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

@OutofThisWorldLiteracy @OutofThisWorldLiteracy Jenbengel.com @teachwithjenbengel

4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -ew

Starting Fresh in a New Community

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ew 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 EW 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 about a family moving to a new community. As we read, we'll pay attention to words with the **-ew pattern**, like *newcomer, newborn, nephew, few, stew, crew, overview,* and *interview*. Remember, -ew can make the /oo/ sound like in *crew* or the /yoo/ sound like in *new*. When we see these words, we'll try both sounds if needed and choose the one that makes sense. I also want you to think about how the family goes from feeling like strangers to feeling connected – that will help us identify the main idea."

During Reading: "As you read, pause when you come to an -ew word and decide which sound it makes. For example, in *newborn*, try /noo-born/ and then /nyoo-born/ – which sounds right? After decoding the word, think about what it tells us in the sentence. When the text says 'only a few neighbors,' what does that tell us about how welcomed the family felt at first? Pay attention to details like the stew, jewelry, and interview – these actions show how the family builds connections."

After R …of the passage. How did the Lopez family become part of their new …nswer: Let's also go back and collect our -ew words and sort …these patterns helps our reading become smoother, which …and community."

…acher Notes:

…Reinforcement: Students find three new -ew words …ssage and use them in sentences.

…lues Mini Lesson: Choose three *EW* words and …nces they appear in. Have students explain how …ut the meanings using nearby clues.

…ction: Discuss: What lesson does this text teach …ing others? Have students share a time they …

-EW DIPHTHONGS

Words with -ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____

Time To Read

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

nephew	newborn	newcomer	stew	jewelry	strew
worldview	newspaper	interview	overview	crew	few

The Newcomer on Maple Street

When Mrs. Alvarez moved in next door, everyone on Maple Street was curious about the **newcomer**. She had a tiny **newborn** baby and a cheerful **nephew** who helped carry boxes inside. Only a **few** neighbors came out to say hello at first, but that quickly changed.

One Saturday afternoon, Mrs. Alvarez invited everyone over for homemade **stew**. The smell drifted down the street, and soon the **crew of** kids began to sprawl across the grass in her yard while the adults chatted.

Inside her house, sparkling **jewelry** sat on a small table. "I design it myself," she explained during a short **overview** of her work. Shiny beads and colorful stones were **strew** across her desk like tiny treasures.

The local **newspaper** even came to do an **interview** about her jewelry designs. Mrs. Alvarez shared her **worldview**, explaining how she believed art could bring people together.

By the end of the evening, Maple Street didn't feel quite

Out of this World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

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After Reading: "Now let's think about the main idea of the passage. How did the Lopez family become part of their new community? Find one detail from the text that supports your answer. Let's also go back and collect our -ew words and sort them by sound – which say /oo/ and which say /yoo/? Recognizing these patterns helps our reading become smoother, which allows us to focus more on understanding the message about belonging and community."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Vocabulary Sort:** Build from *new* → newcomer → renewed → newly and discuss meaning changes.
- **Comprehension:** Students write the main idea in one sentence and support it with two pieces of text evidence. Create a Beginning → Middle → End chart showing how the family's feelings changed. Discuss: What lesson does this text teach about welcoming others?
- **Writing Prompt:** Students write their own short newspaper article about a new student joining their class.

Teacher Notes:

- **Phonics Reinforcement:** Students find three new -ew words not in the passage and use them in sentences.
- **Context Clues Mini Lesson:** Choose three *EW* words and read the sentences they appear in. Have students explain how they figured out the meanings using nearby clues.
- **SEL Connection:** Discuss: What lesson does this text teach about welcoming others? Have students share a time they were the "newcomer."
- **Differentiation:** Emerging, provide visual cards (e.g., with a picture of a group). Advanced, have them write a informational paragraph using five *EW* words correctly.
- **Anchor Chart Idea:** Create a Beginning → Middle → chart showing how the family's feelings changed.

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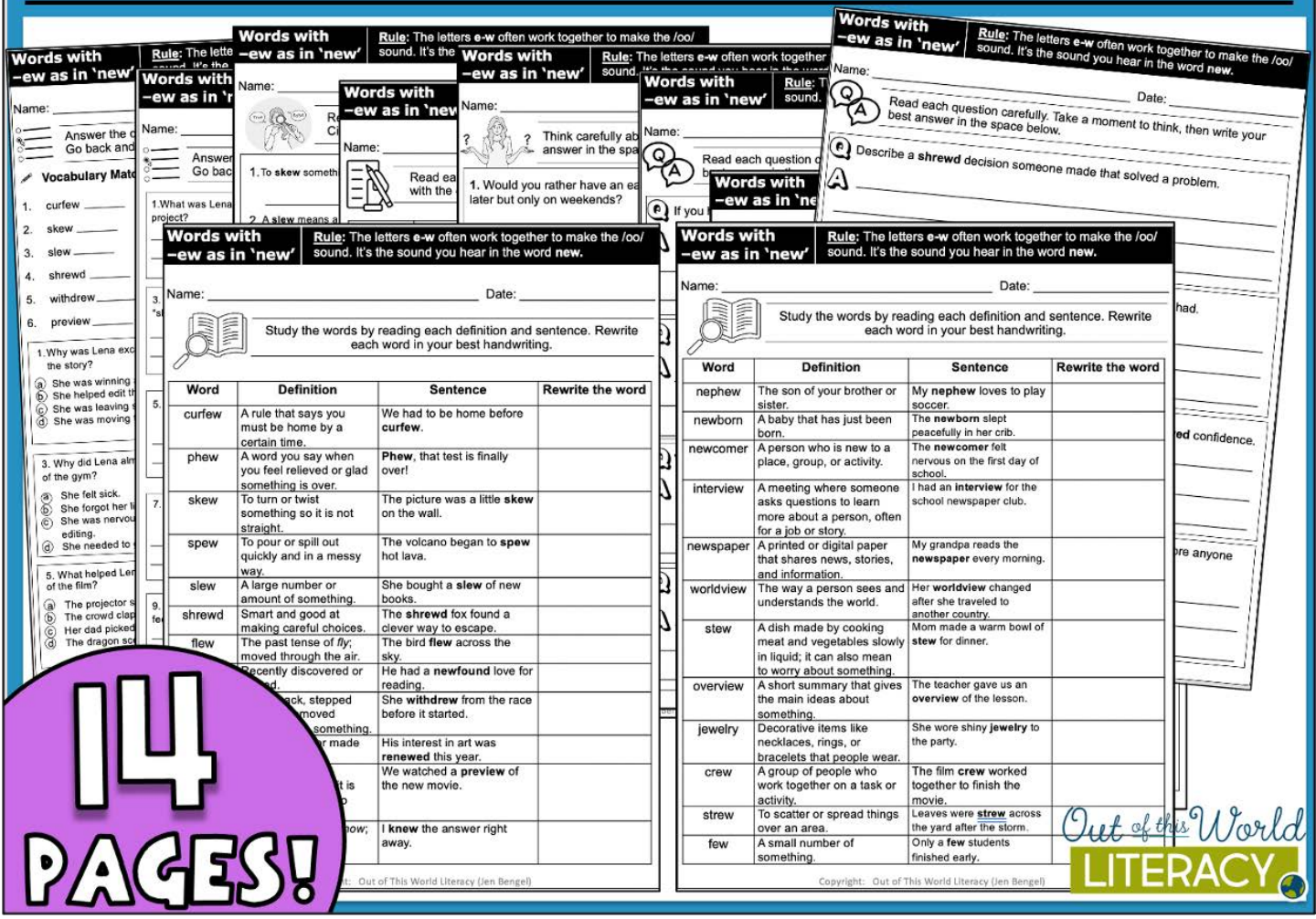
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WITH LESSONS!

24 PHONICS/VOCAB. WORDS

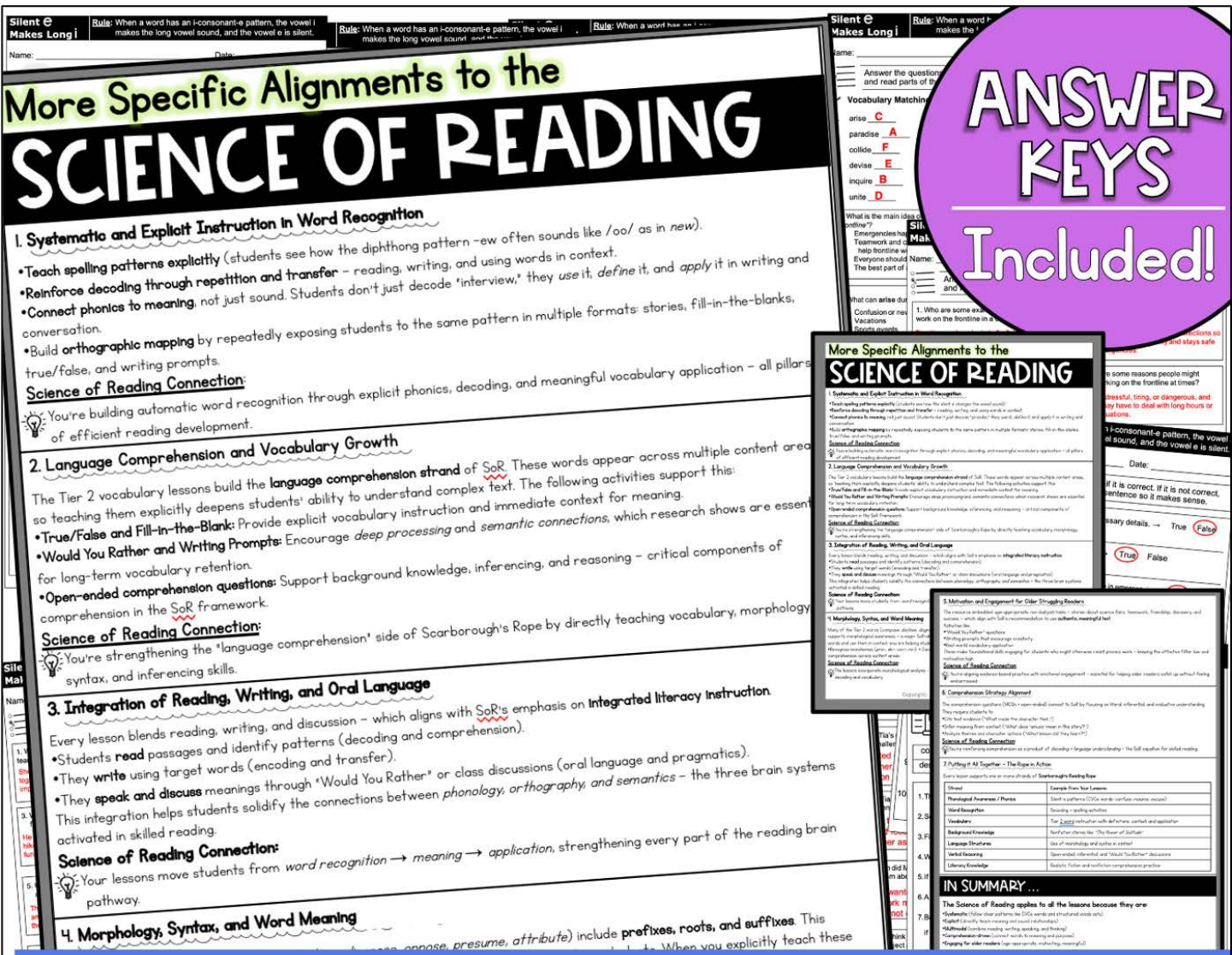
DIPHTHONGS- EW

BUILD VOCABULARY WHILE STUDYING PHONICS



14 PAGES!

Out of this World LITERACY



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)

- The passages intentionally includes multiple words with diphthongs that follow the -ew 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 -ew pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *spew, curfew, shrewd,* and *newfound* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *re-* in *renewed*).

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 -ew often sounds like /oo/ as in *new*).
•**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 "interview," 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	-ew spelling patterns
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"Behind the Scenes of a Rocket Launch"*
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 -ew 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 -ew

The Night of the School Film Festival

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

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Standards Alignment:

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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 as we read, we're going to pay close attention to words with the **-ew pattern**. Remember, -ew can make two sounds: /oo/ like in *flew* and /yoo/ like in *few*. When we see -ew, we're going to try both sounds and decide which one makes sense. Say both sounds with me: /oo/ and /yoo/. (Students respond.) If I see the word *preview*, I might try /pre-voo/. Does that sound right? (Students: No.) Then I switch to /pre-view/. That makes sense. That's exactly what strong readers do – they test the sound and check for meaning. As we read, I want you to be ready to tell me which sound you used and why it fits."

During Reading: "As you read, when you come to an -ew word, pause and decode it carefully. First try /oo/. If it doesn't sound right, switch to /yoo/. Now read this word: *skew*. Try it with /yoo/. (Students attempt.) Does that sound right? No. Try /oo/. Yes – *skew*. Now reread the whole sentence to make sure it makes sense. If you're unsure, look for a part of the word you recognize, like *drew* inside *withdrew*. Tell me – what sound did you use and how did you know? (Students explain.) That's how you connect phonics to meaning."

After Reading: "Now let's go back and find all the -ew words we read. Call one out. (Students respond.) Good. Let's sort them – which ones said /oo/? Which ones said /yoo/? Tell me how you knew. (Students explain reasoning.) When you practice noticing patterns like this, your brain starts recognizing them automatically. That means next time you see an -ew word, you won't hesitate – you'll read it smoothly and focus on understanding the story. That's the goal: automatic decoding so comprehension gets stronger."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Have students sort -ew words from the passage into two columns (/oo/ and /yoo/ sounds), then write one original sentence using a word from each column.
- **Writing Prompt:** "Write about a time you felt relief and said 'Phew!' Include at least two -ew words."
- **Fluency:** Students reread the passage with a partner. Each time they see an -ew word, they lightly tap the table and read it with confidence..
- Have students create a mini comic strip that includes at least three -ew words from the lesson.

Teacher Notes:

- **Phonics in Context:** Post an anchor chart of **-EW words** from the story (preview, slew, skew, flew, withdrew, renewed, etc.) and sort them by sound (/oo/ and /yoo/). Underline the vowel team and have students read them aloud, noticing the sound pattern.
- **SEL Link:** Discuss how Lena felt nervous but didn't withdraw – connect this to taking healthy risks and building confidence through effort.
- **Enrichment:** Challenge advanced readers to write a short paragraph that includes at least three -ew words (such as shrewd, newfound, renewed) and clearly shows how the character's emotions change.

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READING LESSON PLAN | Diphthongs -ew

Behind the Scenes of a Rocket Launch

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Before Reading: "Today we're reading a nonfiction passage about rocket launches. As we read, we'll pay attention to important vocabulary like *slew, skew, preview,* and *renewed.* These words help us understand the process scientists follow before a rocket launches. Before we begin, think about this: Why do you think rockets require so much preparation? Turn and tell your partner one reason. Good readers activate what they already know before they read. As you share, I'm listening for ideas about safety, planning, and teamwork."

During Reading: "As we read, I want you to pause when you see a bold or challenging word and think about what it means in context. For example, when we read 'a slew of checklists,' ask yourself: Does slew mean one checklist or many? What clues help you figure that out? If we see 'skew the rocket's path,' let's think about what skew might mean based on the sentence. I want you to underline words that show cause and effect, like 'because' and 'if.' That will help us track how scientists prevent problems. If something doesn't make sense, stop and reread the sentence to clarify your understanding."

After Reading: "Let's think about the main idea. What is this passage mostly teaching us? Why is careful planning so important in space exploration? Look back in the text and find one sentence that supports your answer. Good readers use text evidence to explain their thinking. Finally, how do the words *newfound* and *renewed* show how the scientists feel after success? Notice how the author connects emotions to hard work and perseverance. Now let's shift to our word work – find the -ew words in the passage and tell me whether the vowel team makes the /oo/ sound or the /yoo/ sound. When we sort and analyze these patterns, it helps our brains recognize them faster the next time we see them."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Writing Prompt:** Ask students to write a short paragraph about a challenging goal they worked toward, using at least three -ew words correctly in context.
- **Word Work:** Have students create a T-chart sorting -ew words from the passage by sound (/oo/ vs. /yoo/) and then add three new words to each category.
- **Fluency:** Have students reread the passage with a partner, highlighting each -ew word and practicing smooth, expressive reading while maintaining accuracy.

Teacher Notes:

- **SEL Connection:** Discuss how the scientists showed perseverance and teamwork by continuing with *renewed* determination after setbacks, and ask students to reflect on a time they kept trying even when something felt challenging – what helped them push through?
- **Anchor Chart Idea:** Create a two-column anchor chart titled "-EW Says /oo/ or /yoo/" and list example words under each sound (flew, skew, spew / preview, curfew, renewed), underlining the vowel team and adding a simple reminder: "Try both sounds and check what makes sense!"

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READING LESSON PLAN | Diphthongs -ew

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During Reading: "As you read, pause when you see an -ew word and decide which sound it makes – /oo/ or /yoo/. For example, in the word *newborn*, does -ew say /noo-born/ or /nyoo-born/? Try both and choose the one that sounds right. After decoding the word, think about what it means in the sentence. When we read 'only a few neighbors,' what does *few* tell us about how many people came? I also want you to notice how details like the stew, jewelry, and interview help us understand how the neighbors begin to connect."

After Reading: "Now that we've finished reading, let's think about the main idea. How did Mrs. Alvarez go from being a newcomer to becoming a friend? Find one sentence that supports your answer. Let's also go back and collect our -ew words and sort them by sound – which ones said /oo/ and which said /yoo/? When we practice recognizing these patterns, our decoding becomes automatic, and that helps us focus more on understanding the message of the text."

Extension Ideas:

- **Word Building with Affixes:** Start with base words (new, drew, view) and add prefixes/suffixes (renewed, preview, withdrew) to discuss meaning shifts.
- **Comprehension:** Have students identify the theme (belonging, community, welcoming others) and support it with 2 pieces of text evidence.
- **Writing Prompt:** Write an additional scene where the neighborhood plans another gathering.
- **Reader's Theater:** Turn the passage into a short script with roles (Reporter, Mrs. Alvarez, Neighbor).

Teacher Notes:

- **Phonics in Context:** Highlight or underline each *EW* sound word in the story. Have students read them chorally and discuss how the same sound appears with different spellings.
- **Vocabulary Reinforcement:** Pick one word (overview, worldview, interview) and explore synonyms, antonyms, and multiple meanings.
- **SEL Connection:** Discuss: Why is welcoming newcomers important?
- **Differentiate Support:** Offer simplified comp. questions for developing readers, and challenge advanced students to write a paragraph retelling the story from the nephew's point of view.

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READING LESSON PLAN | Diphthongs -ew

Starting Fresh in a New Community

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Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RI.4.4 / RI.5.4	Determine the meaning of general academic & domain-specific words or phrases 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.

Before Reading: "Today we're going to read a nonfiction passage about a family moving to a new community. As we read, we'll pay attention to words with the **-ew pattern**, like *newcomer, newborn, nephew, few, stew, crew, overview,* and *interview.* Remember, -ew can make the /oo/ sound like in *crew* or the /yoo/ sound like in *new.* When we see these words, we'll try both sounds if needed and choose the one that makes sense. I also want you to think about how the family goes from feeling like strangers to feeling connected – that will help us identify the main idea."

During Reading: "As you read, pause when you come to an -ew word and decide which sound it makes. For example, in *newborn*, try /noo-born/ and then /nyoo-born/ – which sounds right? After decoding the word, think about what it tells us in the sentence. When the text says 'only a few neighbors,' what does that tell us about how welcomed the family felt at first? Pay attention to details like the stew, jewelry, and interview – these actions show how the family builds connections."

After Reading: "Now let's think about the main idea of the passage. How did the Lopez family become part of their new community? Find one detail from the text that supports your answer. Let's also go back and collect our -ew words and sort them by sound – which say /oo/ and which say /yoo/? Recognizing these patterns helps our reading become smoother, which allows us to focus more on understanding the message about belonging and community."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Vocabulary Sort:** Build from *new* → newcomer → renewed → newly and discuss meaning changes.
- **Comprehension:** Students write the main idea in one sentence and support it with two pieces of text evidence. Create a Beginning → Middle → End chart showing how the family's feelings changed. Discuss: What lesson does this text teach about welcoming others?
- **Writing Prompt:** Students write their own short newspaper article about a new student joining their class.

Teacher Notes:

- **Phonics Reinforcement:** Students find three new -ew words not in the passage and use them in sentences.
- **Context Clues Mini Lesson:** Choose three *EW* words and read the sentences they appear in. Have students explain how they figured out the meanings using nearby clues.
- **SEL Connection:** Discuss: What lesson does this text teach about welcoming others? Have students share a time they were the "newcomer."
- **Differentiation:** Emerging, provide visual cards (e.g., *crew* with a picture of a group). Advanced, have them write a short informational paragraph using five *EW* words correctly.
- **Anchor Chart Idea:** Create a Beginning → Middle → End chart showing how the family's feelings changed.

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Words with –ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____

Answer the questions from the story, The Night of the School Film Festival. Go back and read parts of the text for help!

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

1.	curfew **F**	A.	Pulled back, stepped away, or removed yourself from something.
2.	skew **D**	B.	A large number or amount of something.
3.	slew **B**	C.	A short look at something before it is finished or shown to everyone.
4.	shrewd **E**	D.	To turn or twist something so it is not straight.
5.	withdrew **A**	E.	Smart and good at making careful choices.
6.	preview **C**	F.	A rule that says you must be home by a certain time.

1. Why was Lena excited at the beginning of the story?

(a) She was winning an award.
(b) She helped edit the film for the festival.
(c) She was leaving school early.
(d) She was moving to a new school.

2. What problem did Lena and Mateo fix before the film started?

(a) The lights would not turn on.
(b) The dragon prop broke.
(c) The projector screen was hanging crooked.
(d) The audience was too loud.

3. Why did Lena almost withdraw to the back of the gym?

(a) She felt sick.
(b) She forgot her lines.
(c) She was nervous people wouldn't like her editing.
(d) She needed to go home early.

4. How did the audience react to the volcano scene?

(a) They booed loudly.
(b) They gasped and then laughed.
(c) They stayed completely silent.
(d) They walked out of the gym.

5. What helped Lena feel relieved at the end of the film?

(a) The projector stopped working.
(b) The crowd clapped loudly.
(c) Her dad picked her up early.
(d) The dragon scene was removed.

6. What is the main message of the story?

(a) Film projects are too stressful.
(b) It is better to avoid taking risks.
(c) Being brave and sharing your work can build confidence.
(d) School events always go perfectly.

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Name: _____ Date: _____

Answer the questions from the story, The Night of the School Film Festival. Go back and read parts of the text for help!

1.What was Lena's role in the film festival project?

Lena helped edit the video for the film festival.

2. Why did Lena's dad remind her about curfew?

He wanted to make sure she came home on time.

3. What does it mean that Mateo was "shrewd"?

It means he was smart and noticed details. He saw that the screen was crooked and suggested fixing it.

4. Describe how the audience reacted to the volcano and dragon scenes.

They gasped at the volcano and then laughed. They cheered when the dragon flew across the screen.

5. Why did Lena feel nervous during the film?

She was worried people wouldn't like her editing.

6. What almost caused Lena to withdraw to the back of the gym?

Her fear and self-doubt made her want to step away.

7. Why did Lena say "Phew" at the end?

She felt relieved because the audience liked the film.

8. What does the phrase "newfound confidence" mean in the story?

It means the students gained confidence they didn't have before.

9. How did the film festival change Lena's feelings by the end of the night?

She went from nervous and doubtful to proud and confident.

10. What lesson can readers learn from Lena's experience?

Readers can learn that taking risks and staying brave can lead to success and confidence.

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Words with –ew as in 'new'

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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. phew **E**
2. spew **F**
3. knew **D**
4. newfound **B**
5. flew **A**
6. renewed **C**

A. The past tense of *fly*; moved through the air.

B. Recently discovered or gained.

C. Started again or made fresh like new.

D. The past tense of *know*; understood or was aware of something.

E. A word you say when you feel relieved or glad something is over.

F. To pour or spill out quickly and in a messy way.

1. Why do engineers review a slew of checklists before launch?

(a) To make the rocket look impressive
(b) To ensure every detail is correct
(c) To change the rocket's color
(d) To entertain the audience

2. What could happen if a mistake skews the rocket's path?

(a) The rocket might not travel correctly.
(b) The rocket will go faster.
(c) The rocket will glow in the dark.
(d) The rocket will land early.

3. Why do teams watch a preview using computer simulations?

(a) To create advertisements for the rocket
(b) To practice cheering for launch day
(c) To predict what might happen during the flight
(d) To design new uniforms

4. What does the launch "curfew" refer to?

(a) A rule about scientists going home early
(b) A short time window when the rocket must lift off
(c) A bedtime rule for astronauts
(d) A warning alarm inside the rocket

5. Why might engineers say "Phew" after a successful launch?

(a) They are surprised the rocket is loud.
(b) They are relieved after months of hard work.
(c) They are tired of watching simulations.
(d) They are ready to cancel the mission.

6. What is the main idea of the passage?

(a) Rockets are easy to launch.
(b) Space missions are mostly about luck.
(c) Careful planning and teamwork are important for successful rocket launches.
(d) Computer simulations are more exciting than real launches.

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Words with –ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____

Answer the questions from the story, Behind the Scenes on a Rocket Launch. Go back and read parts of the text for help!

1. Why do engineers review so many checklists before a launch?

They review them to make sure every detail is correct and safe.

2. What might happen if a rocket's path is skewed?

The rocket could travel in the wrong direction or fail its mission.

3. How do computer simulations help scientists before launch day?

They help predict what might happen during the flight.

4. What does it mean when the engines spew flames and smoke?

It means the engines release flames and smoke as the rocket lifts off.

5. Why might a launch be withdrawn or delayed?

It could be delayed because of unsafe weather or other risks.

6. What is meant by a launch "curfew"?

It is a short time window when the rocket must lift off.

7. Why are scientists described as shrewd problem-solvers?

They carefully study data and make smart decisions to avoid mistakes.

8. Why do engineers sometimes say "Phew" after a launch?

They feel relieved that the rocket launched successfully.

9. What does "newfound sense of pride" suggest about the team?

It means they feel a new or stronger pride after success.

10. What lesson does this passage teach about space exploration?

It teaches that patience, teamwork, and careful planning are important for success.

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Words with –ew as in 'new'

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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 **skew** something means to straighten it perfectly. → True (False)

   False -- To *skew* something means to twist or turn it so it is crooked or not straight.

2. A **slew** means a very small amount of something. → True (False)

   False -- A *slew* means a large amount of something.

3. If a bird **flew**, it moved through the air. → (True) False

4. If someone **withdrew**, they stepped away or pulled back from something. → (True) False

5. A **preview** is something you see after the full event is finished. → True (False)

   False — A *preview* is something you see before the full event or show.

6. People say **phew** when they feel relieved. → (True) False

7. To **spew** means to slowly and gently drip out. → True (False)

   False — To *spew* means to pour or shoot out quickly and forcefully.

8. A **shrewd** person makes smart and careful decisions. → (True) False

9. **Newfound** means something that has been recently discovered or gained. → (True) False

10. If something is **renewed**, it has been canceled permanently. → True (False)

    False — *Renewed* means something has been started again or made fresh.

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Words with –ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____



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

curfew	skew	slew	flew	withdrew	preview
phew	spew	shrewd	newfound	renewed	knew

1. My parents said I must be home before _____curfew_____ on school nights.
2. If you hang the picture unevenly, it might _____skew_____ to one side.
3. A _____slew_____ of students volunteered to help clean the park.
4. The bird _____flew_____ across the lake and landed on a branch.
5. When the noise became too loud, Maria _____withdrew_____ from the competition.
6. We watched a short _____preview_____ of the movie before it was released.
7. "_____phew_____! I'm glad we finished the test," Sam said with relief.
8. The volcano began to _____spew_____ hot ash and smoke into the sky.
9. The _____shrewd_____ detective noticed clues that everyone else missed.
10. After practicing for weeks, the team felt a _____newfound_____ confidence.
11. After the break, the class returned with _____renewed_____ energy to finish the project.
12. I _____knew_____ the answer to the question because we studied it yesterday.

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Words with –ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____

Answer the questions from the story, The Newcomer on Maple Street. Go back and read parts of the text for help!

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

1. worldview **D**
2. newspaper **A**
3. interview **F**
4. overview **B**
5. crew **C**
6. few **E**

A. A printed or digital paper that shares news and information.
B. A short summary that gives the main ideas.
C. A group of people who work together on a task or activity.
D. The way a person sees and understands the world.
E. A small number of something.
F. A time when someone asks questions to learn about a person.

1. Why were the neighbors curious about Mrs. Alvarez?

(a) She was famous.
(b) She was the new person on Maple Street.
(c) She owned a restaurant.
(d) She moved away quickly.

2. Who helped Mrs. Alvarez carry boxes into her house?

(a) Her son
(b) Her neighbor
(c) Her nephew
(d) Her friend

3. What brought many of the neighbors together?

(a) A yard sale
(b) Homemade stew
(c) A school meeting
(d) A birthday party

4. What did Mrs. Alvarez design and create?

(a) furniture
(b) clothing
(c) jewelry
(d) paintings

5. Why did the local newspaper visit Mrs. Alvarez?

(a) To sell her a subscription
(b) To deliver mail
(c) To interview her about her work
(d) To ask her to move

6. What is the main message of the story?

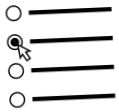
(a) Moving to a new place is always difficult.
(b) Food is the best way to make friends.
(c) New neighbors can become friends and bring people together.
(d) Jewelry is hard to make.

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Name: _____ Date: _____



Answer the questions from the story, The Newcomer on Maple Street. Go back and read parts of the text for help!

1. Why were only a few neighbors outside when Mrs. Alvarez first moved in?

They were curious but probably unsure about the new person at first.

2. How did Mrs. Alvarez help bring the neighbors together?

She invited them over for homemade stew.

3. What clues show that Mrs. Alvarez is creative?

She designs her own jewelry and has beads and stones strew across her desk.

4. Why did the newspaper want to interview Mrs. Alvarez?

They were interested in her jewelry designs and her story.

5. What does Mrs. Alvarez's worldview reveal about her character?

She believes art can bring people together, showing she values connection and creativity.

6. How did the children behave in her yard?

They sprawled across the grass while enjoying the gathering.

7. What change happens on Maple Street by the end of the story?

The neighbors become more welcoming and connected.

8. How does the word "newcomer" change meaning by the end of the story?

At first, it means someone new, but by the end she feels like part of the community.

9. Why is sharing food an important part of the story?

It helps people feel comfortable and builds friendships.

10. What lesson can readers learn from this story?

Being welcoming and sharing kindness can turn strangers into friends.

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Words with –ew as in 'new'

Rule: The letters **e-w** often work together to make the /oo/ sound. It's the sound you hear in the word **new.**

Name: _____ Date: _____

Answer the questions from the story, Starting Fresh in a New Community. Go back and read parts of the text for help!

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

1. nephew **C**
2. newborn **B**
3. newcomer **E**
4. stew **F**
5. jewelry **D**
6. strew **A**

A. To scatter or spread things over an area.
B. A baby that has just been born.
C. The son of your brother or sister.
D. Decorative items like rings, necklaces, or bracelets.
E. A person who is new to a place or group.
F. A dish made by slowly cooking meat and vegetables in liquid.

1. Why did the Lopez family move to a new town?

(a) To open a restaurant
(b) To visit relatives
(c) They moved across the country.
(d) To start a newspaper

2. Who helped the Lopez family settle into their new home?

(a) Their neighbor
(b) Their nephew
(c) A reporter
(d) Their teacher

3. What did the family do to introduce themselves to neighbors?

(a) Sent letters
(b) Hosted a small gathering
(c) Opened a store
(d) Went door-to-door selling jewelry

4. What does Mrs. Lopez create?

(a) Paintings
(b) Clothing
(c) Jewelry
(d) Books

5. Why did a newspaper reporter visit the Lopez family?

(a) To borrow food.
(b) To interview Mrs. Lopez.
(c) To deliver mail.
(d) To complain about noise.

6. What is the main idea of the passage?

(a) Moving is always difficult.
(b) Hosting parties is expensive.
(c) Welcoming activities can help newcomers feel part of a community.
(d) Jewelry is hard to make.

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Words with –ew as in 'new'

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Name: _____ Date: _____

Answer the questions from the story, Starting Fresh in a New Community. Go back and read parts of the text for help!

1. Why might moving to a new town feel overwhelming?

It can feel overwhelming because everything is unfamiliar and you don't know many people yet.

2. How did the Lopez family try to meet their neighbors?

They hosted a small gathering and served stew.

3. What was happening while the adults were talking at the gathering?

Children were sprawling across picnic blankets in the yard.

4. What does it mean that beads were "strew" across Mrs. Lopez's table?

It means the beads were scattered across the table.

5. Why did the newspaper reporter visit the Lopez family?

The reporter came to interview Mrs. Lopez about her story and her jewelry.

6. What did Mrs. Lopez share about her worldview?

She believes creativity helps people connect across cultures.

7. How did the newspaper article help the Lopez family?

It gave readers an overview of their journey and helped others understand them.

8. Why do you think only a few neighbors stopped by at first?

They may have been busy or unsure about meeting the new family.

9. How did the family's feelings change by the end of the week?

They no longer felt like strangers in the community.

10. What lesson can readers learn from this passage?

Welcoming others and sharing talents can help build friendships in a new place.

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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. A **nephew** is the son of your brother or sister. → (True) False

2. A **newborn** is a child who is ten years old. → True (False)

   False -- A *newborn* is a baby that has just been born.

3. A **newcomer** is someone who has just arrived in a place or group. → (True) False

4. **Jewelry** includes items like necklaces, rings, and bracelets. → (True) False

5. To **strew** something means to carefully stack it in neat piles. → True (False)

   False — To *strew* means to scatter or spread things over an area.

6. A **worldview** is the way a person understands and sees the world. → (True) False

7. A **newspaper** is a book of made-up fairy tales. → True (False)

   False — A *newspaper* is a printed or digital paper that shares news and information.

8. An **interview** is where someone asks questions to learn about a person. → (True) False

9. A **crew** is a group of people who work together on a task. → (True) False

10. **Few** means a large number of something. → True (False)

    False — *Few* means a small number of something.

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Name: _____ Date: _____



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

nephew	newborn	newcomer	stew	jewelry	strew
worldview	newspaper	interview	overview	crew	few

1. My **nephew** helped me carry the boxes when we moved into our new house.
2. The hospital placed the **newborn** baby carefully in a warm blanket.
3. As the **newcomer** to the school, Maya was still learning everyone's names.
4. On cold days, my grandmother likes to cook a warm pot of **stew**.
5. The bride wore beautiful **jewelry** that sparkled in the sunlight.
6. After the party, confetti was **strew** all over the floor.
7. Your **worldview** is the way you see and understand the world.
8. My dad reads the **newspaper** every morning to learn the latest news.
9. The reporter scheduled an **interview** to ask questions about the new park.
10. The teacher gave an **overview** of the project before students started working.
11. The construction **crew** worked together to build the new playground.
12. Only a **few** students finished the assignment early.

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