

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.

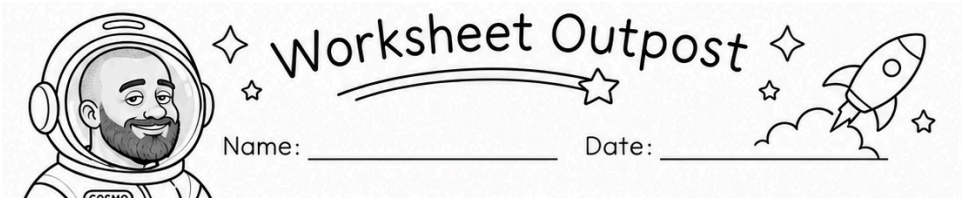
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

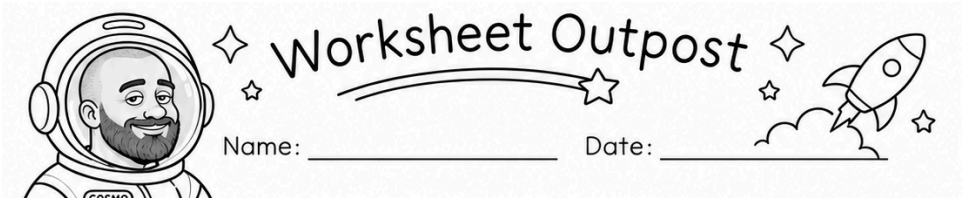
2. Blend /m/ /a/ /p/. Use the short a sound.

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.

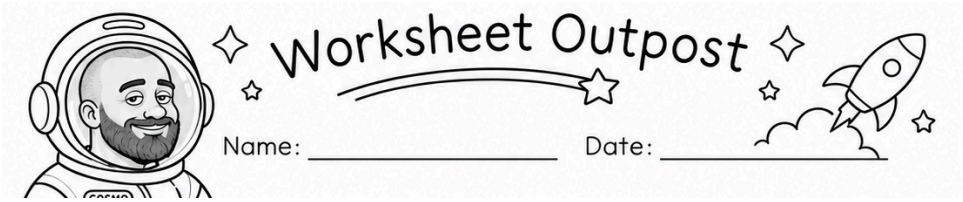
2. Say map. Tap each sound.

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.

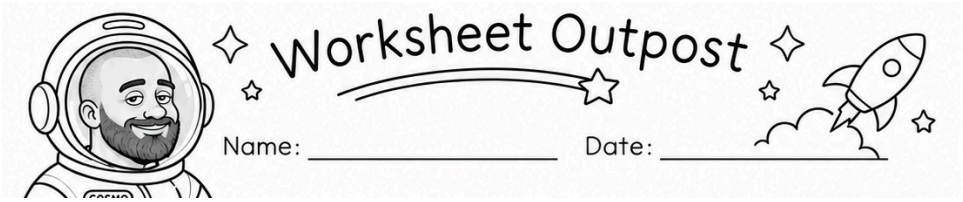
2. Say map. Tap each sound.

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 V/CV

2-233-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: tiger, robot, music, paper, pilot, open.

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

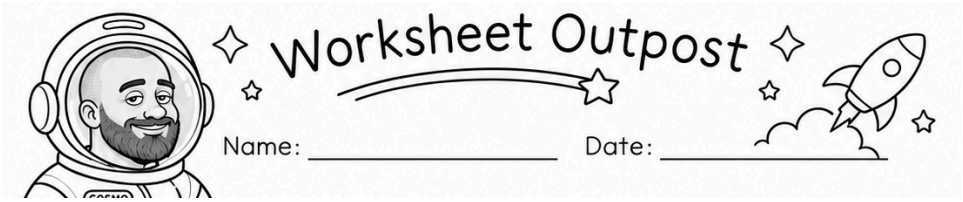
2. Choose two words. How are their spellings alike? How are they different?

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 V/CV

2-233-2 | Five questions

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

Name: _____ Date: _____

Practice words: open, pilot, paper, music, robot, tiger.

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

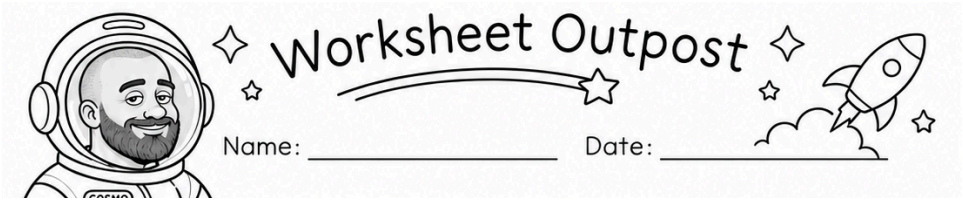
2. Choose two words. How are their spellings alike? How are they different?

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/V

2-234-1 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: robin, cabin, lemon, seven, finish, visit.

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

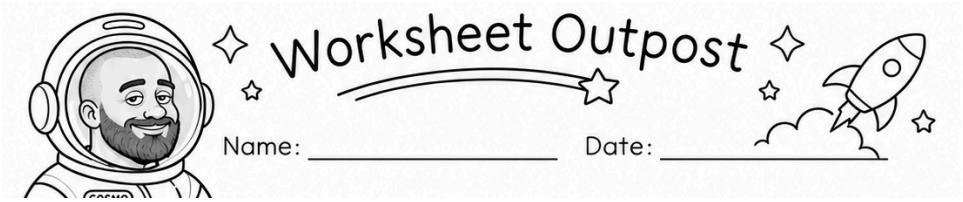
2. Choose two words. How are their spellings alike? How are they different?

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/V

2-234-2 | Five questions

Success criteria

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

Name: _____ Date: _____

Practice words: visit, finish, seven, lemon, cabin, robin.

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

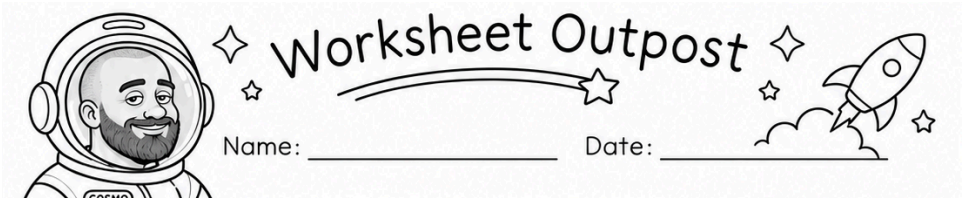
2. Choose two words. How are their spellings alike? How are they different?

3. Use one word in a sentence. Read your sentence aloud.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Review

2-099-1 | Five questions

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

Name: _____ Date: _____

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

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

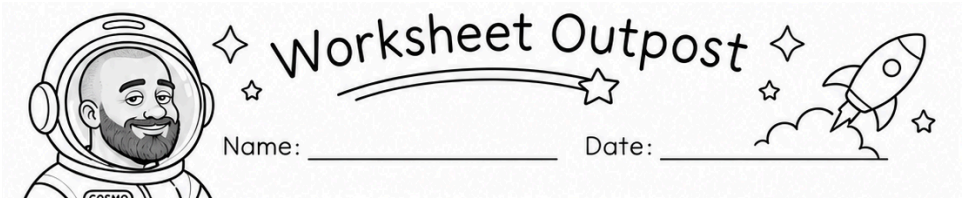
2. Choose two words. Use each word in a sentence aloud.

3. Copy the words. Cover your list. Write each word as an adult reads it aloud.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Review

2-099-2 | Five questions

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

Name: _____ Date: _____

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

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

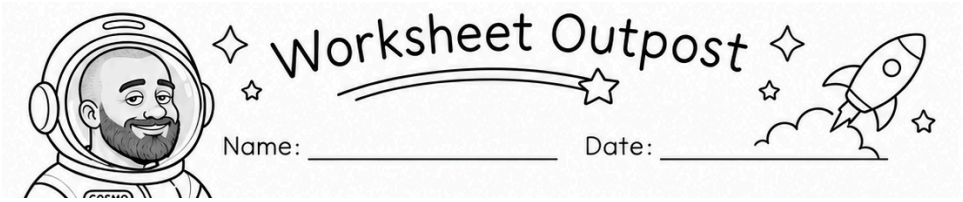
2. Check your spelling. Fix any words you missed.

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Multisyllabic Words with the V/CV Pattern

2-235-1 | Five questions

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

Name: _____ Date: _____

Practice words: tiger, robot, music, paper, pilot, open.

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

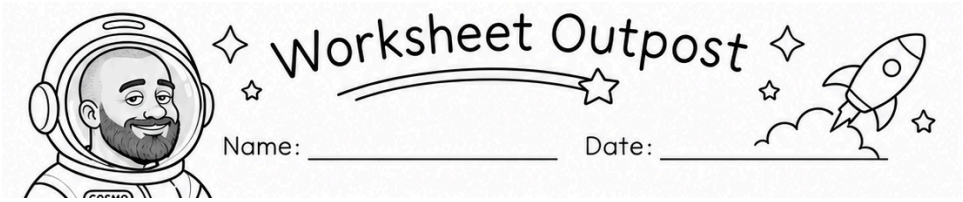
2. Choose two words. Write a sentence for each.

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

Multisyllabic Words with the V/CV Pattern

2-235-2 | Five questions

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

Name: _____ Date: _____

Practice words: open, pilot, paper, music, robot, tiger.

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

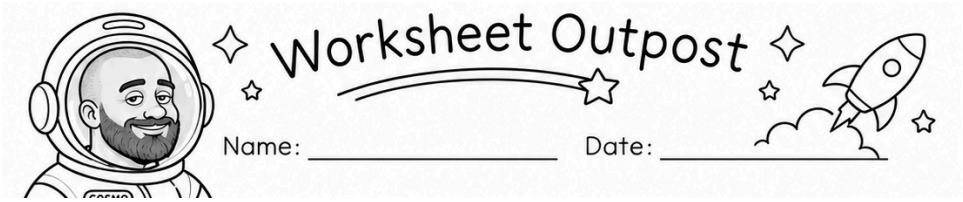
2. Choose two words. Write a sentence for each.

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

Multisyllabic Words with the VC/V Pattern

2-236-1 | Five questions

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

Name: _____ Date: _____

Practice words: robin, cabin, lemon, seven, finish, visit.

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

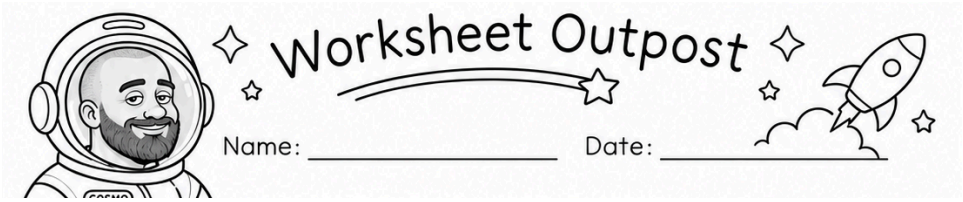
2. Choose two words. Write a sentence for each.

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

Multisyllabic Words with the VC/V Pattern

2-236-2 | Five questions

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

Name: _____ Date: _____

Practice words: visit, finish, seven, lemon, cabin, robin.

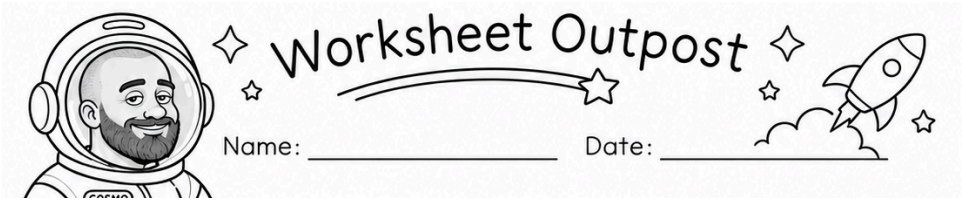
1. Read the words, then cover them. Write each word as an adult says it. Check your spelling.

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

Cursive: I, D, E, J, S, G

2-237-1 | 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.

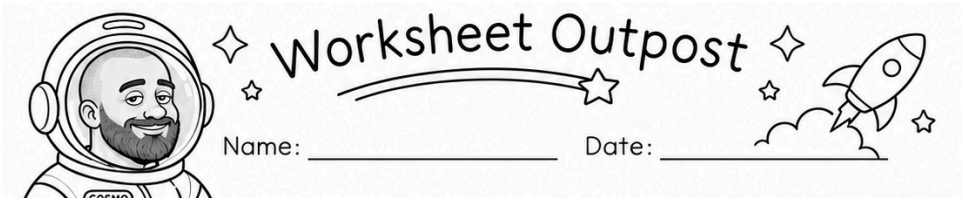
2. Watch an adult write E. Copy the letter, then try again on your own.

3. Watch an adult write S. 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 E. 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, D, E, J, S, G

2-237-2 | 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 D. Copy the letter, then try again on your own.

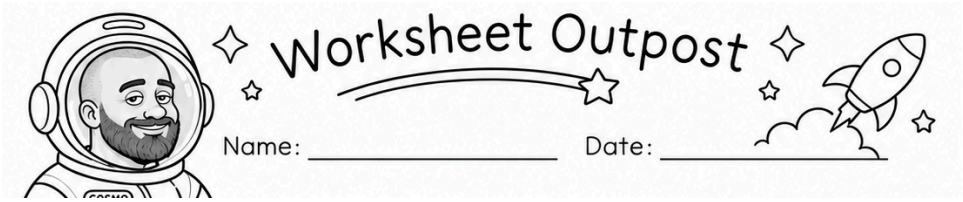
2. Watch an adult write J. Copy the letter, then try again on your own.

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

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

5. Watch an adult write J. 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.

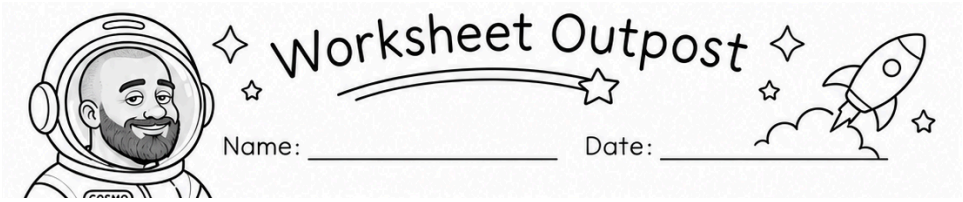
2. Check the letters, practice the word, and reread the sentence.

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.

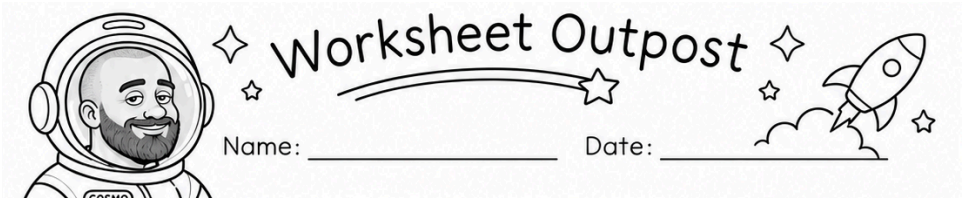
2. Tell what happens without looking.

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?

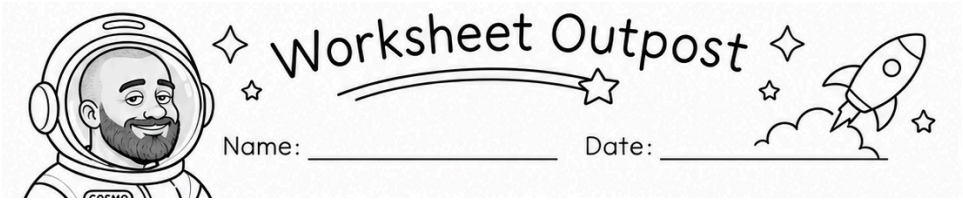
2. What happens when the fan opens?

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?

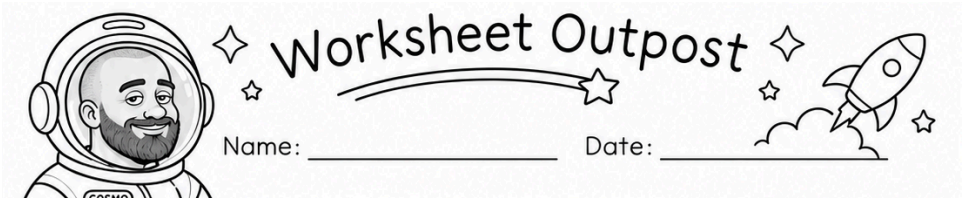
2. Name a detail about its ends.

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

Figurative Language

2-134-1 | Five questions

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

Name: _____ Date: _____

The tiny cart flew down the ramp. Nell was a bundle of excitement. Her smile was as wide as the bridge.

1. Did the cart grow wings? Explain flew.

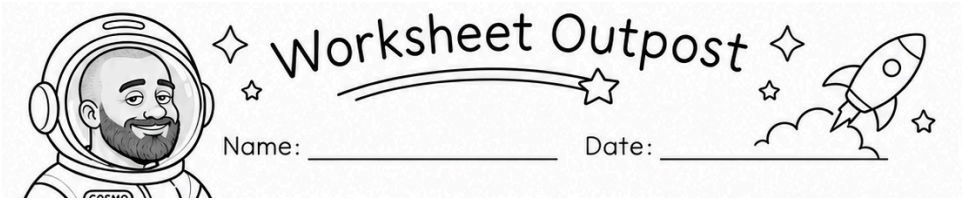
2. What does a bundle of excitement mean?

3. Find a comparison using as.

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

Figurative Language

2-134-2 | Five questions

Success criteria

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

Name: _____ Date: _____

The wind whispered at the window. Rafi waited forever for the glue to dry. The card shone like a little sun.

1. Can wind really speak? What does whispered suggest?

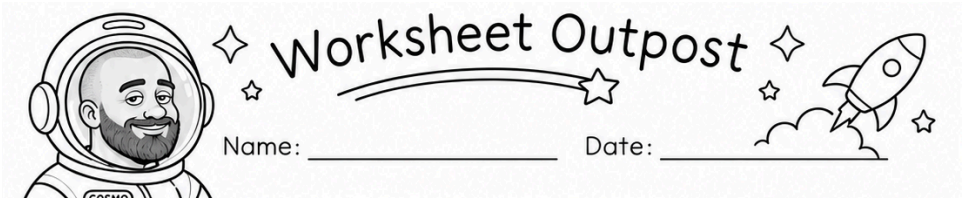
2. Did Rafi really wait forever?

3. Find a comparison using like.

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.

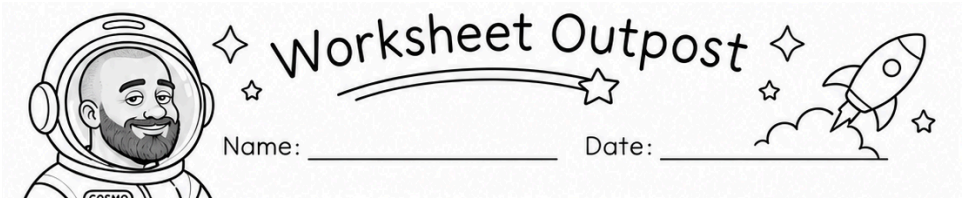
2. Ask why Nell changes the paper.

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.

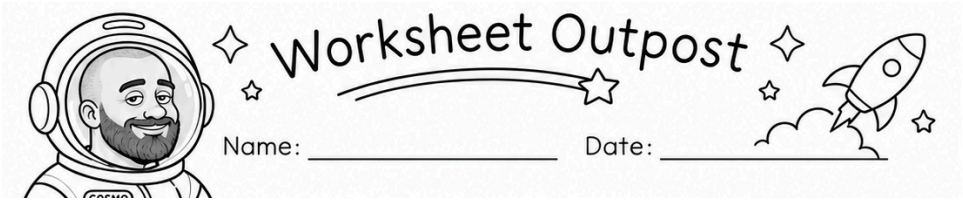
2. Ask who helps him. Answer it.

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

Text Organization

2-107-1 | Five questions

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

Name: _____ Date: _____

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

1. What happens first?

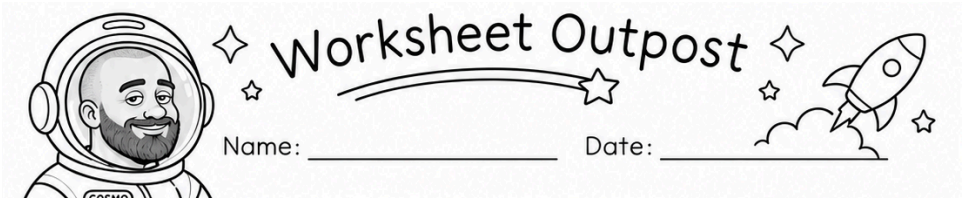
2. Which step comes before laying the bridge?

3. Circle two order words.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Text Organization

2-107-2 | Five questions

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

Name: _____ Date: _____

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

1. What happens after setting down the tray?

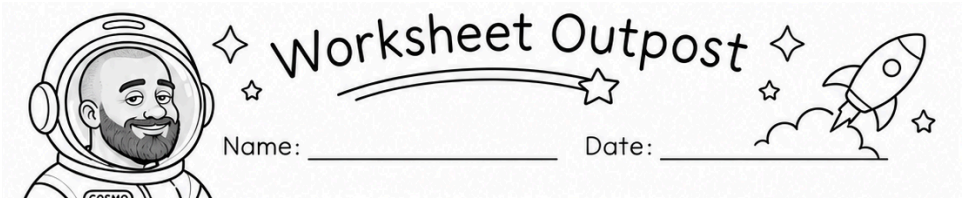
2. Why fold the boat before putting it in water?

3. Retell the steps in order.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Digital Tools and Texts

2-173-1 | Five questions

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

Name: _____ Date: _____

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

1. Ask a question these sources can help answer.

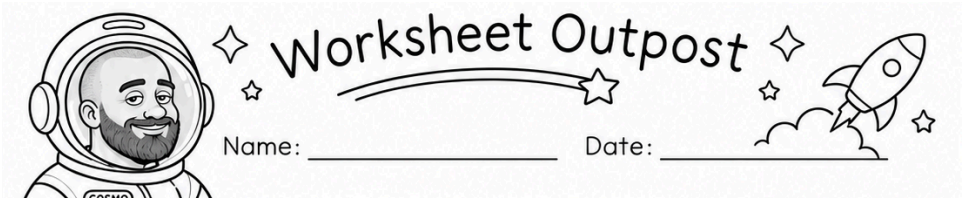
2. Write one fact from each source. Label each fact A or B to show where you found it.

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

4. Which screen control helps find a word?

5. Which control lets you hear the text?

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



WORKSHEET OUTPOST | Grade 2 ELA

Digital Tools and Texts

2-173-2 | Five questions

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

Name: _____ Date: _____

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

1. Which screen control helps find a word?

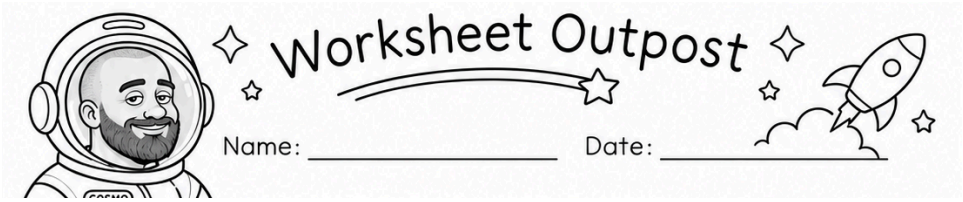
2. Which control lets you hear the text?

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

4. Ask a question these sources can help answer.

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Write a Journal Entry

2-091-1 | Five questions

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

Name: _____ Date: _____

1. Write a dated entry about a place you visited or imagine visiting. Clearly label an invented visit.

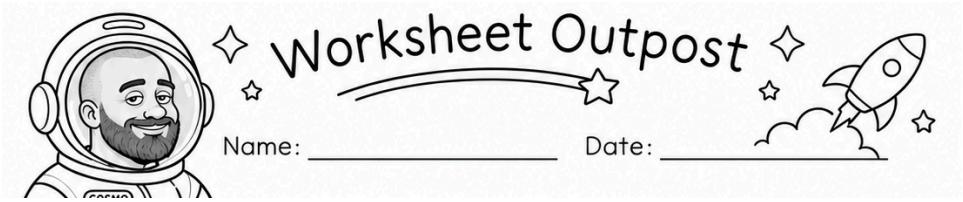
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a dated entry about a place you visited or imagine visiting. Clearly label an invented visit.

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 Journal Entry

2-091-2 | Five questions

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

Name: _____ Date: _____

1. Write another version. Write a dated entry about a place you visited or imagine visiting. Clearly label an invented visit.

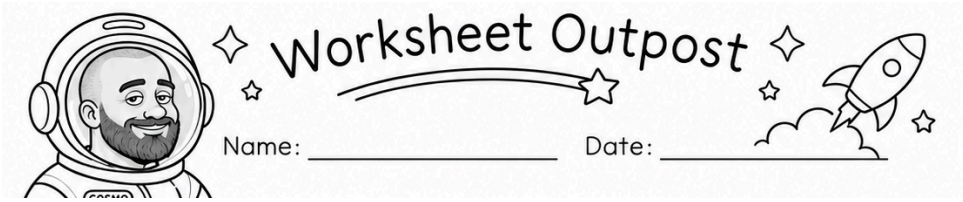
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a dated entry about a place you visited or imagine visiting. Clearly label an invented visit.

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Words That Describe People, Places, Things

2-035-1 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

1. Use librarian in a sentence or act it out.

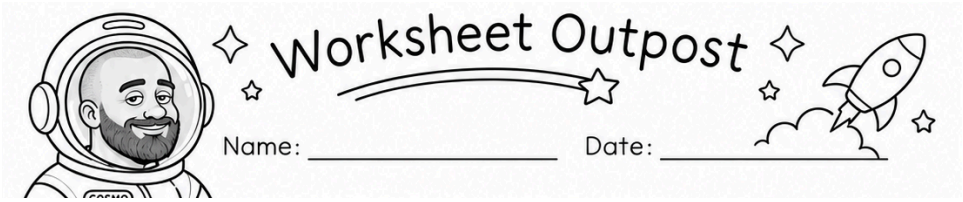
2. Use workshop in a sentence or act it out.

3. Use container in a sentence or act it out.

4. Draw or describe a container and what it holds.

5. Draw or describe a place where people make or fix things.

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



WORKSHEET OUTPOST | Grade 2 ELA

Words That Describe People, Places, Things

2-035-2 | Five questions

Success criteria
I can explain what a word means and use it in a sentence.

Name: _____ Date: _____

Word meanings: librarian - a person who helps with library materials; workshop - a place where things are made or repaired; container - something that holds things.

1. Draw or describe a container and what it holds.

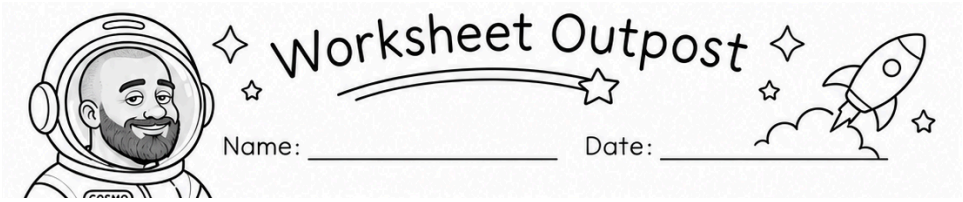
2. Draw or describe a place where people make or fix things.

3. Draw or describe a librarian at work.

4. Use librarian in a sentence or act it out.

5. Use workshop in a sentence or act it out.

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



WORKSHEET OUTPOST | Grade 2 ELA

Context Clues

2-093-1 | Five questions

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

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. What does enormous mean?

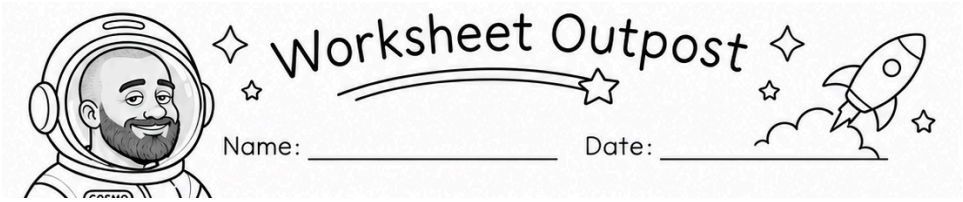
2. Which words help you know?

3. What does tiny mean?

4. Write a new sentence using enormous.

5. Add a clue for fragile: The fragile cup ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

Context Clues

2-093-2 | Five questions

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

Name: _____ Date: _____

The box was enormous. It was so big that two children could sit inside. The tiny cart fit in one hand.

1. Write a new sentence using enormous.

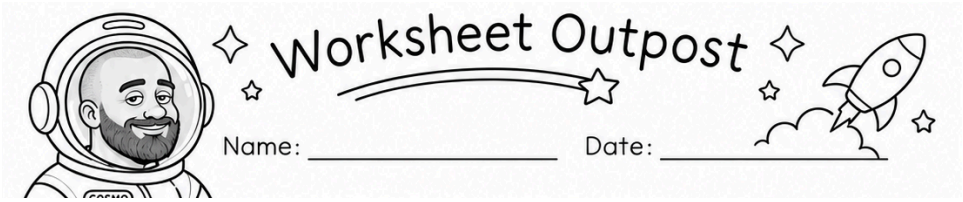
2. Add a clue for fragile: The fragile cup ___.

3. Explain your clue to a partner.

4. What does enormous mean?

5. Which words help you know?

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



WORKSHEET OUTPOST | Grade 2 ELA

Research Report

2-238-1 | 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 from a higher point to a lower point. A toy cart can roll down it.
Source B - Fair-test card: Change one thing at a time. To compare ramp heights, use the same cart and ramp surface each time.

1. Use the two ramp sources below to answer: How can we compare ramps fairly?

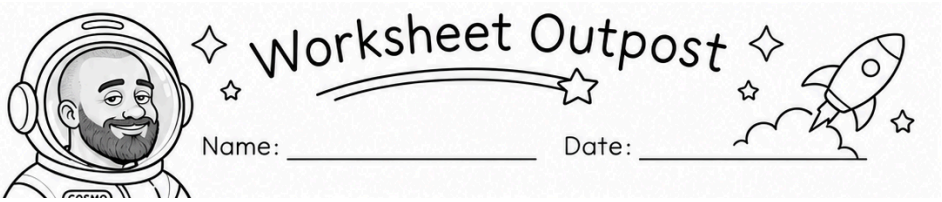
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Use the two ramp sources below to answer: How can we compare ramps fairly?

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

Research Report

2-238-2 | 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 from a higher point to a lower point. A toy cart can roll down it.
Source B - Fair-test card: Change one thing at a time. To compare ramp heights, use the same cart and ramp surface each time.

1. Write a fresh version: Use the two ramp sources below to answer: How can we compare ramps fairly?

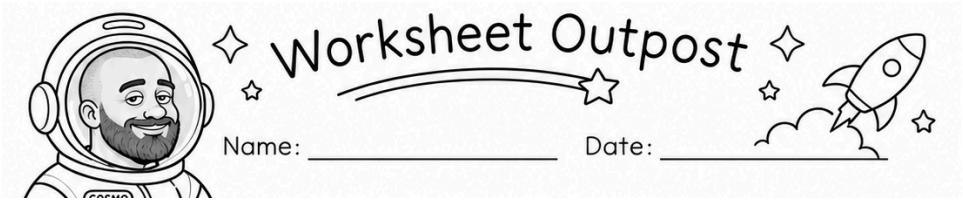
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Use the two ramp sources below to answer: How can we compare ramps fairly?

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

Contractions with Not

2-239-1 | Five questions

Success criteria
I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: do not; is not; I am

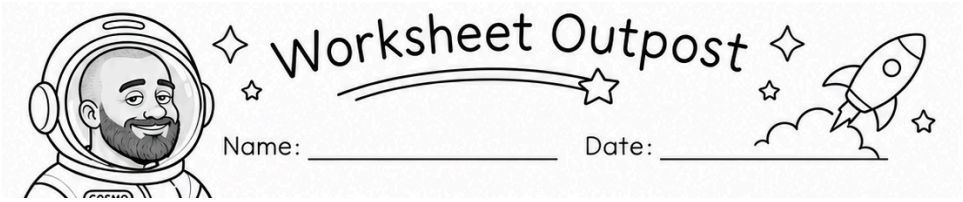
2. Write two words for she's.

3. Use can't in a sentence.

4. Join: we are; they will; I have

5. Write two words for wouldn't.

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



WORKSHEET OUTPOST | Grade 2 ELA

Contractions with Not

2-239-2 | Five questions

Success criteria
I can join two words and use an apostrophe for the missing letters.

Name: _____ Date: _____

A contraction joins words. An apostrophe marks letters left out.

1. Join: we are; they will; I have

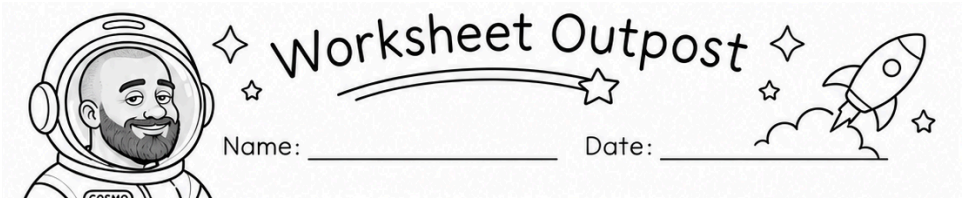
2. Write two words for wouldn't.

3. Use you're in a sentence.

4. Join: do not; is not; I am

5. Write two words for she's.

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.

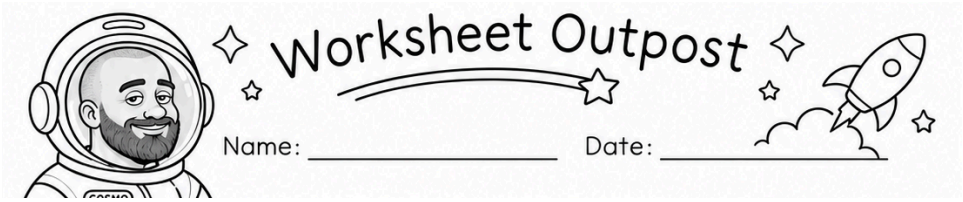
2. Replace the carts: The carts roll.

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.

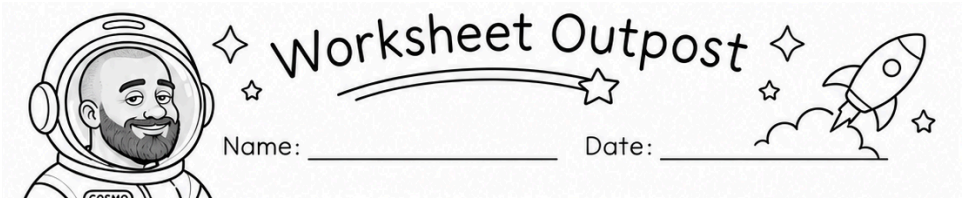
2. Choose: (She / Her) reads to us.

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

How Things Look, Feel, and Sound

2-212-1 | Five questions

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

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Find size and shape words: a tiny round button

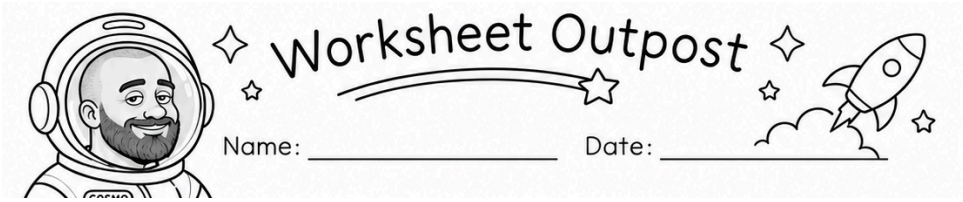
2. Find color and number words: three blue cups

3. Choose: (a / an) apple; (a / an) book

4. Add words for taste and smell: The soup is ___ and ___.

5. Add words for sound and texture: The bag is ___; the bell is ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

How Things Look, Feel, and Sound

2-212-2 | Five questions

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

Name: _____ Date: _____

Adjectives describe nouns. Articles a, an, and the introduce nouns.

1. Add words for taste and smell: The soup is ___ and ___.

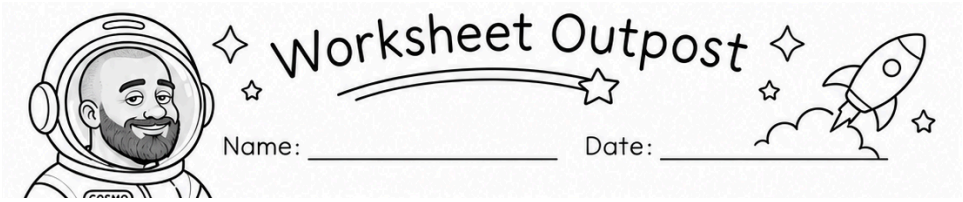
2. Add words for sound and texture: The bag is ___; the bell is ___.

3. Make these more exact: a nice thing; went.

4. Find size and shape words: a tiny round button

5. Find color and number words: three blue cups

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



WORKSHEET OUTPOST | Grade 2 ELA

Seek Information

2-179-1 | Five questions

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

Name: _____ Date: _____

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

1. Share an idea in a complete sentence.

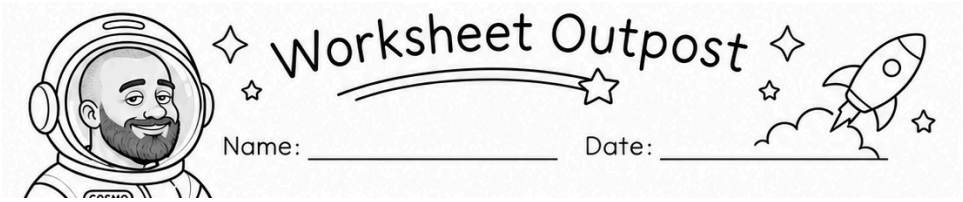
2. Ask a question about your partner's idea.

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

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

5. Write or draw one idea your partner shared.

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



WORKSHEET OUTPOST | Grade 2 ELA

Seek Information

2-179-2 | Five questions

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

Name: _____ Date: _____

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

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

2. Write or draw one idea your partner shared.

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

4. Share an idea in a complete sentence.

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

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