Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Professional Development Inquiries

https://www.youtube.com/@JenBengel

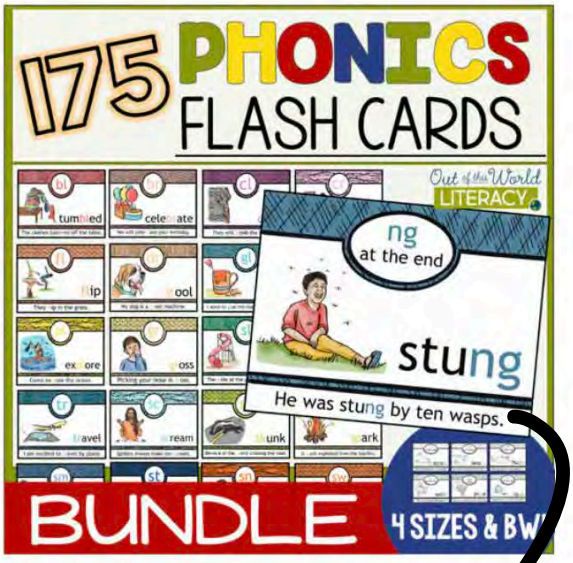
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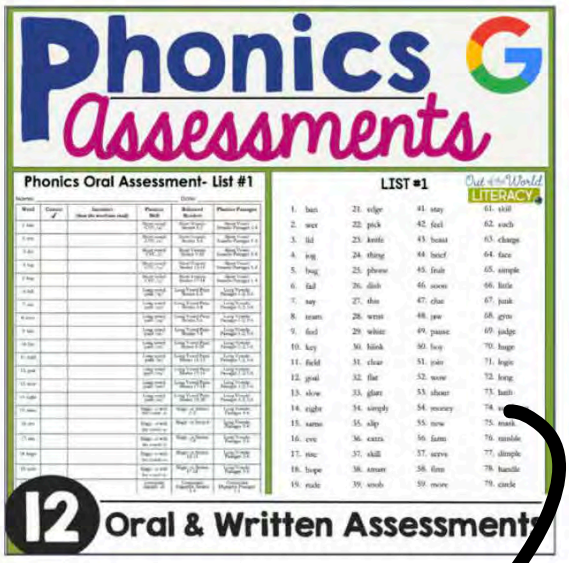
Jenbengel.com

@teachwithjenbengel

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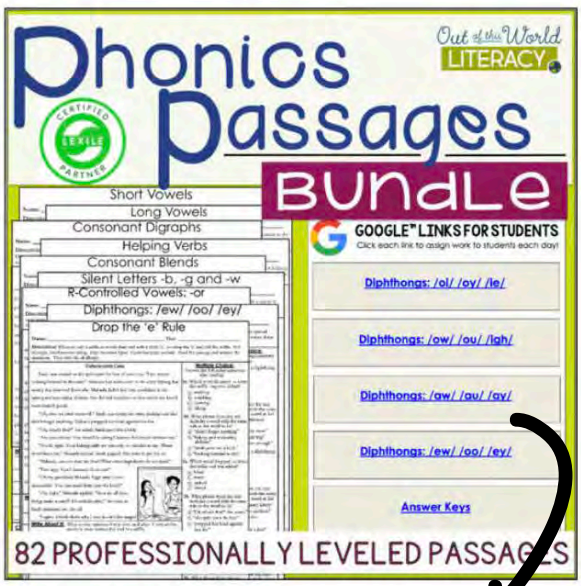


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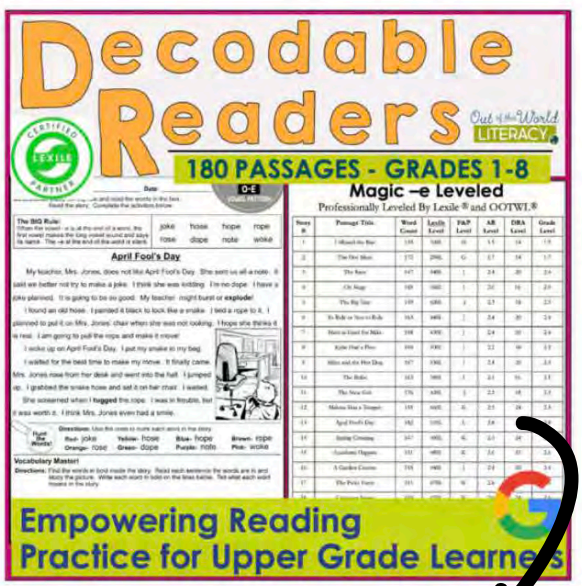


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Phonics Support for Older Readers

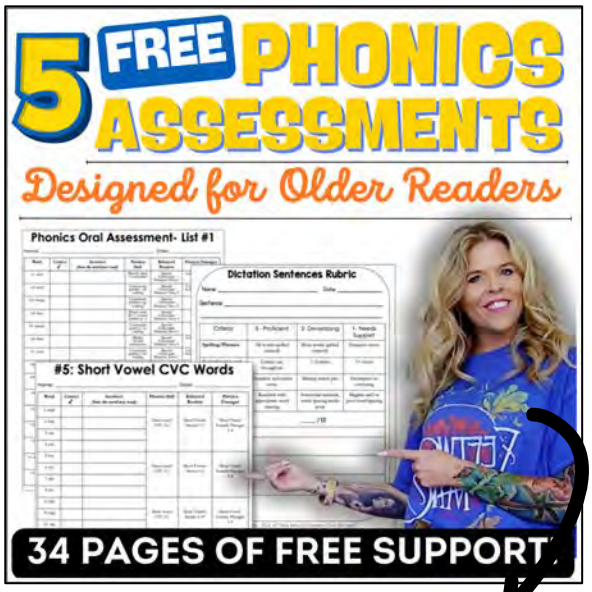


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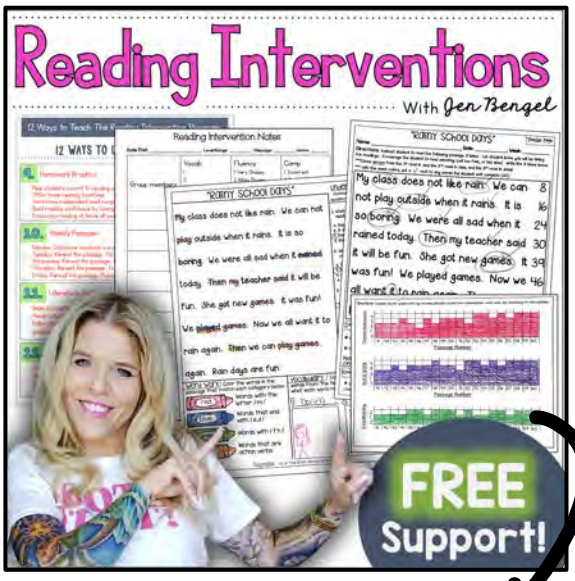


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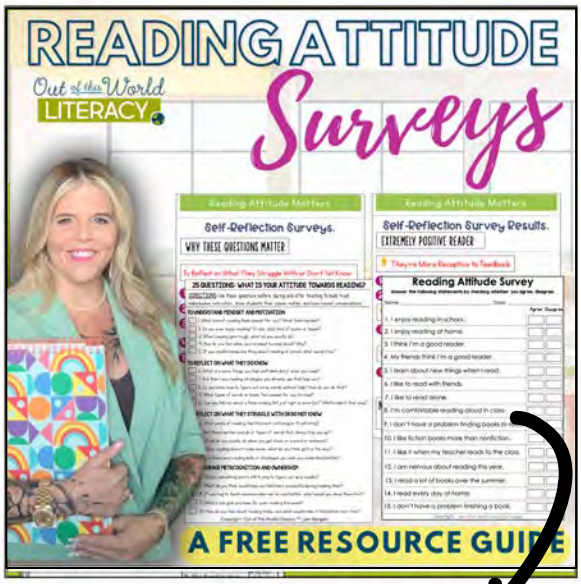


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FREE Support to Help Older Readers

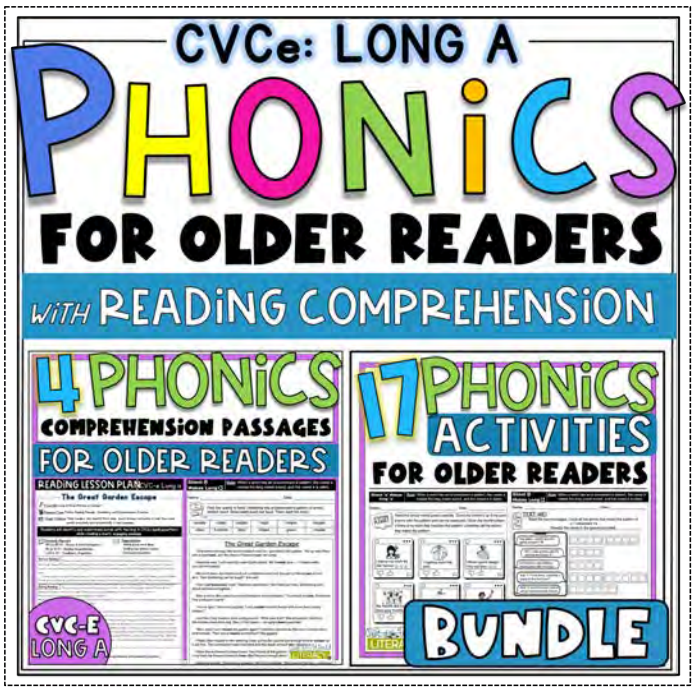


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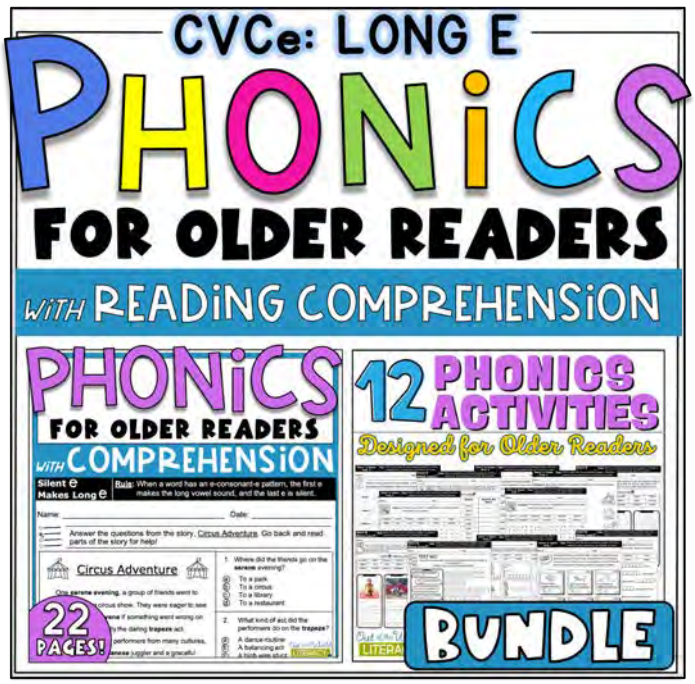
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SEE MORE PHONICS ACTIVITIES



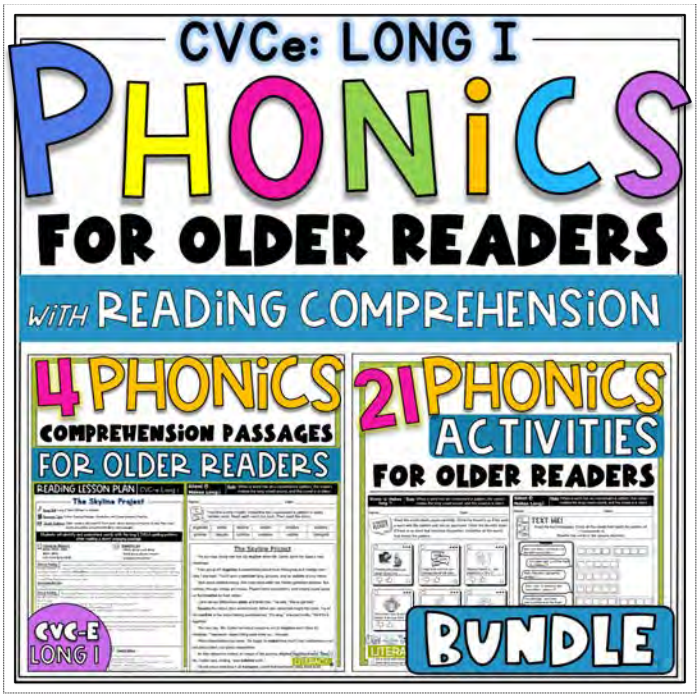
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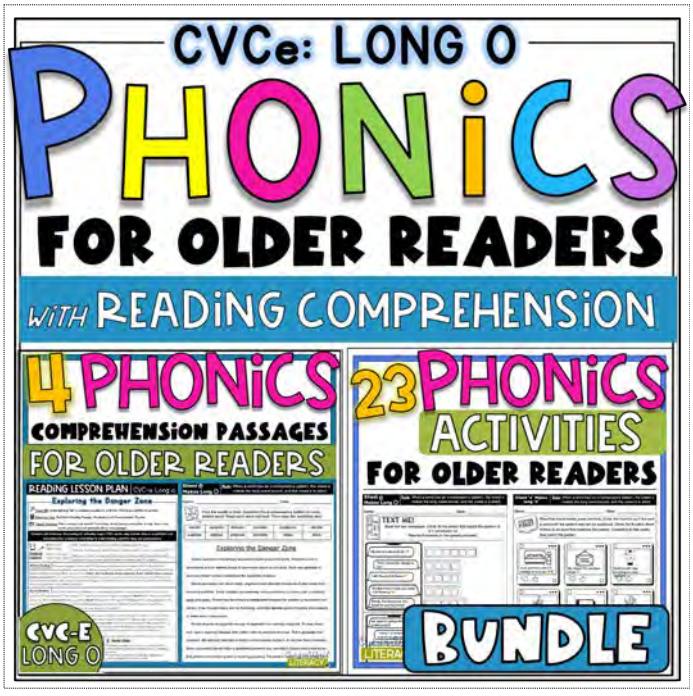
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{CVCe: Long E}



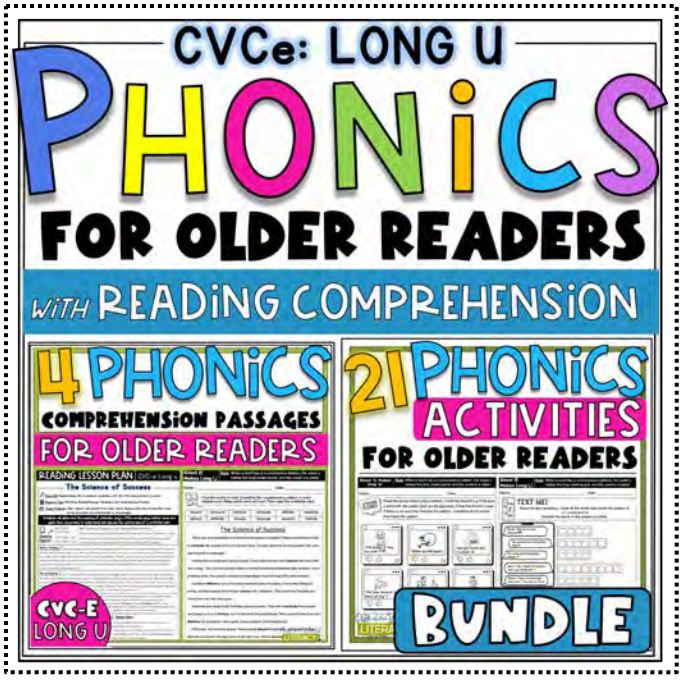
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4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -aw

From Awful to Awesome

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -aw pattern in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing AW vowel team words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL4.1 / RL5.1	Refer to details and examples in a text when explaining and inferring.
RI4.4 / RI5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L4.4 / L5.4 / L6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L4.6 / L5.6 / L6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to read a nonfiction passage called *From Awful to Awesome: How Artists Learn from Mistakes*. It's all about how artists improve through practice and patience. Before we begin, let's look at some *AW* words we'll see in the text: *flaw, thaw, awkward, flawless, awesome*. All of these have the same /aw/ sound. Say them with me and listen for that sound pattern. Before we read, think about a time you made something – maybe a drawing, a LEGO build, or a class project – that didn't go the way you planned. How did it feel at first? Did it stay *awful*, or did it turn into something better? As we read, we'll see how even famous artists learn from their mistakes and turn them into something *awesome*."

During Reading: "As we read, I want you to notice how each *AW* word helps describe the artists' challenges and successes. For example, what does it mean that Michelangelo found a *flaw* in his marble? How does that connect to the idea of making mistakes? When you see the word *flawless*, think about whether anything can truly be perfect. Let's also look at cause and effect. What happens when materials start to *thaw* too quickly? Why might that make an artist feel *awkward* or frustrated? As we read, underline or highlight each *AW* word. Use context clues from the sentence to figure out what it means. Remember, good readers don't [illegible] use author's word choice helps us understand the main idea."

Af[illegible] [illegible] about what this article teaches us. What did the author want us [illegible] keep working even when their projects seemed *awful* or [illegible]ype? Which describe emotions (*awkward, awful, awe*), [illegible]s (*flaw, flawless, raw*)? This helps us see how one [illegible] this lesson connects to real life: how can we respond

[illegible]er Notes:

[illegible]nforcement: Model decoding by saying each *AW* [illegible]d tapping the /aw/ sound. Students can echo-[illegible]cy.

[illegible]notion + Vocabulary: Have students use facial [illegible] gestures for words like *awe, awkward*, or [illegible] understanding.

-AW DIPHTHONGS

Words with -aw as in 'saw' | **Rule:** The letters **a-w** often work together to make the /aw/ sound. It's the sound you hear in the word **saw.**

Name: _____ Date: _____

Time To Read

Find the words in bold. Underline the -aw pattern in every bolded word. Read each word out loud. Then read the nonfiction text.

withdraw	thaw	awkward	flawless	awful	bawl
awe	flaw	awesome	scrawny	foresaw	raw

From Awful to Awesome: How Artists Learn from Mistakes

When you visit an art museum, it's easy to **withdraw** in **awe** of the beautiful paintings and sculptures. But what most people don't realize is that even the greatest artists made plenty of mistakes along the way.

Michelangelo once broke a piece of marble because it had a tiny **flaw** inside. He said the crack made it impossible to carve the perfect statue he had imagined. But art historians say the experience taught him patience — that even "imperfect" materials can become masterpieces. Working with paint or clay can be tricky. If the paint starts to **thaw** too quickly, or the clay dries unevenly, things can get **awkward** fast! Many artists say they've had moments where their early work looked **awful** or **scrawny** compared to their later pieces. Still, they kept trying.

One famous painter once said he **foresaw** that mistakes would help him grow. "Every **raw** sketch leads me to something better," he explained. Some artists even keep their "failures" in their studios to remind themselves of how far they've come.

Over time, they learn that "**flawless**" art doesn't really exist — and that's what makes it human. The next time you see an **awesome** sculpture or painting, remember: what looks perfect probably started as something messy, uncertain, and real. Even the best artists have

Out of this World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -aw

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Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -aw pattern in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing AW vowel team words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL4) / RL5)	Refer to details and examples in a text when explaining and inferring.
RI44 / RI54	Determine the meaning of general academic & domain-specific words or phrases in a text.
L44 / L54 / L64	Determine or clarify the meaning of unknown words using context clues and word parts.
L46 / L56 / L66	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to read a nonfiction passage called *From Awful to Awesome: How Artists Learn from Mistakes*. It's all about how artists improve through practice and patience. Before we begin, let's look at some *AW* words we'll see in the text: *flaw, thaw, awkward, flawless, awesome*. All of these have the same /aw/ sound. Say them with me and listen for that sound pattern. Before we read, think about a time you made something – maybe a drawing, a LEGO build, or a class project – that didn't go the way you planned. How did it feel at first? Did it stay *awful*, or did it turn into something better? As we read, we'll see how even famous artists learn from their mistakes and turn them into something *awesome*."

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After Reading: "Now that we've finished reading, let's talk about what this article teaches us. What did the author want us to understand about mistakes and creativity? Why did the artists keep working even when their projects seemed *awful* or *scrawny*? Let's look back at our *AW* words – can you group them by type? Which describe emotions (*awkward, awful, awe*), which describe actions (*withdraw, thaw, bawl*), and which describe qualities (*flaw, flawless, raw*)? This helps us see how one sound pattern can appear in many word forms. Finally, let's think about how this lesson connects to real life: how can we respond when our work isn't perfect the first time? What can we learn from it?"

Extension Ideas:

- **Assign the related student pages for phonics, comprehension and vocabulary practice.**
- **Writing Prompt:** Write about a time when something you made didn't go as planned but turned out better than expected. Use at least five *AW* words from today's story.
- **Vocabulary Sort:** Sort today's *AW* words into three groups: Feelings, Actions, and Descriptions.
- **Art Connection:** Students create a small "perfectly imperfect" art piece and write a short reflection using *AW* words to describe their process.

Teacher Notes:

- **Phonics Reinforcement:** Model decoding by saying each *AW* word aloud and tapping the /aw/ sound. Students can echo-read for fluency.
- **Connect Emotion + Vocabulary:** Have students u… expressions or gestures for words like *awe, awkw… awful* to deepen understanding.
- **SEL Connection:** Discuss how this passage rela… confidence, growth mindset, and learning from fa…
- **Anchor Chart Idea:** Create a "From Awful to A… chart showing examples of how mistakes can beco… moments – both in art and in reading!

Words with -aw as in 'saw'

Rule: The letters **a-w** often work together to make the /aw/ sound. It's the sound you hear in the word **saw.**

Name: _____ Date: _____

Time To Read

Find the words in bold. Underline the -aw pattern in every bolded word. Read each word out loud. Then read the nonfiction text.

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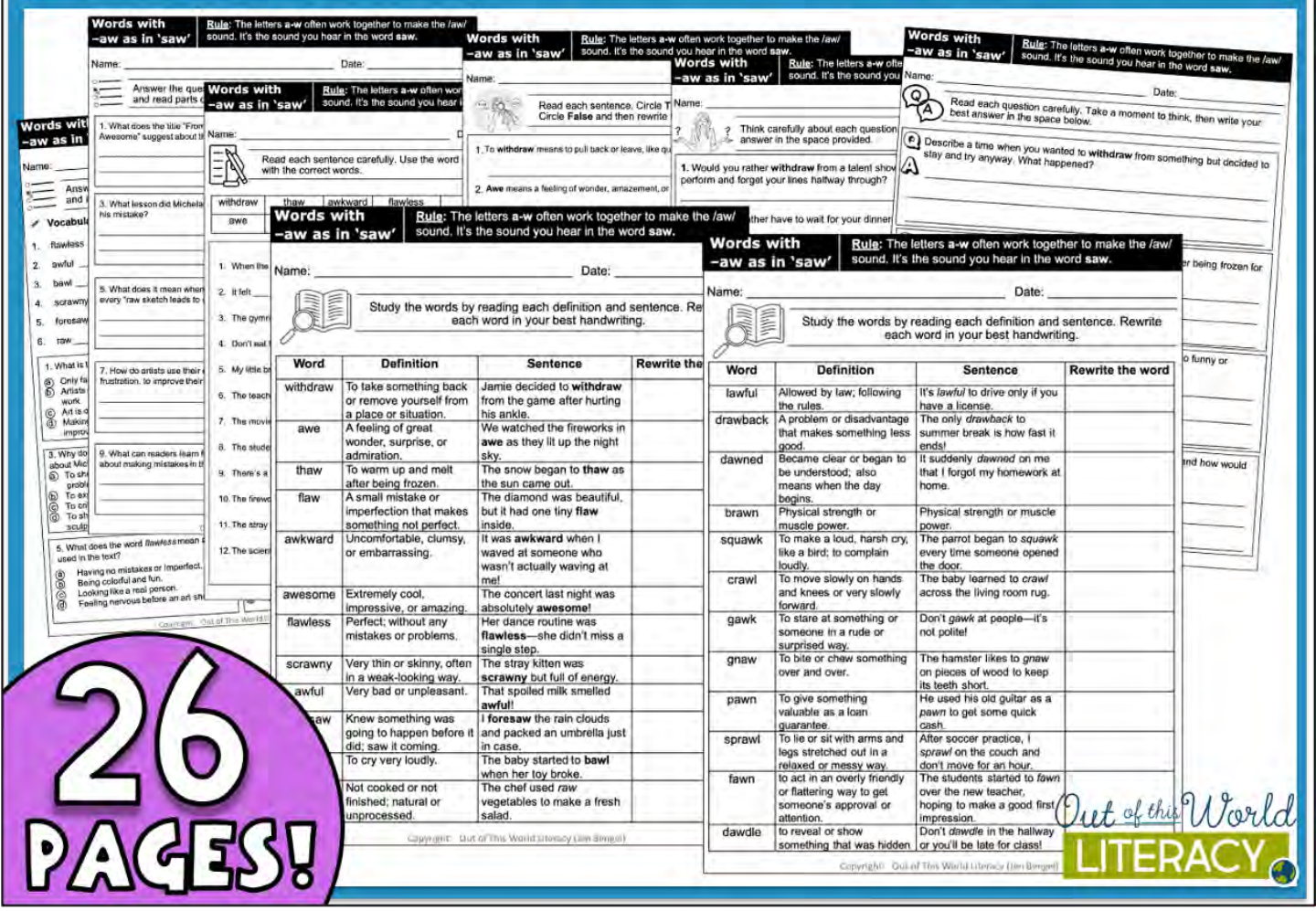
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WITH LESSONS!

24 PHONICS/VOCAB. WORDS

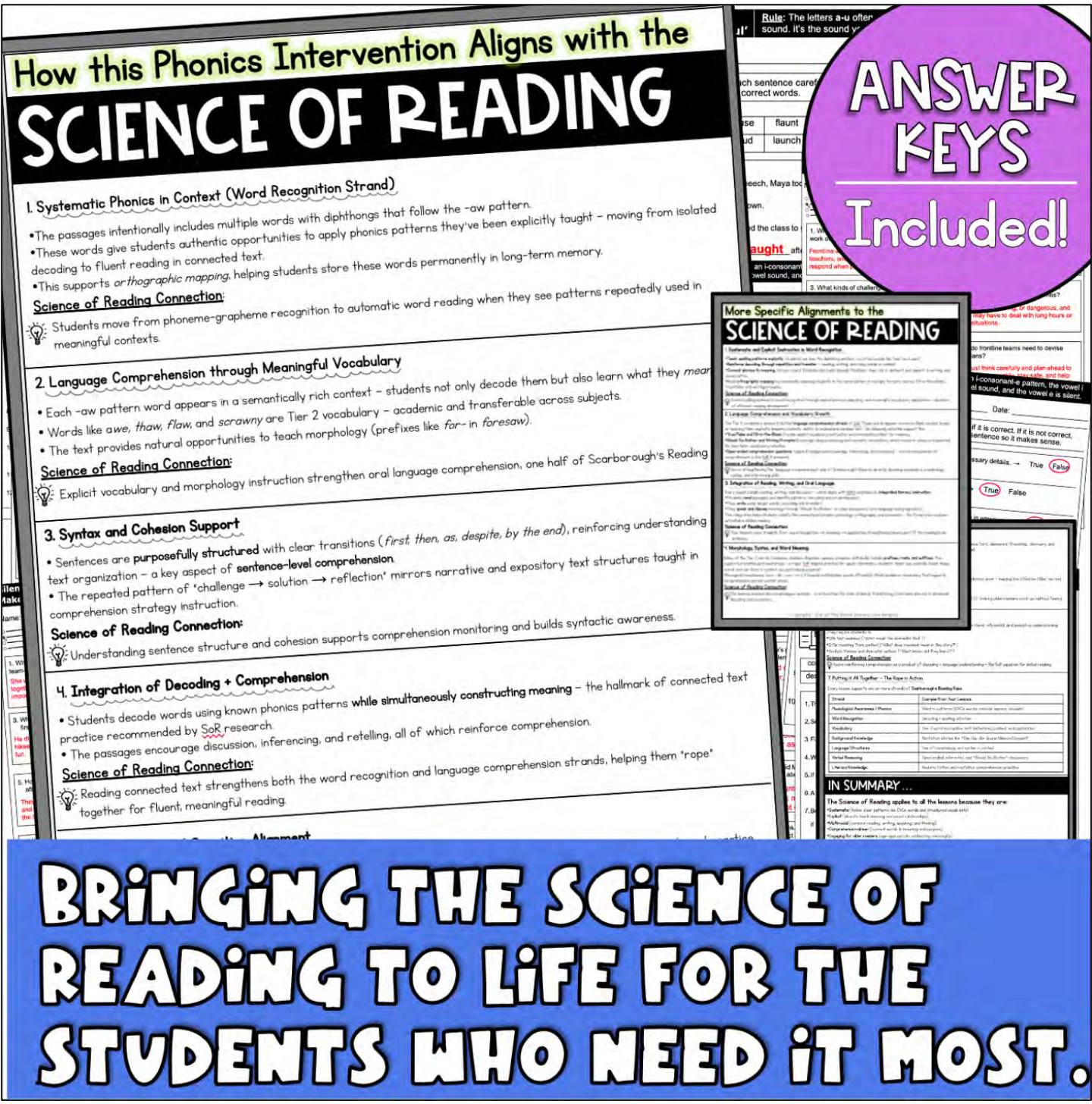
-AW DIPHTHONGS

BUILD VOCABULARY WHILE STUDYING PHONICS



26 PAGES!

Out of this World LITERACY


How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
•The passages intentionally includes multiple words with diphthongs that follow the -aw pattern.
•These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
•This supports orthographic mapping, helping students store these words permanently in long-term memory.
Science of Reading Connection:
Students move from phoneme-grapheme recognition to automatic word reading when they see patterns repeatedly used in meaningful contexts.
2. Language Comprehension through Meaningful Vocabulary
• Each -aw pattern word appears in a semantically rich context – students not only decode them but also learn what they mean
• Words like awe, thaw, flaw, and scrawny are Tier 2 vocabulary – academic and transferable across subjects.
• The text provides natural opportunities to teach morphology (prefixes like for- in foresaw).
Science of Reading Connection:
Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading
3. Syntax and Cohesion Support
• Sentences are purposefully structured with clear transitions (first, then, as, despite, by the end), reinforcing understanding text organization – a key aspect of sentence-level comprehension.
• The repeated pattern of "challenge → solution → reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.
Science of Reading Connection:
Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.
4. Integration of Decoding + Comprehension
• Students decode words using known phonics patterns while simultaneously constructing meaning – the hallmark of connected text practice recommended by SoR research.
• The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.
Science of Reading Connection:
Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.
ANSWER KEYS
Included!
More Specific Alignments to the
SCIENCE OF READING
IN SUMMARY...
BRINGING THE SCIENCE OF READING TO LIFE FOR THE STUDENTS WHO NEED IT MOST.

How this Phonics Intervention Aligns with the SCIENCE OF READING

1. Systematic Phonics in Context (Word Recognition Strand)

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- Each -aw pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
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- The text provides natural opportunities to teach morphology (prefixes like *for-* in *foresaw*).

Science of Reading Connection:

Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Rope.

3. Syntax and Cohesion Support

- Sentences are **purposefully structured** with clear transitions (*first, then, as, despite, by the end*), reinforcing understanding of text organization – a key aspect of **sentence-level comprehension**.
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- Students decode words using known phonics patterns **while simultaneously constructing meaning** – the hallmark of connected text practice recommended by SoR research.
- The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.

Science of Reading Connection:

Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.

5. Motivational and Cognitive Alignment

- The themes appeal to **older struggling readers**, which increases engagement and self-efficacy – essential for sustained practice.
- By using age-appropriate content, students feel competent and respected, aligning with the SoR principle that emotional engagement supports cognitive growth.

Science of Reading Connection:

Motivation and relevance are key for transfer – older students need materials that let them practice foundational skills *without embarrassment*.

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More Specific Alignments to the SCIENCE OF READING

1. Systematic and Explicit Instruction in Word Recognition

•**Teach spelling patterns explicitly** (students see how the diphthong pattern -au often sounds like /aw/ as in *saw*).
•**Reinforce decoding through repetition and transfer** – reading, writing, and using words in context.
•**Connect phonics to meaning**, not just sound. Students don't just decode "flawless," they *use* it, *define* it, and *apply* it in writing and conversation.
•Build **orthographic mapping** by repeatedly exposing students to the same pattern in multiple formats: stories, fill-in-the-blanks, true/false, and writing prompts.

Science of Reading Connection:

You're building automatic word recognition through explicit phonics, decoding, and meaningful vocabulary application – all pillars of efficient reading development.

2. Language Comprehension and Vocabulary Growth

The Tier 2 vocabulary lessons build the **language comprehension strand** of SoR. These words appear across multiple content areas, so teaching them explicitly deepens students' ability to understand complex text. The following activities support this:
•**True/False and Fill-in-the-Blank:** Provide explicit vocabulary instruction and immediate context for meaning.
•**Would You Rather and Writing Prompts:** Encourage *deep processing* and *semantic connections*, which research shows are essential for long-term vocabulary retention.
•**Open-ended comprehension questions:** Support background knowledge, inferencing, and reasoning – critical components of comprehension in the SoR framework.

Science of Reading Connection:

You're strengthening the "language comprehension" side of Scarborough's Rope by directly teaching vocabulary, morphology, syntax, and inferencing skills.

3. Integration of Reading, Writing, and Oral Language

Every lesson blends reading, writing, and discussion – which aligns with SoR's emphasis on **integrated literacy instruction**.
•Students **read** passages and identify patterns (decoding and comprehension).
•They **write** using target words (encoding and transfer).
•They **speak and discuss** meanings through "Would You Rather" or class discussions (oral language and pragmatics).
This integration helps students solidify the connections between *phonology, orthography, and semantics* – the three brain systems activated in skilled reading.

Science of Reading Connection:

Your lessons move students from *word recognition* → *meaning* → *application*, strengthening every part of the reading brain pathway.

4. Morphology, Syntax, and Word Meaning

Many of the Tier 2 words (*compose, disclose, diagnose, oppose, presume, attribute*) include **prefixes, roots, and suffixes**. This supports morphological awareness – a major SoR-aligned practice for upper-elementary students. When you explicitly teach these words and use them in context, you are helping students:
*Recognize morphemes (*pro-, de-, con-, re-*). * Decode multisyllabic words efficiently. *Build academic vocabulary that supports comprehension across content areas.

Science of Reading Connection:

The lessons incorporate morphological analysis – a critical step for older students transitioning from basic phonics to advanced decoding and vocabulary.

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5. Motivation and Engagement for Older Struggling Readers

The resource embedded *age-appropriate, non-babyish* tasks – stories about science fairs, teamwork, friendship, discovery, and success – which align with SoR's recommendation to use **authentic, meaningful text**.

Activities like:

- "Would You Rather" questions
- Writing prompts that encourage creativity
- Real-world vocabulary application

These make foundational skills engaging for students who might otherwise resist phonics work – keeping the affective filter low and motivation high.

Science of Reading Connection:



You're aligning evidence-based practice with emotional engagement – essential for helping older readers catch up without feeling embarrassed.

6. Comprehension Strategy Alignment

The comprehension questions (MCQs + open-ended) connect to SoR by focusing on literal, inferential, and evaluative understanding. They require students to:

- Cite text evidence ("What made the character feel…")
- Infer meaning from context ("What does 'revoked' mean in this story?")
- Analyze themes and character actions ("What lesson did they learn?")

Science of Reading Connection:



You're reinforcing comprehension as a product of *decoding + language understanding* – the SoR equation for skilled reading.

7. Putting it All Together – The Rope in Action

Every lesson supports one or more strands of **Scarborough's Reading Rope**:

Strand	Example from Your Lessons
Phonological Awareness / Phonics	Silent-e patterns (CVCe words: *remote, expose, decode*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"The Day the Space Mission Changed"*
Language Structures	Use of morphology and syntax in context
Verbal Reasoning	Open-ended, inferential, and "Would You Rather" discussions
Literacy Knowledge	Realistic fiction and nonfiction comprehension practice

IN SUMMARY …

The Science of Reading applies to all the lessons because they are:

- **Systematic** (follow clear patterns like CVCe words and structured vocab sets)
- **Explicit** (directly teach meaning and sound relationships)
- **Multimodal** (combine reading, writing, speaking, and thinking)
- **Comprehension-driven** (connect words to meaning and purpose)
- **Engaging for older readers** (age-appropriate, motivating, meaningful)

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READING LESSON PLAN | Diphthongs -aw

The Awkward Art Show

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -aw pattern in context.

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a fictional text containing AW vowel team words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RL.4.4 / RL.5.4 / RL.6.4	Determine the meaning of words and phrases as they are used in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today we're reading a story called *The Awkward Art Show.* It's about a girl named Mila who learns that her mistakes can turn into something amazing. First, let's look at our *AW* pattern. The letters *a-w* often make the /aw/ sound – listen for it in these words: *flaw, thaw, awkward, and awesome.* Say those with me. Before we start, think about a time you made something – a drawing, a project, or a plan – and it didn't turn out how you expected. How did that make you feel? What did you do next? As we read, listen for how Mila feels when her artwork doesn't go perfectly, and what lesson she learns by the end."

During Reading: "As we read together, pay close attention to the *AW* words and how they help describe Mila's emotions. What does it mean to *withdraw* something from a contest? Why did she think her sculpture was *awful*? When we see the word *flawless,* let's think about what the opposite of that means. Let's also notice how Mila's feelings change throughout the story. At first, she feels *awkward* and disappointed, but what helps her gain confidence? How does her friend's reaction show support? Good readers track those emotional changes – and notice how the vocabulary words give us clues about what the character is learning."

After Reading: "Now that we've finished *The Awkward Art Show,* let's reflect on what happened. What problem did Mila face, and how did she solve it? What did she learn about her so-called *flaws*? Let's look again at our *AW* words – which describe emotions (*awkward, awful, awesome*), and which describe actions (*withdraw, thaw*)? The story teaches us that we don't need to be *flawless* to create something meaningful. Even when things don't turn out perfectly, they can still be *awesome.* Let's make a connection: How can this lesson apply to your own learning? Have you ever turned a mistake into something positive?"

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Highlight or underline each *AW* word in the story. Sort them into categories – feelings, actions, and descriptions.
- **Writing Prompt:** Write about a time you felt awkward or disappointed about something you made, but later realized it was still special. Use at least five *AW* words from today's story.
- **Art Connection:** Students create their own "perfectly imperfect" art piece and write a short reflection using *AW* words.
- **Character Reflection:** Create a character feelings chart showing how Mila's emotions change from beginning to end.

Teacher Notes:

- **Phonics in Context:** Post an anchor chart of *AW* words from the story and underline the vowel team. Have students read them aloud, listening for the /aw/ sound.
- **SEL Link:** Discuss how Mila's story connects to having a growth mindset – making mistakes is part of learning.
- **Comprehension Scaffold:** Use sentence stems:
  - "At first, Mila felt ___ because ___."
  - "By the end, she learned ___."
- **Enrichment:** Challenge advanced readers to write a paragraph using *foresaw, flawless,* and */aw/* in new sentences that show emotion.

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Words with –aw as in 'saw'

Rule: The letters **a-w** often work together to make the /aw/ sound. It's the sound you hear in the word **saw.**

Name: _____ Date: _____

Answer the questions from the story, The Awkward Art Show. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1.	withdraw **C**	A.	To melt or warm up something that was frozen.
2.	thaw **A**	B.	To feel amazed or full of wonder.
3.	awkward **D**	C.	To take back, remove, or pull away from something.
4.	awe **B**	D.	Something that feels uncomfortable, clumsy, or embarrassing.
5.	flaw **E**	E.	A small mistake, weakness, or imperfection.
6.	awesome **F**	F.	Something very impressive, exciting, or wonderful.

1. What is the main problem Mila faces in the story?

(a) Her sculpture starts melting and doesn't look how she planned.
(b) She forgets to bring her project to the show.
(c) She's in trouble for copying artwork.
(d) She loses her award before the ceremony.

2. What does the word *thaw* mean in the story?

(a) To freeze completely
(b) To melt or soften because of heat
(c) To move slowly
(d) To dry in the sun

3. How does Mila feel when Jada first compliments her sculpture?

(a) Angry and defensive
(b) Surprised and confused
(c) Proud and confident
(d) Shy and doubtful

4. What lesson does Mila learn by the end of the story?

(a) Only perfect art can win awards.
(b) Flaws make art unique and beautiful.
(c) It's better to hide your mistakes than show them.
(d) You should never ask friends for advice.

5. What happens when the judges see Mila's artwork?

(a) They criticize it for being uneven.
(b) They ignore her table completely.
(c) They praise it for showing emotion and creativity.
(d) They give the award to someone else.

6. What is the best summary of the story?

(a) A girl learns that even imperfect art can be *awesome* and meaningful.
(b) A student wins a flawless art contest with her perfect sculpture.
(c) A friend helps another cheat in an art show.
(d) A student forgets to submit her artwork.

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Name: _____ Date: _____

Answer the questions from the story, The Awkward Art Show. Go back and read parts of the text for help!

1.Why does Mila want to *withdraw* her project from the art show?

Because she thinks her sculpture looks droopy and *awful* after the clay starts to *thaw.*

2. What word best describes how Mila feels at the beginning of the story?

Embarrassed, nervous, or insecure.

3. What does Jada say when she sees Mila's sculpture?

Jada says it's *awesome* and looks like the bird is flying through a storm — she sees beauty in its flaws.

4. Why does Mila think her sculpture is full of *flaws*?

Because the heat made it look messy and different from her original plan.

5. What does Jada mean when she says, "It's not *flawless*, but it's real"?

She means that art doesn't have to be perfect to be meaningful — its imperfections make it beautiful.

6. How does Mila feel while waiting for the judges?

She feels *awkward*, nervous, and unsure if anyone will like her art.

7. What surprises Mila at the end of the story?

She wins the "Most Creative Award," and the judges praise her sculpture for showing emotion.

8. Why does Mila almost *bawl* at the end of the story?

Because she's overwhelmed with happiness and relief when her work is recognized.

9. What lesson about creativity does Mila learn?

She learns that mistakes and imperfections can make art special and emotional — being perfect isn't the goal.

10. How does the story connect to real life?

It shows that everyone makes mistakes, but those mistakes can lead to growth and creativity when we see their value.

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Name: _____ Date: _____

Answer the questions from the story, From Awful to Awesome. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. flawless **D**
2. awful **C**
3. bawl **A**
4. scrawny **E**
5. foresaw **F**
6. raw **B**

A. To cry loudly and hard.
B. Not cooked, or in a natural, unfinished state.
C. Very bad or unpleasant.
D. Perfect; having no mistakes or imperfections.
E. Thin and bony, looking weak or underfed.
F. Knew or predicted something before it happened.

1. What is the main idea of the passage?

(a) Only famous artists can make great art.
(b) Artists should avoid showing their early work
(c) Art is only valuable if it's perfect.
(d) Making mistakes helps artists learn and improve.

2. What does the word *flaw* mean in the text?

(a) A creative idea.
(b) A small mistake or imperfection.
(c) A powerful tool.
(d) A part of a sculpture.

3. Why does the author include the story about Michelangelo and the cracked marble?

(a) To show that even great artists face problems and learn from them
(b) To explain why he stopped making art.
(c) To criticize how artists handle mistakes
(d) To show how museums display broken sculptures

4. What is one reason artists keep their "failed" projects?

(a) To sell them later.
(b) To remind themselves how far they've come.
(c) To hide them from others.
(d) To use them as props in museums.

5. What does the word *flawless* mean as used in the text?

(a) Having no mistakes or imperfect.
(b) Being colorful and fun.
(c) Looking like a real person.
(d) Feeling nervous before an art show.

6. What is the author's main message to readers?

(a) Failure is a sign that someone isn't talented.
(b) Only perfect art deserves praise.
(c) Mistakes are part of learning and creativity.
(d) Famous artists never make errors.

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Name: _____ Date: _____

Answer the questions from the story, From Awful to Awesome. Go back and read parts of the text for help!

1. What does the title "From Awful to Awesome" suggest about the passage?

It suggests that something that starts out bad or imperfect can turn into something amazing through effort and learning.

2. What happened to Michelangelo's marble that made him frustrated?

It had a *flaw* or crack inside that made it impossible to carve the way he wanted.

3. What lesson did Michelangelo learn from his mistake?

He learned patience and realized that imperfect materials could still lead to beautiful art.

4. Why do many artists say their early work looked "awful" or "scrawny"?

Because they were still learning and improving their skills over time.

5. What does it mean when the artist says every "raw sketch leads to something better"?

It means each early or imperfect attempt helps them grow and improve for the next one.

6. Why does the author say that "flawless art doesn't really exist"?

Because every piece of art — like every person — has small imperfections that make it unique and human.

7. How do artists use their emotions, even frustration, to improve their work?

They turn their feelings into motivation and creativity instead of giving up.

8. What does the word *awe* mean as used in the passage?

A feeling of wonder or admiration when seeing something beautiful or impressive.

9. What can readers learn from this passage about making mistakes in their own lives?

That mistakes are part of the learning process and can lead to growth, not failure.

10. What is one detail from the text that supports the main idea that artists learn from imperfection?

The story about artists keeping their "failed" projects to remind themselves of progress supports that idea.

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. To **withdraw** means to pull back or leave, like quitting a contest. → (True) False

2. **Awe** means a feeling of wonder, amazement, or deep respect. → (True) False

3. To **thaw** means to freeze something solid. → True (False)

False — *Thaw* means **to melt or warm up something that was frozen.**

4. A **flaw** is a small mistake, weakness, or imperfection in something. → (True) False

5. **Awkward** describes something that feels smooth, natural, and graceful. → True (False)

False — *Awkward* means **something that feels uncomfortable, clumsy, or embarrassing.**

6. **Awesome** means something is impressive, exciting, or great. → (True) False

7. **Flawless** means having no mistakes or imperfections at all. → (True) False

8. **Scrawny** means small and thin, sometimes looking weak or underfed. → (True) False

9. **Awful** means very bad or unpleasant. → (True) False

10. **Raw** means cooked completely and ready to eat. → True (False)

False — *Raw* means **not cooked, or in a natural, unfinished state.**

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Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

withdraw	thaw	awkward	flawless	awful	bawl
awe	flaw	awesome	scrawny	foresaw	raw

1. When the sun came out, the frozen puddles began to ___thaw___.
2. It felt ___awkward___ when I tripped on stage in front of the whole class.
3. The gymnast's performance was ___flawless___ — she didn't make a single mistake.
4. Don't eat that chicken yet; it's still ___raw___ and needs to be cooked.
5. My little brother started to ___bawl___ when he dropped his ice cream.
6. The teacher looked at the mountain view in complete ___awe___.
7. The movie was so ___awful___ that I wanted to leave before it ended.
8. The student decided to ___withdraw___ from the spelling bee after getting sick.
9. There's a tiny ___flaw___ in the glass vase, but it still looks beautiful.
10. The fireworks show was ___awesome___ — bright colors lit up the whole sky.
11. The stray kitten was small and ___scrawny___, but very sweet.
12. The scientist ___foresaw___ that one day people would travel into space.

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Words with –aw as in 'saw'

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Name: _____ Date: _____

Answer the questions from the story, The Dawdling Detective. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1.	lawful **D**	A.	To move slowly on hands and knees.
2.	dawned **E**	B.	Physical strength or muscle power.
3.	squawk **C**	C.	A loud, harsh cry made by a bird or person.
4.	drawback **F**	D.	Something that is allowed by rules or follows the law.
5.	brawn **B**	E.	When you suddenly realize or understand something.
6.	crawl **A**	F.	A problem or weakness that makes something less perfect.

1. What is the main problem in the story?

(a) Eli loses his homework on the way to school.
(b) Mrs. Torres's puppy goes missing, and Eli decides to find it.
(c) Eli doesn't want to help his neighbor.
(d) Eli gets lost while looking for the pawn shop.

2. What does the word *dawdle* mean in the story?

(a) To move or act slowly and waste time
(b) To hurry quickly without stopping
(c) To bark loudly
(d) To solve a mystery

3. What lesson does Eli learn by the end of the story?

(a) It's better to wait for others to act first.
(b) It's wrong to get involved in other people's problems
(c) Being a detective is always easy.
(d) Helping others takes courage and smarts.

4. What does it *dawned* on Eli that helped him solve the mystery?

(a) He saw paw prints in the mud.
(b) He remembered he left his notebook.
(c) He realized the puppy might be at the pawn shop.
(d) He overheard someone talking about the puppy.

5. What is one *drawback* Eli faces during his search?

(a) He trips and falls in the tall grass.
(b) He forgets the puppy's name.
(c) He loses his flashlight in the park.
(d) He argues with Mrs. Torres.

6. Which best describes how Eli changes from the beginning to the end of the story?

(a) He goes from shy to rude.
(b) He goes from lazy to responsible.
(c) He goes from brave to careless.
(d) He goes from proud to dishonest.

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Name: _____ Date: _____

Answer the questions from the story, The Dawdling Detective. Go back and read parts of the text for help!

1. Why was Eli known as the "dawdling" kid in his class?

Because he always moved slowly and took his time instead of finishing things quickly.

2. What does Eli's mom mean when she says he could "gnaw on a problem for hours"?

It means Eli likes to think things through slowly and carefully, sometimes too much.

3. Who asks Eli for help, and what does she need?

Mrs. Torres, his neighbor, asks for help finding her missing puppy.

4. What kind of puppy went missing?

A small, fawn-colored beagle named Button.

5. How does Eli show determination during the search?

He keeps looking everywhere — under porches, behind fences, and in boxes — even after falling or getting tired.

6. What role does the *pawn* shop play in the story?

It's where Eli finds the missing puppy that someone had brought in safely.

7. How does Eli feel when he finds the puppy?

He feels proud, relieved, and happy that he solved the mystery.

8. What does Eli's teacher say about his actions the next day?

She calls him a hero for solving the mystery and taking action.

9. What does Eli learn about being careful versus acting quickly?

He learns that it's good to think carefully, but sometimes you have to stop dawdling and take action when it matters.

10. What is the main theme or lesson of the story?

The story teaches that responsibility and courage mean helping others, not waiting too long to act.

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Words with –aw as in 'saw'

Rule: The letters **a-w** often work together to make the /aw/ sound. It's the sound you hear in the word **saw.**

Name: _____ Date: _____

Answer the questions from the story, Nature's Lawful Lessons. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. gawk **B**
2. pawn **F**
3. fawn **C**
4. gnaw **D**
5. sprawl **E**
6. dawdle **A**

A. To move or act slowly and waste time.
B. To stare at something or someone in a surprised or rude way.
C. A baby deer; or to act overly nice to get someone's approval.
D. To chew or bite something again and again.
E. To lie or sit with your arms and legs spread out.
F. A person or thing used or controlled by someone else.

1. What is the main idea of the passage?

(a) Animals live in chaos and random behavior.
(b) Animals and humans both follow natural rules that help them survive and grow.
(c) Animals need humans to teach them how to behave.
(d) Humans are stronger than all other animals.

2. What does the word *lawful* mean as used in the passage?

(a) Wild and untamed
(b) Random and unpredictable
(c) Following rules or natural order
(d) Against the law

3. Why does the author include examples like a lion's *brawn* and a squirrel's habit to *dawdle*?

(a) To show that animals act without purpose
(b) To prove that some animals are lazy
(c) To show that all animals act the same way
(d) To compare different animal strengths and instincts

4. What lesson can humans learn from animals, according to the passage?

(a) To fight for survival every day
(b) To live with balance, purpose, and care
(c) To avoid following rules
(d) To always act faster than others

5. What does this mean, "power can attract danger just as much as it provides safety"?

(a) Being strong can sometimes cause new problems.
(b) Animals never need to protect themselves.
(c) Only weak animals survive in nature.
(d) Safety is not important in the wild.

6. Which detail best supports the author's claim that nature has purpose?

(a) "Beavers gnaw on wood to build dams."
(b) "Humans can learn from these creatures."
(c) "Birds, mammals, and insects may seem wild."
(d) "A lion uses its brawn to hunt."

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Name: _____ Date: _____

Answer the questions from the story, Nature's Lawful Lessons. Go back and read parts of the text for help!

1. What does the author mean by "lawful order" in the animal kingdom?

It means that animals follow natural rules or instincts that keep nature in balance.

2. What time of day do many animals begin their activities, according to the text?

At dawn or early morning.

3. Why does the author call strength a "drawback" for some animals?

Because being strong and loud can attract danger as well as keep them safe.

4. What does the word *brawn* mean in the passage?

Physical strength or muscle power.

5. What is the purpose of a parrot's *squawk*?

It's a sound used to communicate or protect its territory.

6. How do beavers and squirrels show instinctive behavior?

Beavers *gnaw* wood to build dams, and squirrels *dawdle* over storing nuts for later.

7. What can humans learn from observing animals?

Humans can learn balance, teamwork, and purpose from how animals behave.

8. Why does the author compare humans to a *pawn*?

To show that people should think for themselves and not let others control their choices.

9. What does the author mean when saying, "Nature isn't random; it's purposeful"?

Every action in nature happens for a reason and serves a purpose for survival.

10. What life lesson does this passage teach readers?

That both animals and humans live better when they act with purpose, balance, and respect for natural order.

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. **Lawful** means to not follow the rules or the law. → True (False)

   False — *Lawful means to follow the law.*

2. A **drawback** is a problem that makes something less perfect. → (True) False

3. If an idea **dawned** on you, it means you suddenly realized something. → (True) False

4. **Brawn** means having a lot of strength or muscle. → (True) False

5. **Squawk** means to whisper quietly so no one can hear you. → True (False)

   False — *Squawk* means **to make a loud, harsh cry, like a bird's sound.**

6. To **gawk** means to stare at something in a rude or surprised way. → (True) False

7. To **gnaw** means to chew or bite something over and over again. → (True) False

8. A **pawn** is a person or thing that is controlled or used by someone else. → (True) False

9. To **sprawl** means to sit or lie with your arms and legs neatly tucked in. → True (False)

   False — To *sprawl* means to sit or lie with your arms and legs neatly tucked in.

10. To **crawl** means to run fast. → True (False)

    False — *to crawl means to move really slowly on your hands and knees.*

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Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

lawful	dawned	squawk	gawk	pawn	fawn
drawback	brawn	crawl	gnaw	sprawl	dawdle

1. It suddenly **dawned** on me that I had left my homework at school.
2. The baby bird began to **squawk** loudly when its mother brought food.
3. The little puppy started to **fawn** over its owner's shoes, hoping for attention.
4. You shouldn't **gawk** at people; it's rude to stare like that.
5. Please don't **dawdle** — we'll be late if you move too slowly!
6. The detective followed every **lawful** rule to make sure the case was fair.
7. Beavers like to **gnaw** on wood to keep their teeth from growing too long.
8. The bodybuilder used his strength and **brawn** to lift the heavy weights.
9. After a long hike, the campers wanted to **sprawl** on the grass and rest.
10. The new video game is fun, but a big **drawback** is that it freezes sometimes.
11. The tiny mouse began to **crawl** carefully through the tall grass.
12. The dishonest shopkeeper tried to use the young worker as a **pawn** in his plan.

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