# 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

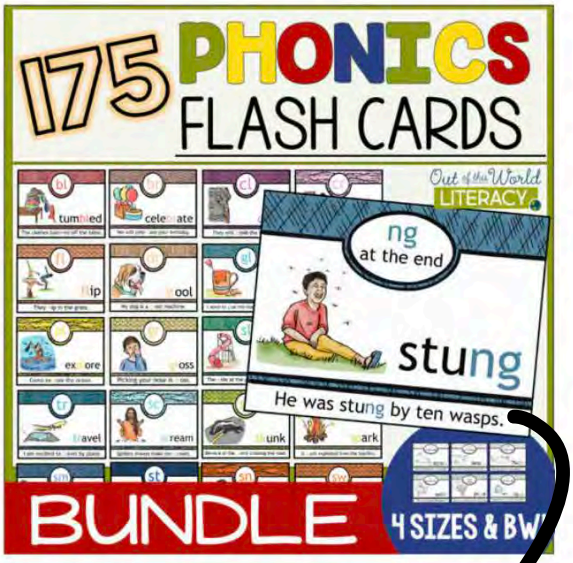
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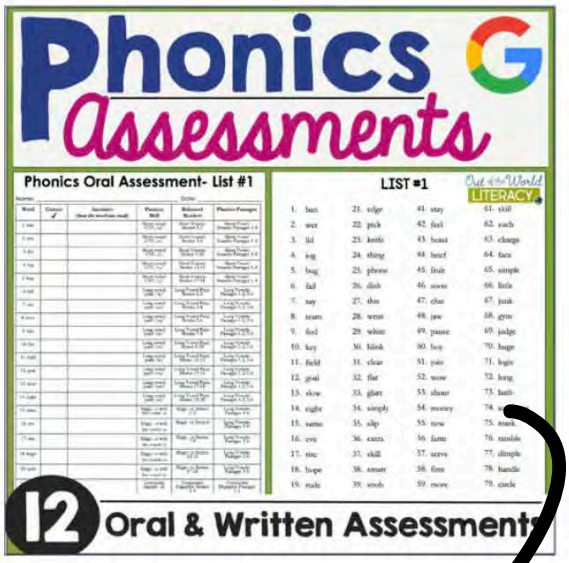
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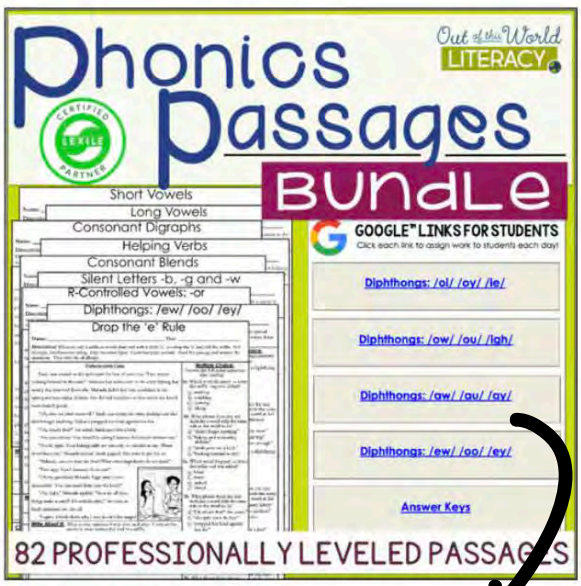



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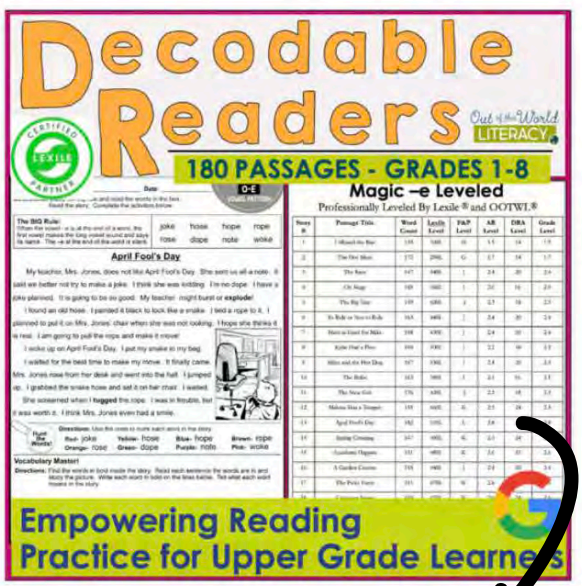



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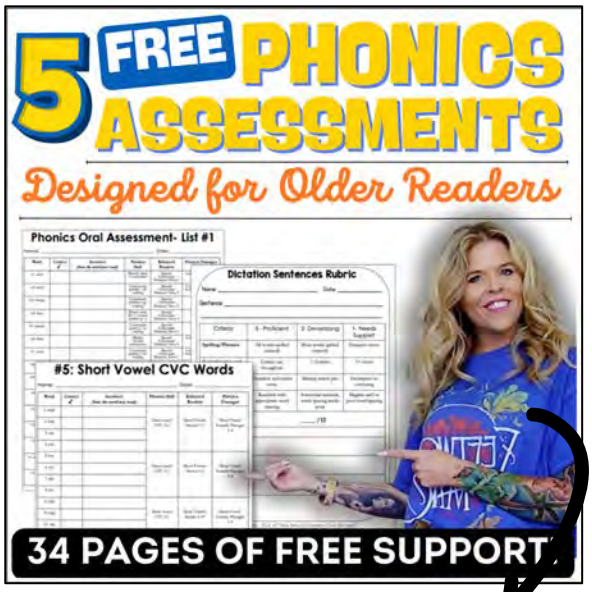



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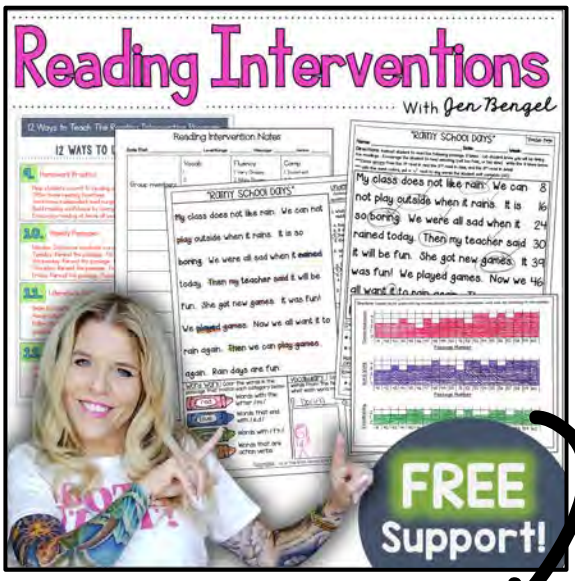



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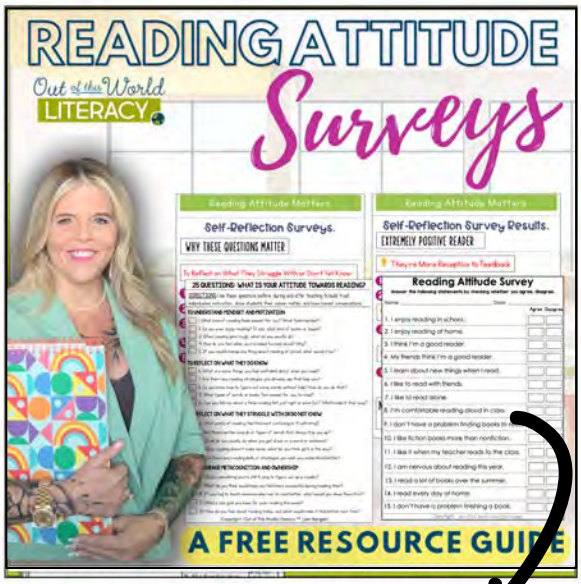



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## FREE Support to Help Older Readers

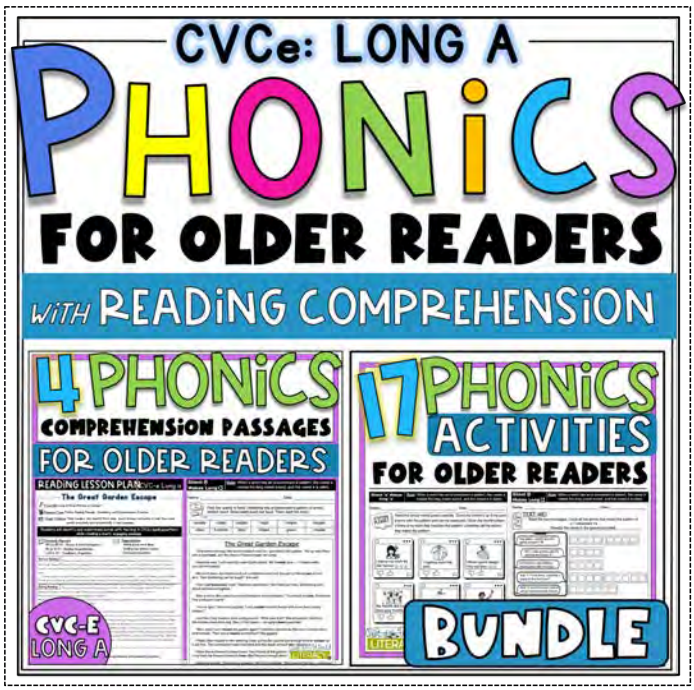



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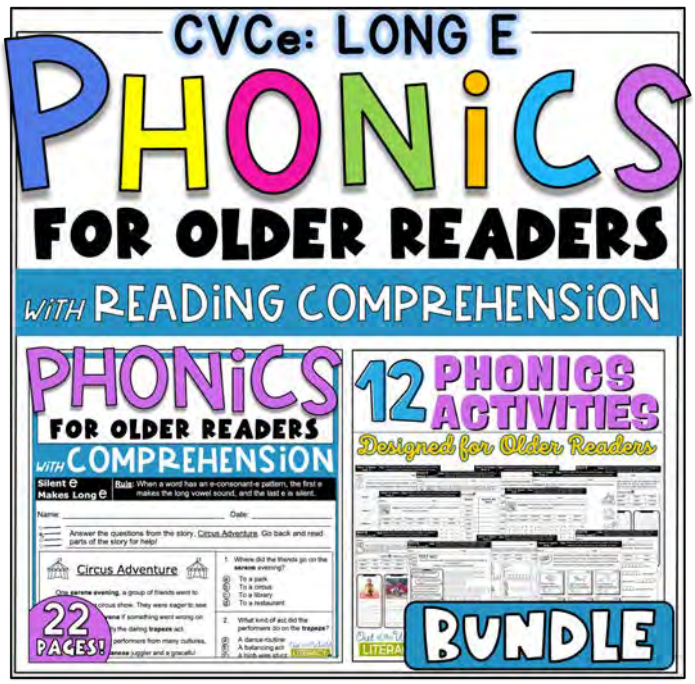

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# SEE MORE PHONICS ACTIVITIES



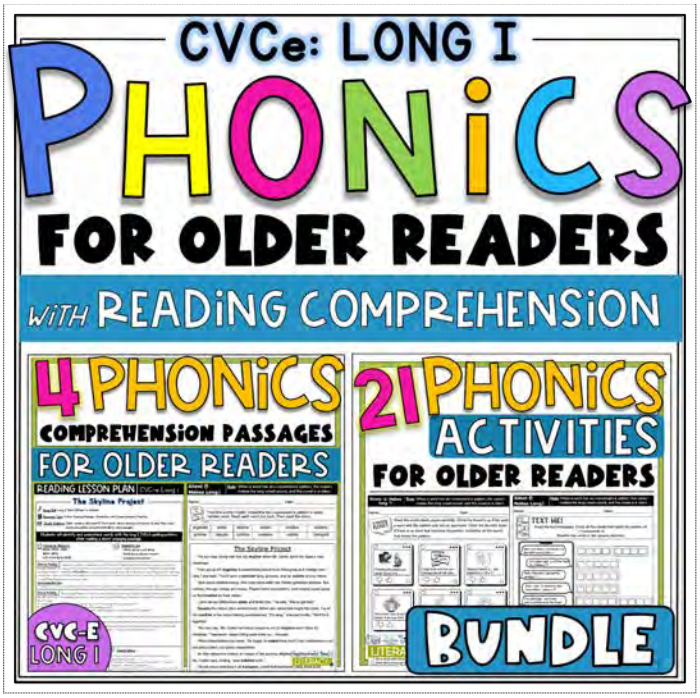

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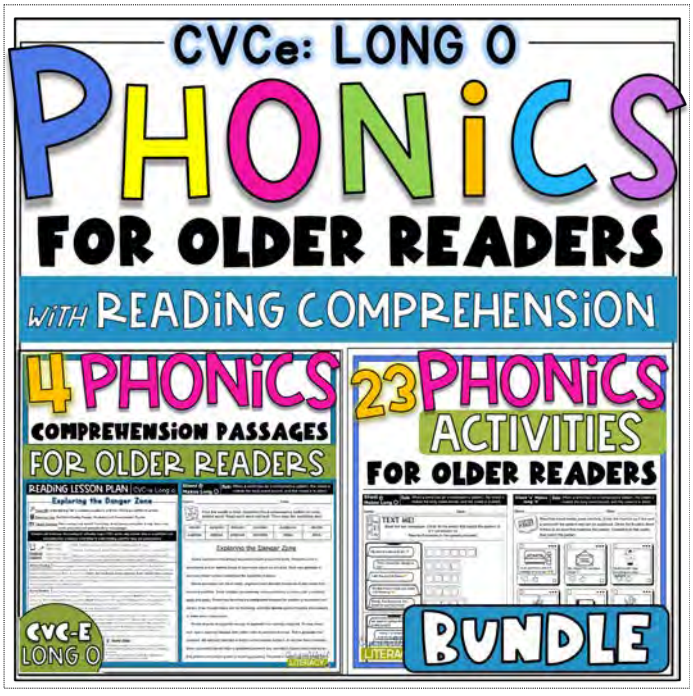

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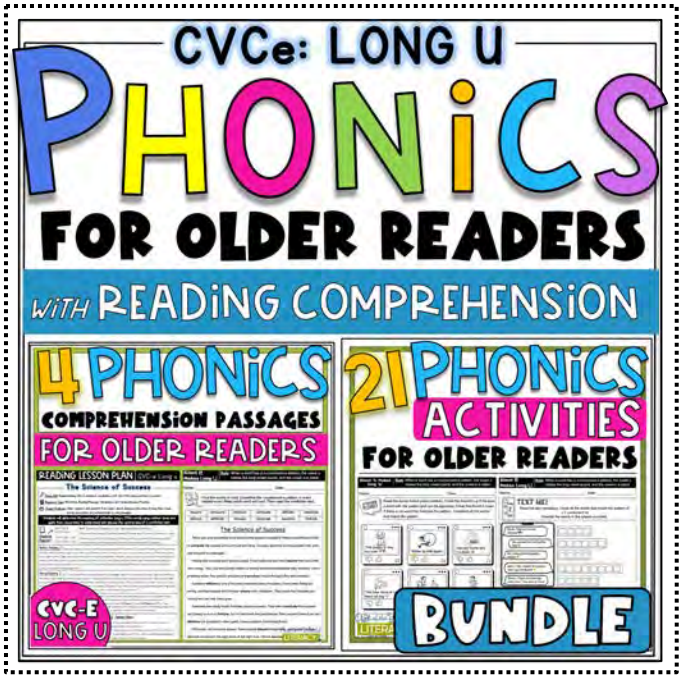

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# How this Phonics Intervention Aligns with the SCIENCE OF READING

## 1. Systematic Phonics in Context (Word Recognition Strand)

- The passages intentionally includes multiple words with diphthongs that follow the -au 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 -au pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *launch, distraught, fault,* and *daunting* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *dis-* in *distraught*, *ex-* in *exhausted*).

**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**.
- 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.

## 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 *haul*).
- **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 "distraught," 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 -au

## The Big Audition

**Focus Skill:** Understanding Tier 2 academic vocabulary with the diphthong -au 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 determine the meaning of unfamiliar words that follow the Diphthong -au pattern through context clues in a fictional text and explain how precise vocabulary helps convey character emotions and actions.**

**Standards Alignment:**

| | |
|---|---|
| RF.4.3 / RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RL.4.1 / RL.5.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. |
| L.4.4.a / L.5.4.a | Use context as a clue to the meaning of a word or phrase. |
| L.4.6 / L.5.6 / L.6.6 | Acquire and use grade-appropriate academic and domain-specific vocabulary. |
| SL.4.1.a / SL.5.1.a | Engage effectively in collaborative discussions about grade-level topics and texts. |

**Before Reading:** "Today we're going to read a story called *The Big Audition*. It's about a student named Jordan who faces a big challenge and learns to be brave. Before we read, let's look at some words that will show up in the story. These are *AU* pattern words, like *pause*, *audience*, *applaud*, *fault*, and *daunting*. Can you hear that /aw/ sound in each one? We'll pay attention to that pattern as we read. Think about a time you were nervous before doing something important – maybe performing, presenting, or trying something new. How did you feel? As we read, notice how Jordan handles his feelings, what choices he makes, and what lesson he learns by the end."

**During Reading:** "Let's read together and pay close attention to the *AU* words as they appear. When we come across a new one, I'll pause so we can talk about what it means in context. For example, if you see *flaunt*, think about what Jordan's classmate might be showing off. While you read, picture what's happening in your mind – imagine how Jordan feels standing in front of the *audience* and how he reacts when the judges *applaud*. Let's also notice how his feelings change from nervous and *distraught* to proud and *exhausted*. If something doesn't make sense, stop and ask yourself, 'What's the *cause* of this moment in the story?' That's what good readers do – they think and check their understanding as they go."

**After Reading:** "Now that we've finished the story, let's talk about what happened and what we can learn from it. How did Jordan change from the beginning to the end? Let's look back at the *AU* words we highlighted – can you explain what *applaud*, *daunting*, or *fault* mean in your own words? Which one describes how you've felt before trying something new? This story shows us that challenges can be scary, but facing them helps us grow. Remember, we can always learn from stories, not just by reading the words – but by connecting them to our own experiences."

### Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Hunt Challenge:** Students work in partners to find *AU* pattern words in classroom books or online articles.
- **Creative Writing Prompt:** write a short story or comic titled *"In the Zone"* using at least five of the vocabulary words.
- **Reader's Theater:** Students perform "The Big Audition," adding gestures for *pause*, *applaud*, and *launch*.
- **Art Extension:** Design a mini "Courage to Launch" poster showing what gives students bravery to face something *daunting*.
- **Writing Prompt:** "Write about a time you felt nervous but brave. Use at least five *AU* words from today's story."

### Teacher Notes:

- **Model Decoding Out Loud:** Break *AU* words into syllables (au-dit-ion, ex-haust-ed) to support orthographic mapping.
- **Connect Emotion to Vocabulary:** Anchor words like *distraught* and *daunting* to real student experiences of challenge or fear.
- **Encourage Fluency:** Reread the final section aloud with expression–celebrate Jordan's triumph and the *audience's applause!*
- **Differentiate Support:** Provide sentence frames for developing writers and challenge advanced students to use *AU* words in a poem or dialogue.
- **Science of Reading Link:** Emphasize the vowel team spelling pattern *au = /aw/* through word mapping and sorting activities.

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# 4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

## READING LESSON PLAN Diphthongs -au

### The Big Audition

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**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 determine the meaning of unfamiliar words that follow the Diphthong -au pattern through context clues in a fictional text and explain how precise vocabulary helps convey character emotions and**

**Standards Alignment:**

| | |
|---|---|
| RF.4.3 / RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RL.4.1 / RL.5.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. |
| L.4.4a / L.5.4a | Use context as a clue to the meaning of a word or phrase. |
| L.4.6 / L.5.6 / L.6.6 | Acquire and use grade-appropriate academic and domain-specific vocabulary. |
| SL.4.1a / SL.5.1a | Engage effectively in collaborative discussions about grade-level topics and texts. |

**Before Reading:** "Today we're going to read a story called *The Big Audition*. It's about a student named Jordan who faces a big challenge and learns to be brave. Before we read, let's look at some words that will show up in the story. These are *AU* pattern words like *pause, audience, applaud, fault,* and *daunting*. Can you hear that */aw/* sound in each one? We'll pay attention to that pattern as we read. Think about a time you were nervous before doing something important – maybe performing, presenting, or trying something new. How did you feel? As we read, notice how Jordan handles his feelings, what choices he makes, and what lesson he learns by the end."

**During Reading:** "Let's read together and pay close attention to the *AU* words as they appear. When we come across a new one, I'll pause so we can talk about what it means in context. For example, if you see *flaunt*, think about what Jordan's classmate might be showing off. While you read, picture what's happening in your mind – imagine how Jordan feels standing in front of the *audience* and how he reacts when the judges *applaud*. Let's also notice how his feelings change from nervous and *distraught* to proud and *exhausted*. If [illegible] make sense, stop and ask yourself, 'What's the cause of this moment in the story?' That's [illegible] their understanding as they go."

[illegible] talk about what happened and what we can learn from it. How did [illegible] the *AU* words we highlighted – can you explain what *applaud* [illegible] you've felt before trying something new? This story [illegible] remember, we can always learn from stories, not just by [illegible]

**Teacher Notes:**

**Reading Out Loud:** Break *AU* words into syllables (au-[illegible]st-ed) to support orthographic mapping.

**Discussion to Vocabulary:** Anchor words like *daunting* to real student experiences of challenge.

**Fluency:** Reread the final section aloud with [illegible] celebrate Jordan's triumph and the audience's

**-AU DIPHTHONGS**

**Words with -au as in 'haul'**

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

Name: _____ Date: _____

Time To Read

Find the words in bold. Underline the -au pattern in every bolded word. Read each word out loud. Then read the story.

| | | | | | |
|---|---|---|---|---|---|
| pause | because | flaunt | distraught | caution | fault |
| audience | applaud | launch | exhausted | audition | daunting |

### The Big Audition

Jordan took a deep **pause** before stepping onto the stage for the big **audition**. His palms were sweaty, and his stomach felt tight. He glanced at the **audience**—rows of faces waiting for him to sing. Jordan felt a bit **distraught,** but he pushed away the nerves.

He told himself, "You've got this." Still, his nerves made his voice shake. **Because** he wanted this so badly, every note mattered. When the song ended, the room went silent for a moment. Then, the judges began to **applaud**. Jordan smiled, feeling relief rush through him.

Afterward, he saw another performer **flaunt** her confidence backstage, bragging about her perfect pitch. Jordan ignored her and focused on what came next.

Later that night, he called his dad. "I did it!" he said. "Even though it felt **daunting**, I didn't give up."

His dad laughed. "I'm proud of you, Jordan. You faced your fears with **caution** and courage."

Out of this World LITERACY

# 4 PASSAGES

Out of this World LITERACY

## 2 Fiction 2 Nonfiction

## ✓ PHONICS ✓ COMP. ✓ VOCAB.

**READING LESSON PLAN** | Diphthongs -au

### Strange Auctions Around the World

**Focus Skill:** Understanding Tier 2 academic vocabulary with the diphthong -au 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 an informational text containing AU vowel team words to build decoding accuracy, vocabulary understanding, and comprehension.**

**Standards Alignment:**

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

**Before Reading:** "Our nonfiction text today is full of fascinating facts about real auction events—and some unexpected lessons about honesty. Before we start, let's review the *AU* vowel team. The letters *au* usually make the /aw/ sound, like in *haul* and *cause*. We'll see them, and others like *haunted* and *fraud*, in the text. Before we begin, think about a time you bought or traded something—maybe a toy, card, or piece of art. How did you know it was fair? Why is honesty important when people exchange things? Keep that in mind as we read, and listen for examples of how auctions can be fun, surprising, and sometimes tricky."

**During Reading:** "As we read, let's pay attention to both the facts and the feelings in this text. When you hear an *AU* word, pause and notice how it's used. For example, when we read about the *haunted* objects, what makes people feel *nauseous*? When we get to *fraud* and *clause*, how do those words show that auctions need clear rules? I'll stop after each paragraph to ask a question or clarify a new term. Use clues in the sentences to figure out what each *AU* word means."

**After Reading:** "Now that we've read the text, let's talk about what we learned. What was the main idea? How did the author use words like *trauma* and *fraud* to remind readers why honesty matters? Let's look again at our *AU* words. Which ones describe actions (*haul, caught*)? Which describe feelings (*nauseous, naughty*)? Which are nouns (*auction, clause, sauce*)? Understanding how words work helps us become better readers and writers. Finally, let's think about the life lesson here—how can honesty and curiosity make everyday experiences, even something like a local auction, more meaningful?"

**Extension Ideas:**

- **Assign the related student pages for phonics, comprehension and vocabulary practice.**
- **Writing Prompt:** Write a short paragraph about an item you would sell at a fun or unusual auction. Use at least five *AU* words from the passage.
- **Vocabulary Sort:** Sort *AU* words into three groups: Actions, Feelings, and Things/Ideas.
- **Reading Response:** Summarize the article in your own words and explain what lesson about honesty or fairness it teaches.
- **Cross-Curricular Connection:** Research a famous auction (art, cars, sports memorabilia) and share one interesting fact with the class.

**Teacher Notes:**

- **Phonics Focus:** Write each *AU* word on the board and underline the vowel team. Have students chorally read the list, noticing the /aw/ sound.
- **Context Clues Practice:** Ask students to highlight or circle words around each *AU* word that help reveal its meaning.
- **Anchor Chart:** Create an 'Awesome AU Words' chart with pictures or short definitions students can add to th… the week.
- **Comprehension Check:** After reading, have stude… the text in three sentences: one fact, one feeling, on…
- **SEL Connection:** Discuss honesty, fairness, and ho… actions—like telling the truth—build trust in real life.

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

Name: _____ Date: _____

Time To Read

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

| | | | | | |
|---|---|---|---|---|---|
| haul | trauma | fraud | clause | cause | naughty |
| auction | nauseous | haunted | caught | jaunt | sauce |

### Strange Auctions Around the World

Every year, people **haul** their old treasures and rare collectibles to an **auction**—a public sale where bidders compete to buy unusual items. Some auctions are exciting, others are strange, and a few are downright spooky.

In 2015, a museum in England held an event for "**haunted** objects." Visitors could see mysterious dolls, mirrors, and paintings that people claimed were cursed. One guest said she felt **nauseous** standing near a cracked portrait! Of course, scientists say there's no proof of ghosts—fear itself can **cause** the body to react in funny ways.

Not all auction stories are so lighthearted. In some cases, buyers experience real **trauma** after discovering that a seller committed **fraud**—pretending an item was worth more than it truly was. To prevent this, every sale includes a **clause** explaining the rules and protecting honest customers.

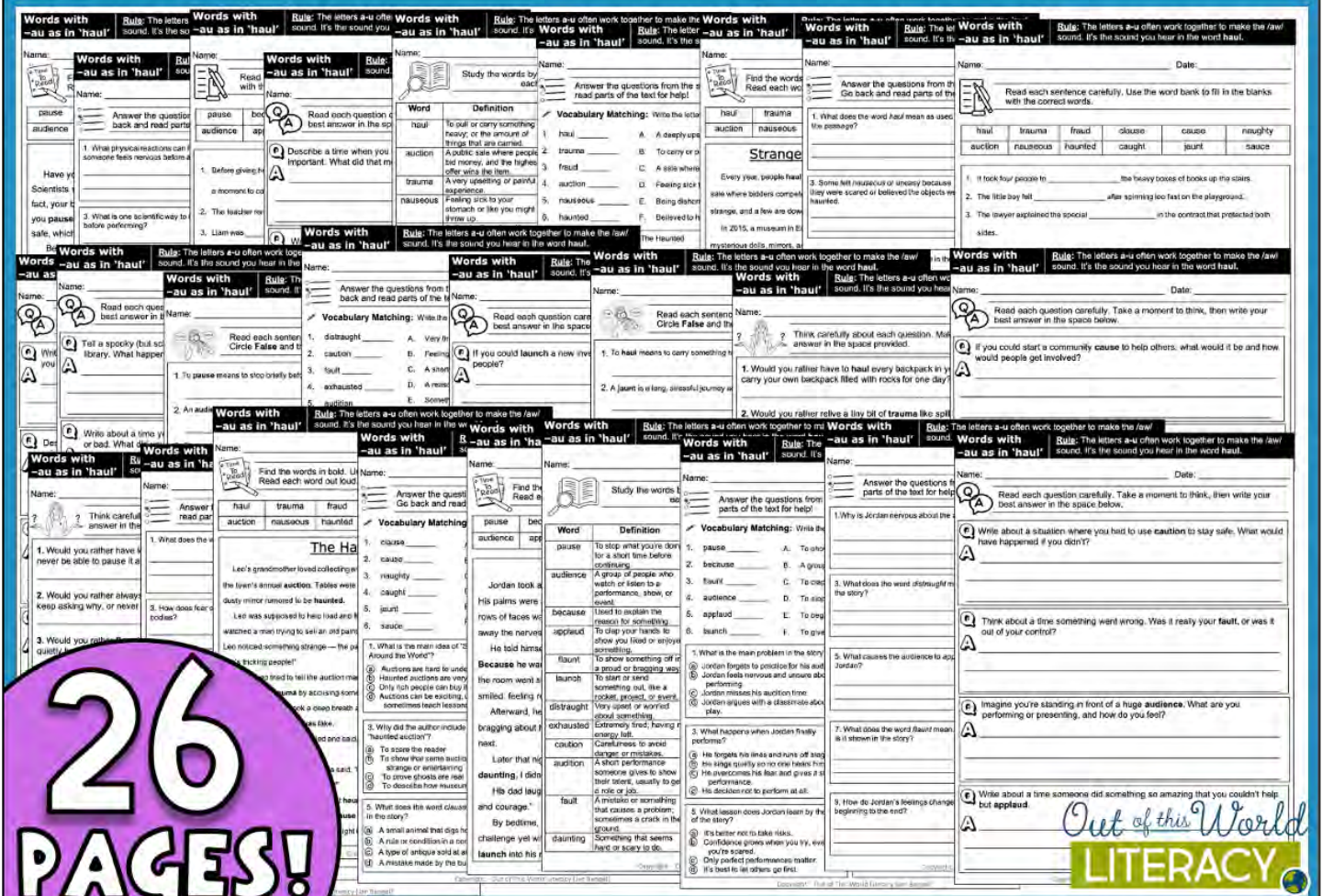
Most auctions, though, are fun community events. Families take a short **jaunt** to browse antiques, enjoy local food, and taste new kinds of **sauce** at the concession stand. Still, a few

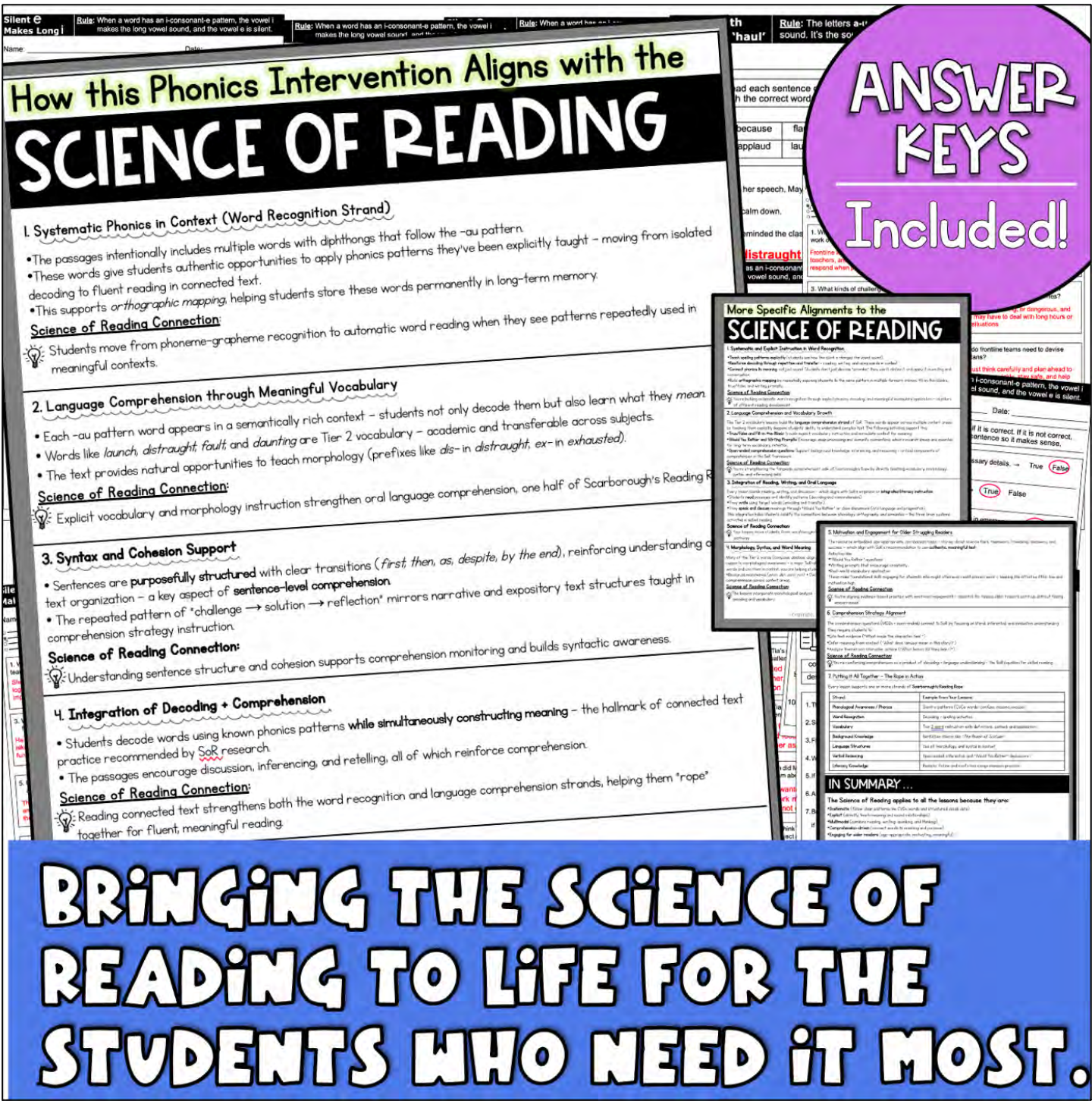
## WiTH LESSONS!

# 24 PHONICS/VOCAB. WORDS

## I- CONSONANT-E

## BUILD VOCABULARY WHILE STUDYING PHONICS




How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
2. Language Comprehension through Meaningful Vocabulary
3. Syntax and Cohesion Support
4. Integration of Decoding + Comprehension
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.

# Words with –au as in 'haul'

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

Name: _____ Date: _____

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

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

1. pause **D**
2. because **F**
3. flaunt **A**
4. audience **B**
5. applaud **C**
6. launch **E**

A. To show off proudly so others will notice.

B. A group of people who watch or listen to a show or performance.

C. To clap or cheer to show approval or enjoyment.

D. To stop briefly before continuing.

E. To begin or start something new, like an event or project.

F. To give a reason for why something happens.

1. What is the main problem in the story?

ⓐ Jordan forgets to practice for his audition.
ⓑ Jordan feels nervous and unsure about performing.
ⓒ Jordan misses his audition time.
ⓓ Jordan argues with a classmate about the play.

2. What does the word *audition* mean as used in the story?

ⓐ A performance to show talent or skill.
ⓑ A meeting between friends.
ⓒ A rehearsal before a concert.
ⓓ A short break between scenes

3. What happens when Jordan finally performs?

ⓐ He forgets his lines and runs off stage.
ⓑ He sings quietly so no one hears him.
ⓒ He overcomes his fear and gives a strong performance.
ⓓ He decides not to perform at all.

4. Why does the audience *applaud* Jordan at the end?

ⓐ Because he tells a funny joke
ⓑ Because they are waiting for the next student
ⓒ Because he is the last person to perform
ⓓ Because they appreciate his confidence and effort

5. What lesson does Jordan learn by the end of the story?

ⓐ It's better not to take risks.
ⓑ Confidence grows when you try, even if you're scared.
ⓒ Only perfect performances matter.
ⓓ It's best to let others go first.

6. What word best describes Jordan at the beginning of the story?

ⓐ Excited.
ⓑ Distraught.
ⓒ Confident.
ⓓ Carefree.

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Name: _____ Date: _____

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

1.Why is Jordan nervous about the audition?

Because he's afraid of performing in front of an *audience* and worried he'll make a mistake.

2. What advice does Jordan's teacher or friend give him before he performs?

To *pause*, take a deep breath, and believe in himself.

3. What does the word *distraught* mean in the story?

Upset or extremely worried — how Jordan feels before his audition.

4. How does Jordan feel right after the performance?

*Exhausted* but proud of himself for not giving up.

5. What causes the audience to *applaud* Jordan?

They can tell he worked hard and showed courage even though he was nervous.

6. What does Jordan realize about failure and courage by the end?

That courage isn't about being perfect — it's about trying even when something feels *daunting*.

7. What does the word *flaunt* mean, and how is it shown in the story?

To show off; one of Jordan's classmates *flaunts* their confidence before performing.

8. What does Jordan do to prepare for his audition?

He practices his lines, takes a *pause* to calm down, and focuses on doing his best.

9. How do Jordan's feelings change from the beginning to the end?

He goes from nervous and *distraught* to confident and proud.

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

You can overcome fear through effort and self-belief — true success comes from courage, not perfection.

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# Words with –au as in 'haul'

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Name: _____ Date: _____

Answer the questions from the story, The Science of Stage Courage. Go back and read parts of the text for help!

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

1. distraught **B**
2. caution **F**
3. fault **D**
4. exhausted **A**
5. audition **C**
6. daunting **E**

A. Very tired or worn out from effort or stress.
B. Feeling upset, worried, or deeply troubled.
C. A short performance to show talent or skill for a role.
D. A reason or mistake someone is responsible for.
E. Something that feels difficult, scary, or challenging to face.
F. Careful attention to stay safe or avoid danger.

1. What is the main idea of "The Science of Stage Courage"?

(a) Performing is easy for everyone.
(b) Science can remove fear completely.
(c) Only actors have stage fright.
(d) Courage is something people can learn and practice, even when they feel nervous.

2. What causes people to feel nervous before performing?

(a) They are too confident.
(b) Their brains react to stress and excitement in similar ways..
(c) They don't care about their audience.
(d) They haven't practiced enough.

3. What does the word *pause* mean in the passage?

(a) To stop briefly and take a breath before continuing.
(b) To give up completely.
(c) To speak louder on stage.
(d) To forget your lines.

4. How does the *audience* affect a performer's courage?

(a) Audiences always makes performers scared
(b) A kind, encouraging audience helps performers feel supported.
(c) The audience decides who wins a prize.
(d) The audience never pays attention.

5. What can performers do when they feel *distraught* or scared before going on stage?

(a) Run away from the performance.
(b) Use breathing and positive thinking to calm down.
(c) Ignore their emotions completely.
(d) Ask someone else to perform instead.

6. What lesson does the passage teach about courage?

(a) Courage means facing fear and moving forward anyway.
(b) Courage means never feeling afraid.
(c) Courage is only for famous people.
(d) Courage disappears when people clap.

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Name: _____ Date: _____

Answer the questions from the story, The Science of Stage Courage. Go back and read parts of the text for help!

1. What physical reactions can happen when someone feels nervous before a performance?

Their heart may race, their hands might sweat, or they might feel butterflies in their stomach.

2. What does the brain do that makes fear and excitement feel similar?

It releases the same stress chemicals that prepare the body for action.

3. What is one scientific way to calm nerves before performing?

Taking slow, deep breaths or pausing to reset the brain's stress response.

4. Why is it important to *pause* before starting a performance?

It helps performers collect their thoughts, calm their nerves, and gain focus.

5. How can practice help performers feel more confident?

Practice builds familiarity and muscle memory, reducing anxiety during real performances.

6. What role does the *audience* play in the experience of stage courage?

A supportive audience can boost confidence, while a distracted one might make nerves worse.

7. What does it mean to *applaud* someone, and why is it important?

To clap in appreciation — it shows encouragement and helps performers feel valued.

8. How is feeling *exhausted* after performing actually a good sign?

It means the performer gave their full energy and effort on stage.

9. What is one *cause* of stage fright mentioned in the passage?

The body's natural fight-or-flight reaction when it senses attention or pressure.

10. What overall lesson does the passage teach about fear and performance?

That fear is natural — but understanding and managing it can turn anxiety into confidence and courage.

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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 **pause** means to stop briefly before continuing to speak or act.. → (True) False

2. An **audience** is a group of people who perform on stage together. → True (False)

   False — An *audience* is the group of people who **watch or listen** to a performance.

3. The word **because** shows a reason or explains why something happens. → (True) False

4. To **applaud** means to stay silent after a show so the performer can rest. → True (False)

   False — To *applaud* means to **clap or show approval** after a performance.

5. To **flaunt** something means to show it off proudly so others will notice. → (True) False

6. To **launch** means to begin or start something new, like a project or event. → (True) False

7. Someone who is **distraught** feels calm and peaceful. → True (False)

   False — *Distraught* means **very upset or worried.**

8. If you are **exhausted**, you are full of energy and ready to keep going. → True (False)

   False — *Exhausted* means **very tired or worn out.**

9. **Caution** means being careful to avoid danger or problems. → (True) False

10. An **audition** is a short performance used to show your talent for a role or job. → (True) False

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# Words with –au as in 'haul'

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

Name: _____ Date: _____



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

| | | | | | |
|---|---|---|---|---|---|
| pause | because | flaunt | distraught | caution | fault |
| audience | applaud | launch | exhausted | audition | daunting |

1. Before giving her speech, Maya took a deep breath and decided to ___pause___ for a moment to calm down.
2. The teacher reminded the class to use ___caution___ when walking on the wet floor.
3. Liam was ___distraught___ after losing his sketchbook full of artwork.
4. The excited ___audience___ cheered loudly when the play began.
5. It wasn't your ___fault___ that the science project fell over—the table was wobbly!
6. Everyone will ___applaud___ when you finish your performance with confidence.
7. The new space company plans to ___launch___ a rocket next week.
8. After running in the school marathon, I felt completely ___exhausted___ but proud.
9. Jamie tried to ___flaunt___ his new sneakers by showing them off to his friends.
10. The challenge looked ___daunting___ at first, but working together made it easier.
11. She practiced every night so she would feel ready for her big singing ___audition___.
12. We had to stay inside ___because___ it started pouring rain during recess.

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# Words with –au as in 'haul'

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

Name: _____ Date: _____

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

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

| | | | |
|---|---|---|---|
| 1. | haul **B** | A. | A deeply upsetting or shocking experience. |
| 2. | trauma **A** | B. | To carry or pull something heavy from one place to another. |
| 3. | fraud **E** | C. | A sale where people bid money to buy items. |
| 4. | auction **C** | D. | Feeling sick to your stomach or like you might throw up. |
| 5. | nauseous **D** | E. | Being dishonest to gain money or something valuable. |
| 6. | haunted **F** | F. | Believed to have ghosts or strange, spooky events happening |

1. What is the main idea of "The Haunted Auction"?

(a) Auctions are scary and dangerous.
(b) Auctions can be strange, interesting, and teach lessons about honesty.
(c) People should never go to auctions.
(d) Ghost stories are always true.

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

(a) To carry or pull something heavy
(b) To shout loudly
(c) To hide an object
(d) To throw something away

3. What was unusual about the auction mentioned in the story?

(a) It was for selling new cars.
(b) It took place in a park at night.
(c) It was held in a haunted museum.
(d) It was for selling homes.

4. What does the author say causes people to feel *nauseous* at haunted auctions?

(a) Fear and imagination affecting the body.
(b) The smell of old antiques.
(c) Bright lights and loud noises.
(d) The cold temperature inside.

5. What is one problem that can happen at an auction?

(a) Buyers get items for free.
(b) Auctions never end on time.
(c) People always agree on prices.
(d) Sellers can commit *fraud* by lying about an item's value.

6. What is the main lesson readers can learn from the story?

(a) Always buy something at an auction.
(b) Be cautious and honest when dealing with others.
(c) Haunted items have real ghosts in them
(d) Auctions should be banned.

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Name: _____ Date: _____

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

1. What does the word *auction* mean?

A public sale where people bid money to buy items.

2. What made the auction in the story seem "haunted"?

It included spooky items like old dolls and mirrors that people claimed were cursed.

3. How does fear sometimes affect people's bodies?

It can make them feel *nauseous* or lightheaded because of how the brain reacts to fear.

4. What does the word *fraud* mean?

Lying or cheating to get money — for example, pretending something is worth more than it is.

5. To make sure all buyers and sellers follow fair and *lawful* rules.

To make sure all buyers and sellers follow fair and *lawful* rules.

6. People might waste money or get tricked by fake stories.

People might waste money or get tricked by fake stories.

7. That emotions can physically affect how people feel, even without real danger.

That emotions can physically affect how people feel, even without real danger.

8. It breaks trust and can cause someone to lose money unfairly.

It breaks trust and can cause someone to lose money unfairly.

9. What lesson does the author want readers to remember?

Be honest, fair, and careful when buying or selling — honesty matters more than excitement.

10. Why does the author include both spooky and serious examples in the passage?

To make the text fun and interesting while also teaching about honesty and fairness in real life.

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# Words with –au as in 'haul'

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

Name: _____ Date: _____

Answer the questions from the story, Strange Auctions Around the World. Go back and read parts of the text for help!

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

1. clause **D**
2. cause **C**
3. naughty **F**
4. caught **B**
5. jaunt **D**
6. sauce **E**

A. A reason something happens.
B. To capture or take hold of something.
C. A rule or section in a legal document or contract.
D. A short, fun trip or outing.
E. A liquid or topping added to food for flavor.
F. Misbehaving or breaking small rules.

1. What is the main idea of "Strange Auctions Around the World"?

ⓐ Auctions are hard to understand.
ⓑ Haunted auctions are very popular.
ⓒ Only rich people can buy items at auctions.
ⓓ Auctions can be exciting, unusual, and sometimes teach lessons about honesty.

2. What does the word *auction* mean in the passage?

ⓐ A public sale where people bid to buy things
ⓑ A contest between people
ⓒ A museum where old items are displayed
ⓓ A haunted house tour

3. Why did the author include a story about a "haunted auction"?

ⓐ To scare the reader
ⓑ To show that some auctions can be strange or entertaining
ⓒ To prove ghosts are real
ⓓ To describe how museums make money

4. What problem sometimes happens at auctions?

ⓐ People forget to pay for what they buy.
ⓑ Auctions never have enough people.
ⓒ Sellers can commit *fraud* by pretending items are worth more than they are.
ⓓ Nobody understands the rules.

5. What does the word *clause* mean as used in the story?

ⓐ A small animal that digs holes
ⓑ A rule or condition in a contract
ⓒ A type of antique sold at auctions
ⓓ A mistake made by the buyer

6. What lesson does the author want readers to take away?

ⓐ Auctions are dangerous.
ⓑ Haunted auctions are fake and boring.
ⓒ Everyone should sell something at an auction.
ⓓ Being honest is more important than making money.

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Name: _____ Date: _____

Answer the questions from the story, Strange Auctions Around the World. Go back and read parts of the text for help!

1. What does the word *haul* mean as used in the passage?

To carry or move something heavy, such as treasures or items to sell.

2. What kinds of items were sold at some "haunted" auctions?

Dolls, mirrors, or paintings that people claimed were cursed or spooky.

3. Some felt *nauseous* or uneasy because they were scared or believed the objects were haunted.

Some felt *nauseous* or uneasy because they were scared or believed the objects were haunted.

4. What does the word *fraud* mean?

Lying or cheating to make money — for example, selling something fake or overpriced.

5. Why do auctions include a *clause* in their sales?

To explain the rules and protect both the buyer and the seller from dishonest behavior.

6. What is the purpose of the story about the museum auction?

To show that auctions can be interesting, mysterious, and even strange, not just about buying things.

7. What is one *drawback* of going to an unusual auction?

People might waste money or buy something that isn't as valuable as they thought.

8. What lesson does the author teach about honesty?

That being honest in business is the *lawful* and fair way to treat others.

9. What do families enjoy about attending auctions?

They like browsing antiques, seeing unusual items, and enjoying the community event.

10. Why is the author's tone both fun and serious in this passage?

Because the topic is entertaining, but it also teaches an important life lesson about honesty and fairness.

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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 **haul** means to carry something heavy from one place to another. → (True) False

2. A **jaunt** is a long, stressful journey across the world. → True (False)

   False — A *jaunt* is **a short, fun trip or outing.**

3. An **auction** is when people buy items by raising their hands to offer bids. → (True) False

4. **Trauma** means a funny or silly event that makes people laugh. → True (False)

   False — *Trauma* means **a deeply upsetting or shocking experience.**

5. If you feel **nauseous**, you might feel sick to your stomach. → (True) False

6. A **naughty** person is always kind and follows every rule. → True (False)

   False — *Naughty* means **someone who misbehaves or breaks small rules.**

7. **Fraud** means being dishonest to get money or something valuable. → (True) False

8. A place that is **haunted** is believed to have ghosts and scary events. → (True) False

9. A **clause** is a type of dessert served at an auction. → True (False)

   False — A *clause* is **a rule or section in a legal document or agreement.**

10. **Caught** is the past tense of *catch* — it means you grabbed something. → (True) False

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Name: _____ Date: _____



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

| | | | | | |
|---|---|---|---|---|---|
| haul | trauma | fraud | clause | cause | naughty |
| auction | nauseous | haunted | caught | jaunt | sauce |

1. It took four people to **haul** the heavy boxes of books up the stairs.
2. The little boy felt **nauseous** after spinning too fast on the playground.
3. The lawyer explained the special **clause** in the contract that protected both sides.
4. The spooky mansion was said to be **haunted** by friendly ghosts.
5. We went on a short weekend **jaunt** to the beach before school started again.
6. The teacher reminded the students that it's not okay to be **naughty** in class just to get laughs.
7. Everyone cheered when the firefighter was finally able to rescue the cat he had **caught** in the tall tree.
8. The chef spilled spaghetti **sauce** all over his apron while cooking dinner.
9. The charity held an **auction** to raise money for the local animal shelter.
10. The man was arrested for committing **fraud** after lying to get people's money.
11. The car crash caused a lot of emotional **trauma** for the family involved.
12. The new recycling project became a community **cause** that everyone wanted to support.

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