

WORKSHEET OUTPOST | Grade 2 ELA

Blending Phonemes

Success criteria
I can put sounds together to say a word.

2-001-1 | Five questions

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /s/ /u/ /n/. Use the short u sound.

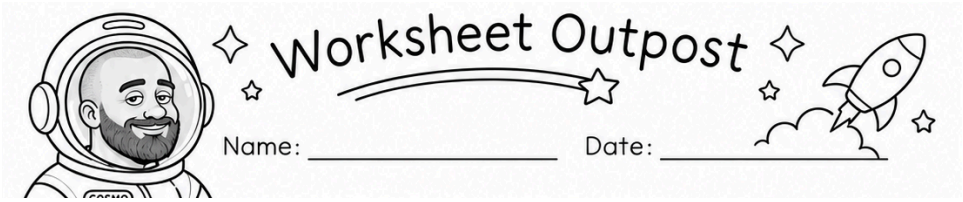
2. Blend /m/ /a/ /p/. Use the short a sound.

3. Blend /sh/ /i/ /p/. Use the short i sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

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



WORKSHEET OUTPOST | Grade 2 ELA

Blending Phonemes

2-001-2 | Five questions

Success criteria
I can put sounds together to say a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Blend /sh/ /i/ /p/. Use the short i sound.

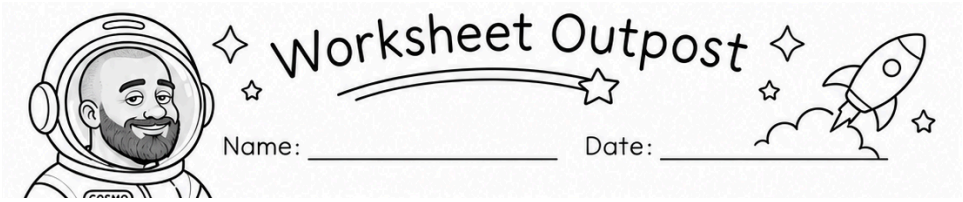
2. Blend /m/ /a/ /p/. Use the short a sound.

3. Blend /s/ /u/ /n/. Use the short u sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

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



WORKSHEET OUTPOST | Grade 2 ELA

Segmenting Phonemes

Success criteria
I can say the separate sounds I hear in a word.

2-002-1 | Five questions

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say fish. Push one counter for each sound.

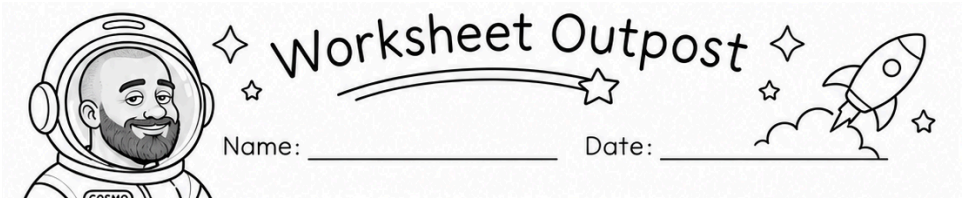
2. Say map. Tap each sound.

3. Say stop. Count the sounds.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

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



WORKSHEET OUTPOST | Grade 2 ELA

Segmenting Phonemes

2-002-2 | Five questions

Success criteria
I can say the separate sounds I hear in a word.

Name: _____ Date: _____

For adults: Read each prompt aloud. Say the sound for any letters between slashes. Children may answer aloud or use counters.

1. Say stop. Count the sounds.

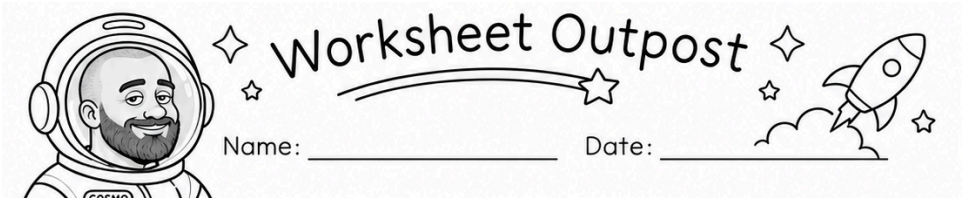
2. Say map. Tap each sound.

3. Say fish. Push one counter for each sound.

4. Ask an adult to try the same activity with a new word. Listen to the word and take your turn.

5. Pick a new word. Ask a partner to try the same activity with your word.

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



WORKSHEET OUTPOST | Grade 2 ELA

Vowel Team oo (as in book)

2-240-1 | Five questions

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

Name: _____ Date: _____

Practice words: book, foot, look, good, wood, cook.

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

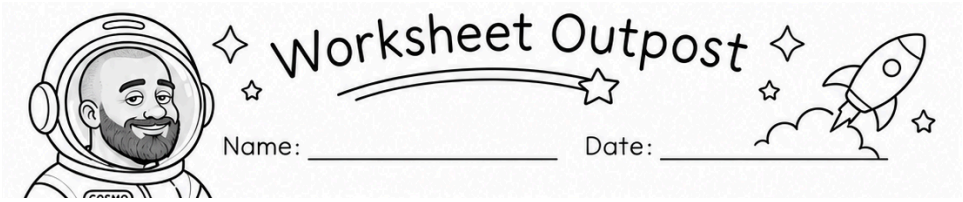
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Vowel Team oo (as in book)

2-240-2 | Five questions

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

Name: _____ Date: _____

Practice words: cook, wood, good, look, foot, book.

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

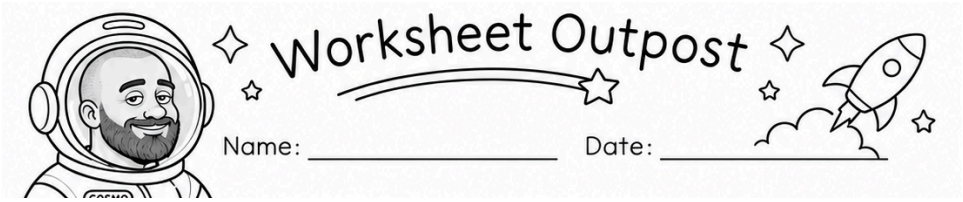
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Vowel u (as in book)

2-241-1 | Five questions

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

Name: _____ Date: _____

Practice words: put, push, pull, full, bush, bull.

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

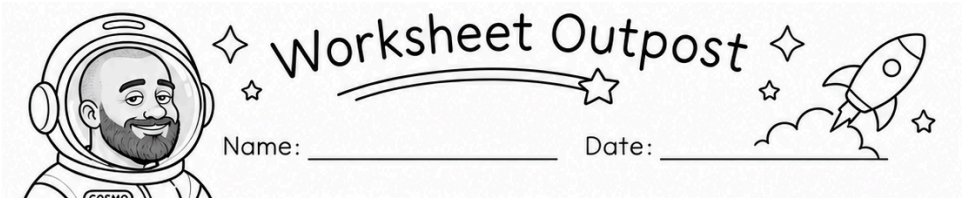
2. Choose two words. How are their spellings alike? How are they different?

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Vowel u (as in book)

2-241-2 | Five questions

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

Name: _____ Date: _____

Practice words: bull, bush, full, pull, push, put.

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

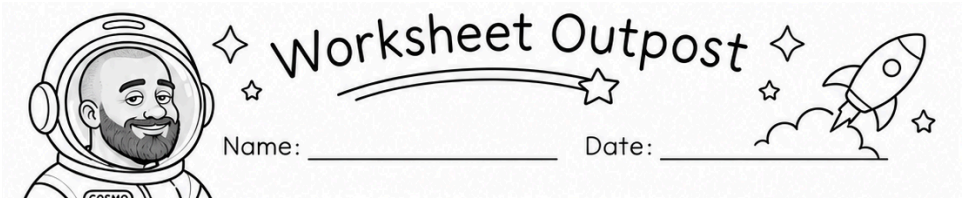
2. Choose two words. How are their spellings alike? How are they different?

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

friend

2-242-1 | Five questions

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

Name: _____ Date: _____

Words: friend

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

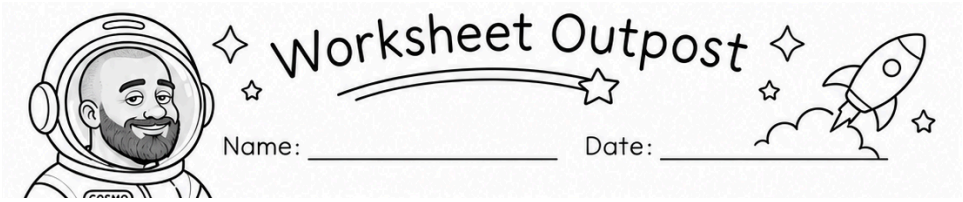
2. Choose two words. Use each word in a sentence aloud.

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

friend

2-242-2 | Five questions

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

Name: _____ Date: _____

Words: friend

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

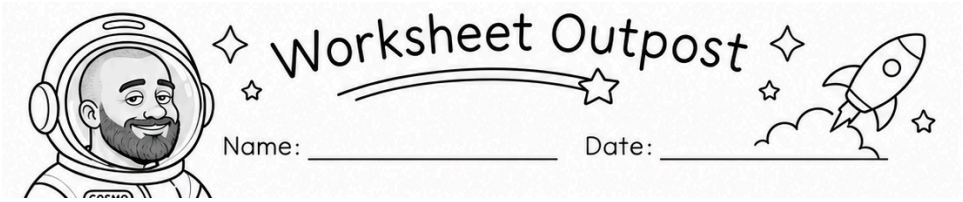
2. Check your spelling. Fix any words you missed.

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Words with Vowel Team oo (as in book)

2-243-1 | Five questions

Name: _____ Date: _____

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

Practice words: book, foot, look, good, wood, cook.

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

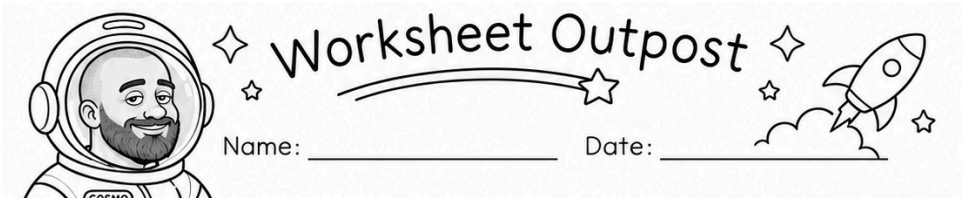
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Words with Vowel Team oo (as in book)

2-243-2 | Five questions

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

Name: _____ Date: _____

Practice words: cook, wood, good, look, foot, book.

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.

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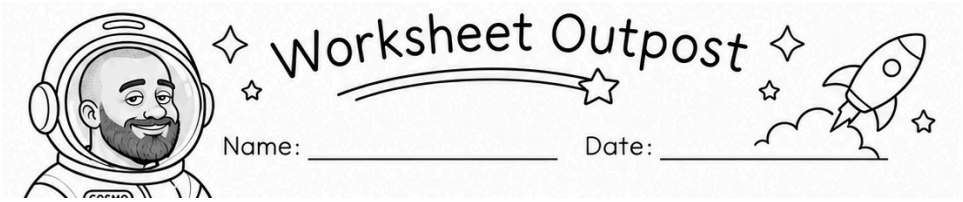


WORKSHEET OUTPOST | Grade 2 ELA

Words with Vowel u (as in book)

2-244-1 | Five questions

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

Name: _____ Date: _____

Practice words: put, push, pull, full, bush, bull.

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

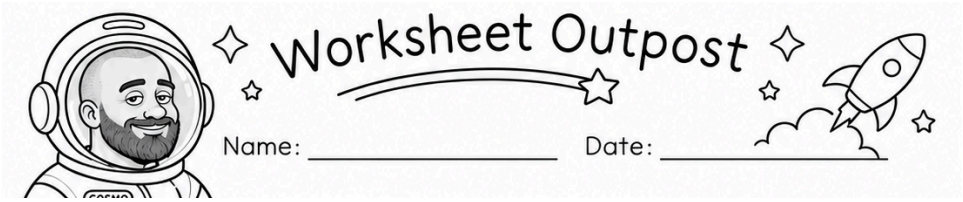
2. Choose two words. Write a sentence for each.

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Words with Vowel u (as in book)

2-244-2 | Five questions

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

Name: _____ Date: _____

Practice words: bull, bush, full, pull, push, put.

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

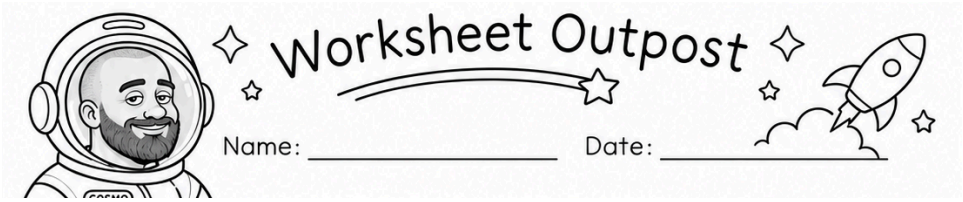
2. Choose two words. Write a sentence for each.

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: H, K, F, L, T

2-245-1 | 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 H. Copy the letter, then try again on your own.

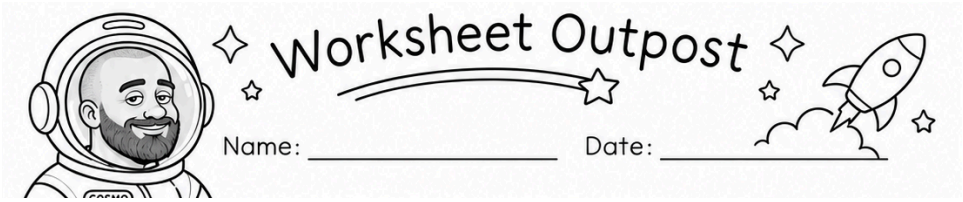
2. Watch an adult write F. Copy the letter, then try again on your own.

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Cursive: H, K, F, L, T

2-245-2 | 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 K. Copy the letter, then try again on your own.

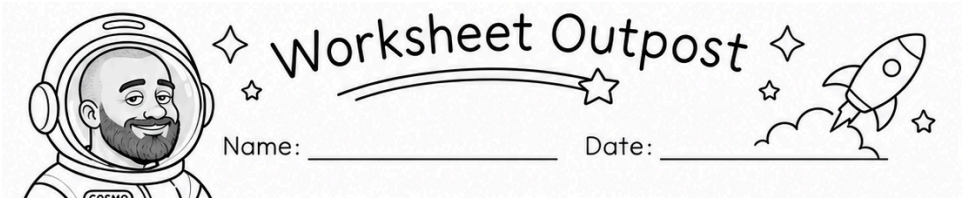
2. Watch an adult write L. Copy the letter, then try again on your own.

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

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

5. Watch an adult write K. 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.

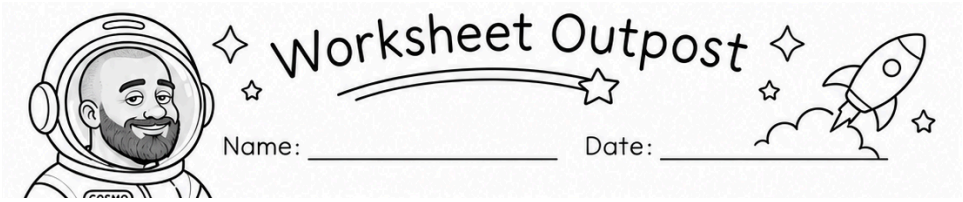
2. Check the letters, practice the word, and reread the sentence.

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.

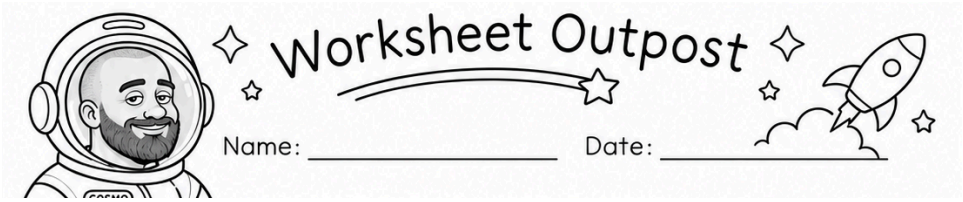
2. Tell what happens without looking.

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?

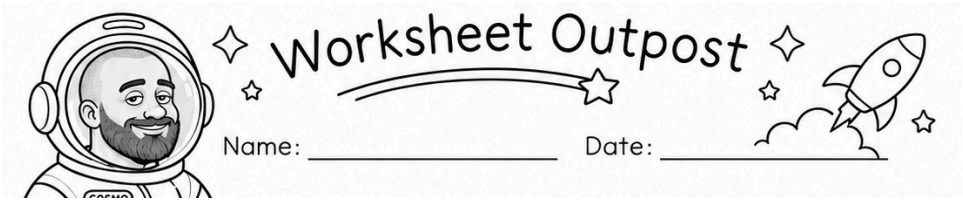
2. Which step comes before laying the bridge?

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?

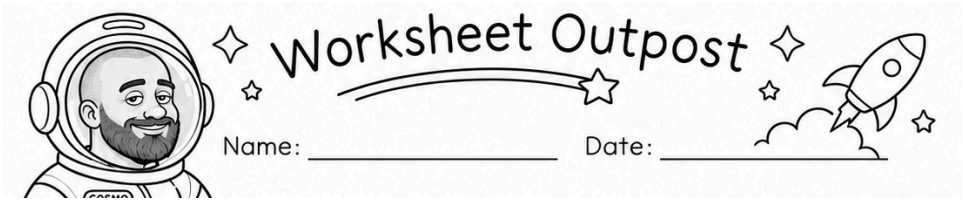
2. Why fold the boat before putting it in water?

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.

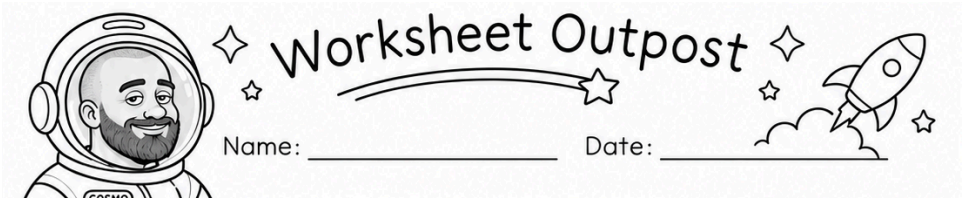
2. Reread the sentence around it. Explain the word.

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.

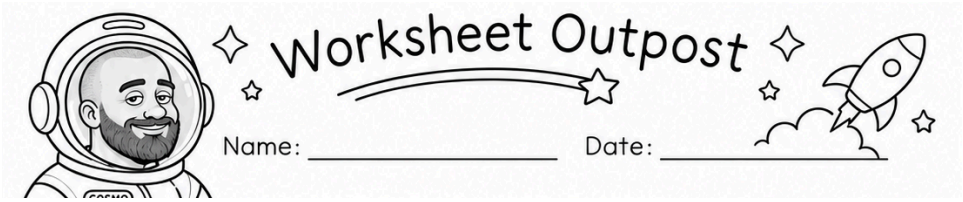
2. Explain handles using the sentence.

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

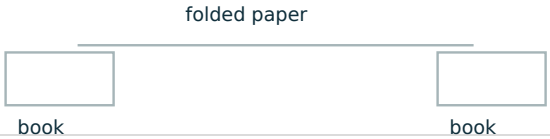
Connect Text and Visuals

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?

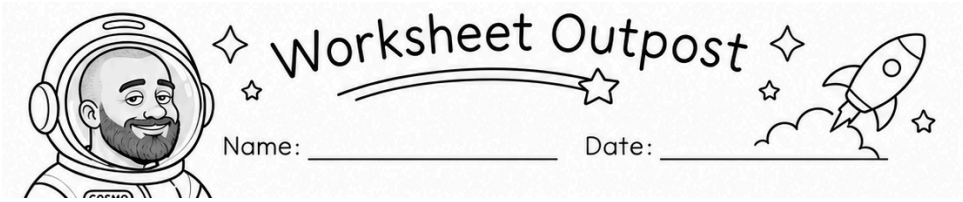
2. What does the caption explain?

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?

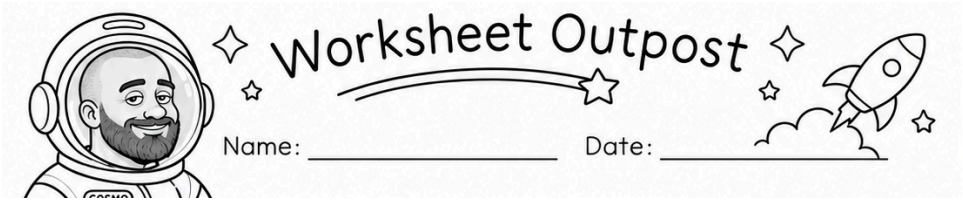
2. Read the heading. What will you learn about?

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

Create Mental Images

2-045-1 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

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

1. Draw what you imagine.

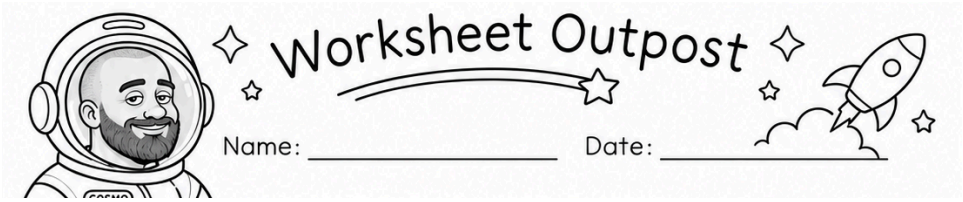
2. Copy a phrase that helped.

3. What sound do you imagine?

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

Create Mental Images

2-045-2 | Five questions

Success criteria
I can find words in the text that help me picture or hear what the writer means.

Name: _____ Date: _____

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

1. Sketch the scene.

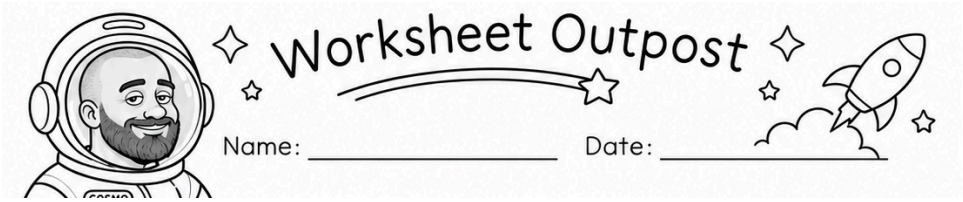
2. Which words describe motion?

3. What do you imagine hearing?

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Elements of Poetry

2-069-1 | Five questions

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

Name: _____ Date: _____

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

1. Find two words that rhyme.

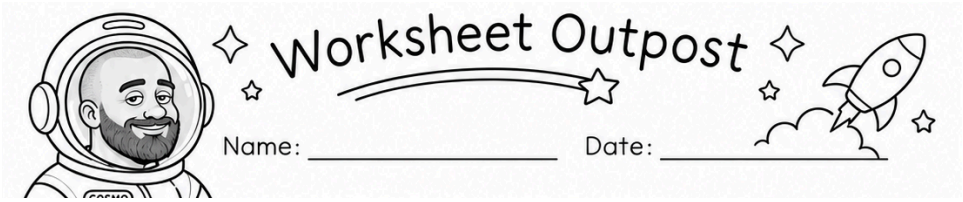
2. How many lines are there?

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

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Elements of Poetry

2-069-2 | Five questions

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

Name: _____ Date: _____

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

1. Find a rhyming pair.

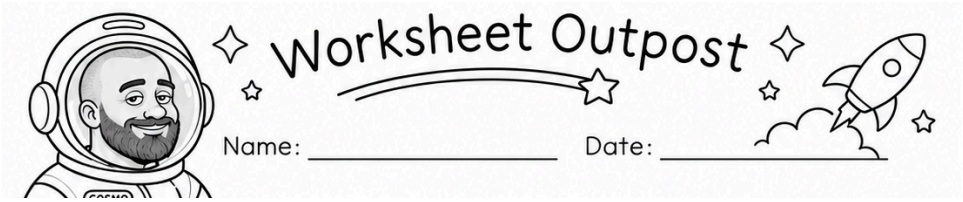
2. What does the boat do?

3. Read the poem with a steady beat.

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

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

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



WORKSHEET OUTPOST | Grade 2 ELA

Write a Description

2-016-1 | Five questions

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

Name: _____ Date: _____

1. Describe a useful bag. Tell its size, color, texture, and what it can hold.

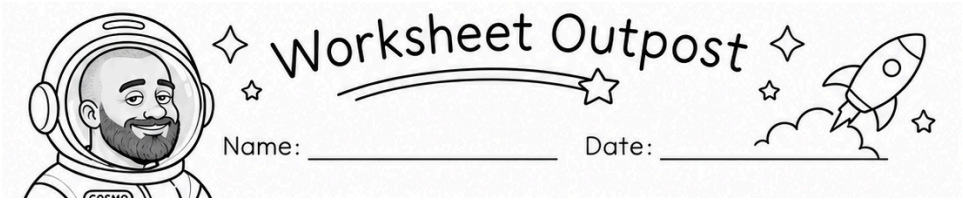
2. Plan: What is your main idea? Choose two or three details.

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

4. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

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 Description

2-016-2 | Five questions

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

Name: _____ Date: _____

1. Write a fresh version: Describe a useful bag. Tell its size, color, texture, and what it can hold.

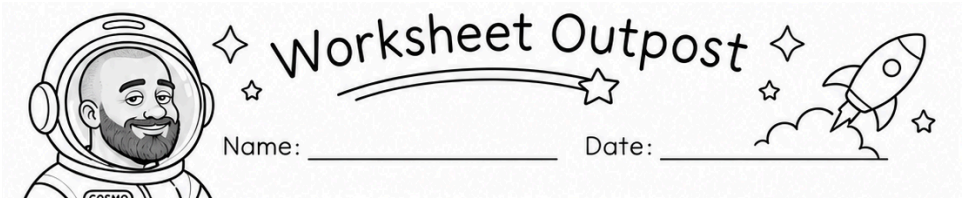
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Describe a useful bag. Tell its size, color, texture, and what it can hold.

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 Song

2-246-1 | Five questions

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

Name: _____ Date: _____

1. Write a four-line song about returning borrowed things. Add one repeated line.

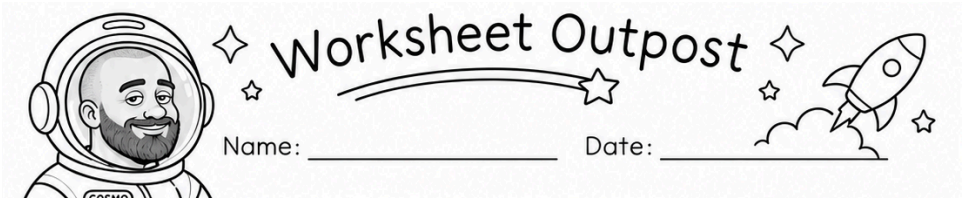
2. Plan: What is your main idea? Choose two or three details.

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

4. Write another version. Write a four-line song about returning borrowed things. Add one repeated line.

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 Song

2-246-2 | Five questions

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

Name: _____ Date: _____

1. Write another version. Write a four-line song about returning borrowed things. Add one repeated line.

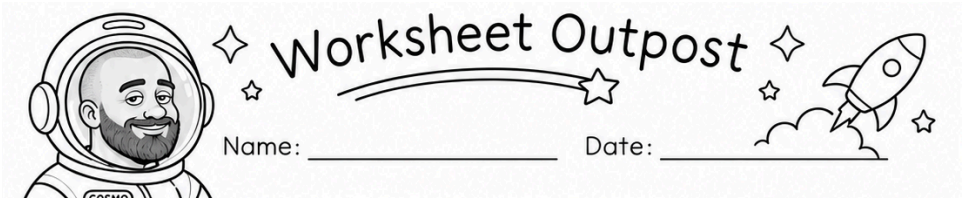
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

4. Write a four-line song about returning borrowed things. Add one repeated line.

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 mis-

2-228-1 | 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 read using -mis (or mis-). Change the base spelling if needed.

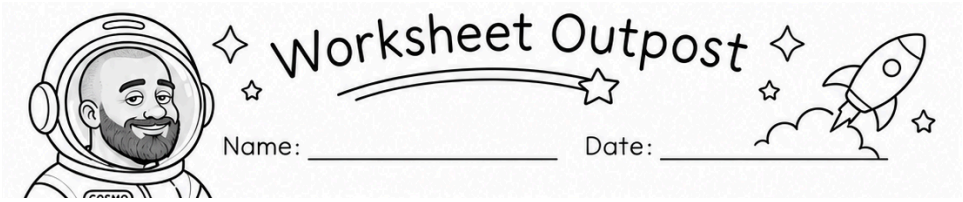
2. What does misread mean? Use it in a sentence.

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 mis-

2-228-2 | 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 misread mean? Use it in a sentence.

2. Build a word related to read using -mis (or mis-). 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.

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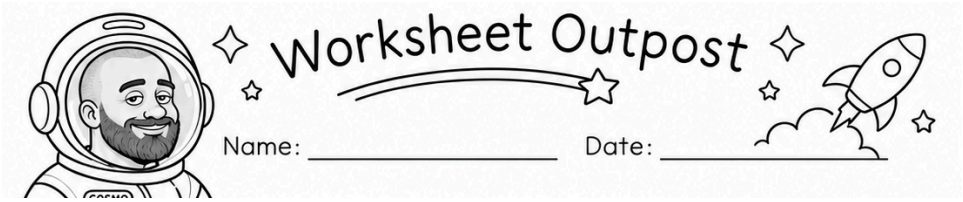


WORKSHEET OUTPOST | Grade 2 ELA

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?

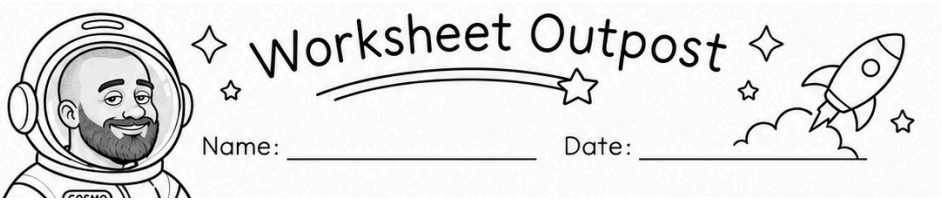
2. Plan: What is your main idea? Choose two or three details.

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?

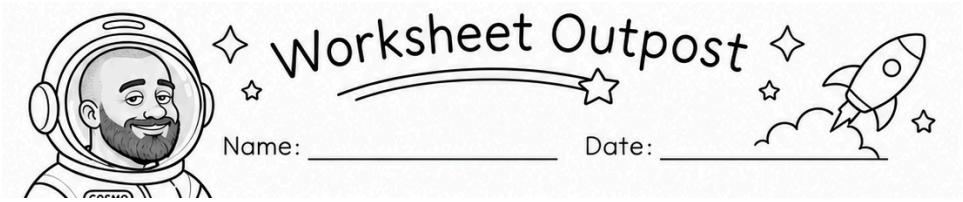
2. Add or improve one detail. Reread your work. Will the order make sense to a reader?

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

Adverbs that Tell How

2-247-1 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

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

1. Find how: The cart rolls slowly.

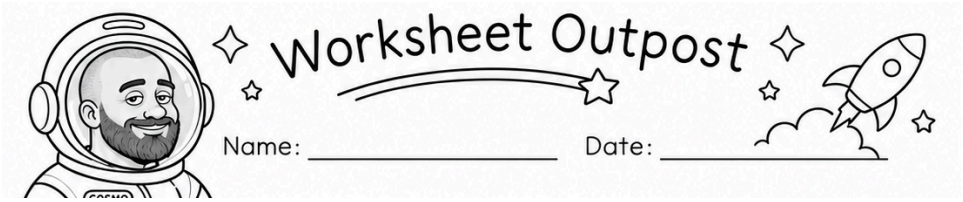
2. Find when: We will test it tomorrow.

3. Find where: Mei waits outside.

4. Choose: Nell folds (careful / carefully).

5. Add an adverb: Rafi speaks ___.

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



WORKSHEET OUTPOST | Grade 2 ELA

Adverbs that Tell How

2-247-2 | Five questions

Success criteria

I can choose a word that describes how, when, or where something happens.

Name: _____ Date: _____

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

1. Choose: Nell folds (careful / carefully).

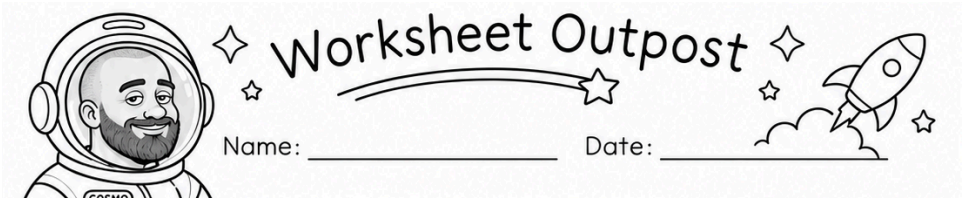
2. Add an adverb: Rafi speaks ___.

3. Write a sentence with an adverb for when.

4. Find how: The cart rolls slowly.

5. Find when: We will test it tomorrow.

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

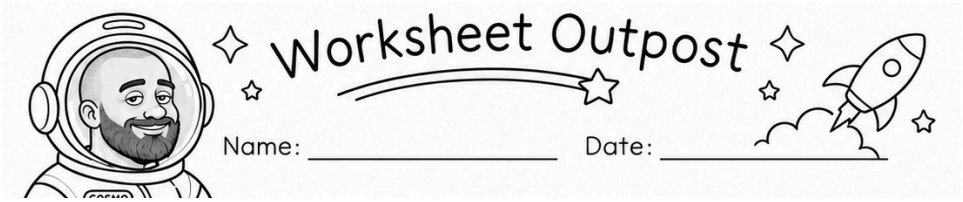
2. Find color and number words: three blue cups

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 ___.

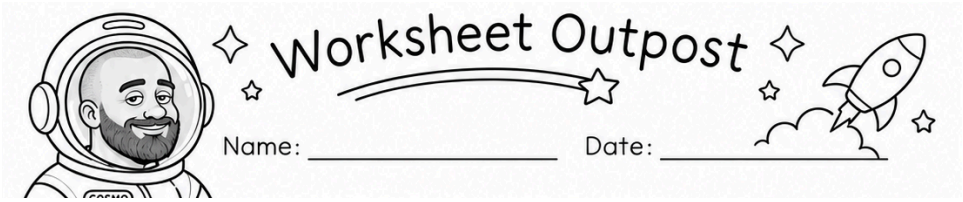
2. Add words for sound and texture: The bag is ___; the bell is ___.

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

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.

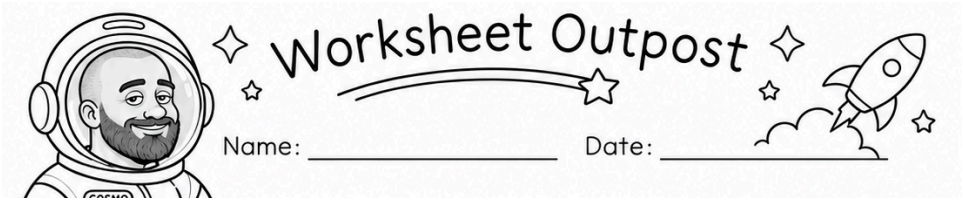
2. Listen to your partner and combine the best parts of both plans.

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.