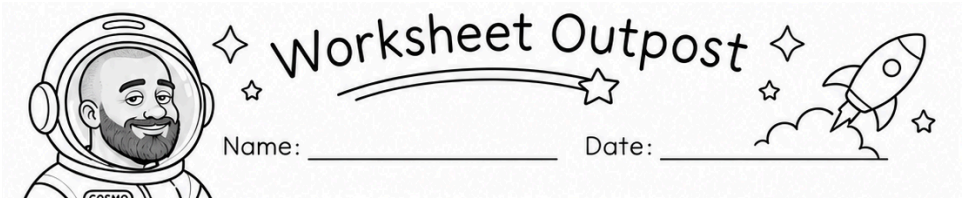
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

Commands

2-049-1 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Add commas: I packed paper tape and glue.

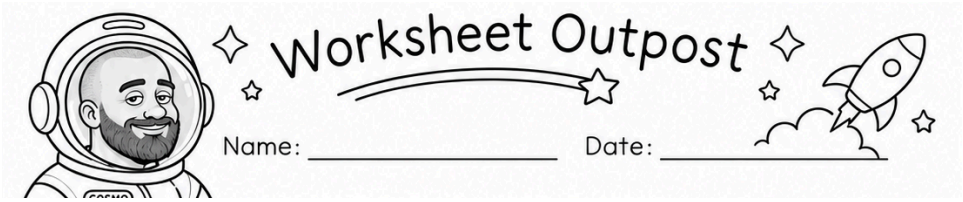
2. Add commas: Nell cuts folds and tests.

3. List three classroom tools in a sentence.

4. Add commas: Rafi brought socks books and a hat.

5. Add commas: Mei reads draws and sings.

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



WORKSHEET OUTPOST | Grade 2 ELA

Commands

2-049-2 | Five questions

Success criteria
I can use a capital letter or punctuation where the sentence needs it.

Name: _____ Date: _____

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

1. Add commas: Rafi brought socks books and a hat.

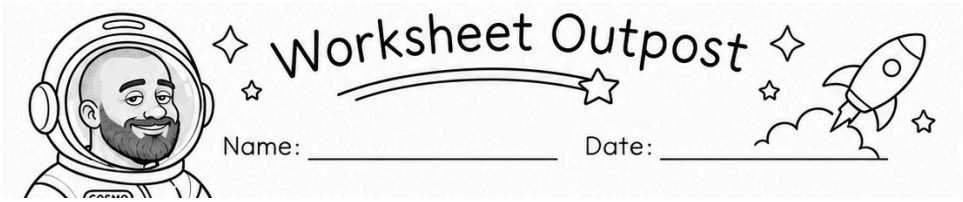
2. Add commas: Mei reads draws and sings.

3. Write three actions in one sentence.

4. Add commas: I packed paper tape and glue.

5. Add commas: Nell cuts folds and tests.

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.

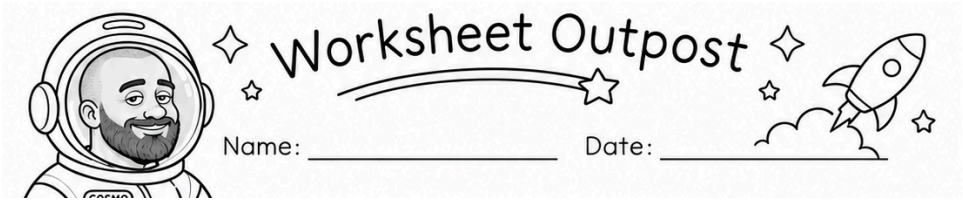
2. Replace the carts: The carts roll.

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.

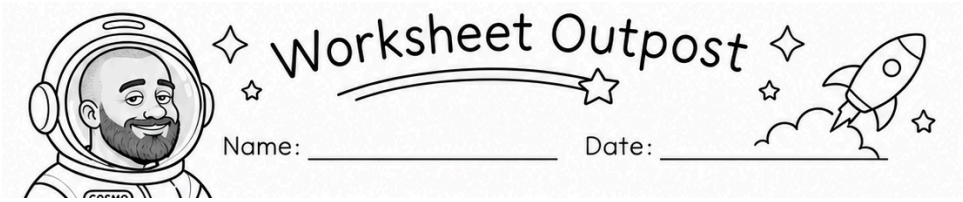
2. Choose: (She / Her) reads to us.

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

Infer

2-074-1 | 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: _____

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

1. Predict what may happen if the cart is heavier.

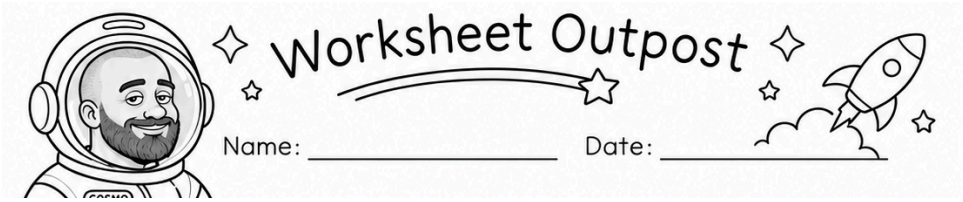
2. Give a clue or reason.

3. Listen to another prediction and explain a difference.

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

Infer

2-074-2 | 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: _____

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. Predict what may happen if the cart is heavier.

5. Give a clue or reason.

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