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



Out of this World LITERACY Professional Development Inquiries

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4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -oi

The Treasure Under the Gym

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

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

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

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

Standards Alignment:

RL4.1 / RL5.1	Refer to details and examples in a text when explaining and inferring.
RL4.4 / RL5.4 / RL6.4	Determine the meaning of words and phrases as they are used 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.
RF4.3A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: *"Today we're reading a story about an unexpected discovery and an important decision that the characters must make. As we read, we're going to pay attention to words with the **oi pattern**, like *coin, rejoice,* and *pinpoint*, because these patterns help us read bigger words more smoothly. Let's say a few together: *coin, rejoice, noisy.* What sound do you hear in these words?" *(Guide students to identify the /oi/ sound.)* "Some of these words may be new, so we'll quickly talk about their meanings so they don't slow us down while we read. Good readers preview words ahead of time so they can focus on understanding the story instead of getting stuck."

During Reading: "As you read, look for words with the **oi pattern** and underline or notice them to help your brain recognize patterns automatically. If you come to a tricky word, stop and ask yourself: *Do I see a vowel pattern I know? Can I break the word apart?* This will help you decode more confidently. While you're reading, also think about what's happening in the story: *What problem are the characters trying to solve? What choices are they making?* When something surprising happens, like the loud noise or warning sign, pause and think: *How would I feel in this situation?* Strong readers are always thinking while they read, not just saying the words."

After R …**l words** we found. Who can share one and explain what it means using the …*oblem did Liam and Maya face? What decision did they make, and why? …hoice? Why or why not?* Stories often teach us something, so think …*ow* make a connection to your own life–*Have you ever had to …do?* Making these connections helps us understand stories

…er Notes:

…Context: Have students highlight *oi* words in the …the sentences aloud, and explain how the word helps …d what is happening in that moment.

…Reinforcement: Use quick gestures for meaning – …*rmoil*." Physical movement helps retention.

…on: Discuss how Liam and Maya handled making a …n and connect it to times students have had to …something fun and something safe or responsible.

…Have students write an alternate ending where

-OI DIPHTHONGS

Words with -oi as in 'coin'

Rule: When you see the letters **o** and **i** side by side, they team up to make one new sound — **/oi/**. It's the sound you hear in **coin,**

Name: _____ Date: _____

Time To Read

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

rejoice	turmoil	pinpoint	appointment	pointless	spoiled
poison	noisy	joint	hoist	coin	rejoin

The Treasure Under the Gym

The school hallway was loud and **noisy**, but inside the old gym, everything felt different. It was quiet… almost too quiet.

"Are you sure this isn't a **pointless** idea?" Liam whispered.

"No way," Maya said. "I think we can **pinpoint** where the treasure is."

They had found an old map in a book, and it led right to the gym floor. But there was one problem—the gym was being repaired, and a loose floorboard had been covered near a broken **joint** in the wood.

Suddenly, a loud crash echoed from outside, throwing everything into **turmoil**.

"What was that?" Liam asked, stepping back.

Maya didn't answer. She carefully lifted the board. "Help me **hoist** t…

Together, they pulled. Underneath, something shiny appeared.

"A **coin**!" Liam said, eyes wide.

Maya picked it up. "This could be part of something bigger."

Just then, a sign nearby caught Liam's eye. "Wait… it says *d… possible p…* old materials." They both froze.

"Maybe we should go," Liam said. "I don't want to end up sick o… …uble. We alr… skipped our club **appointment** for this."

Maya sighed. "Yeah… and if we get caught, my parents will say I'm act… …."

They carefully put everything back and decided to **rejoin** their group.

Later, as they walked away, Liam smiled. "Even if we didn't take it, that was still kind of amazing."

Maya nodded. "Yeah… something to **rejoice** about, even if we le…

Outside the World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -oi

A Discovery That Made History

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oi 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 OI words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL41 / RL51	Refer to details and examples in a text when explaining and inferring.
RI44 / RI54	Determine the meaning of general academic & domain-specific words or phrases in a text.
L44 / L54 / L64	Determine or clarify the meaning of unknown words using context clues and word parts.
L46 / L56 / L66	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to read a nonfiction passage about a real discovery and how something small can turn into something important. As we read, we're going to focus on words with the **oi vowel pattern**, like *coin, join, pinpoint,* and *rejoin.* These patterns help us read longer words more smoothly and quickly. Let's say a few together: *coin, noisy, rejoice.* What sound do you hear in these words?" *(Guide students to notice the /oi/ sound.)* We'll also preview a few vocabulary words so they don't slow us down while we read. Good readers think ahead about tricky words so they can focus on understanding the text. As you read, I want you to think about what the workers discover and why it matters."

During Reading: "As you read, underline or notice words with the **oi pattern** to help your brain recognize them automatically. If you come to a word you don't know, stop and ask yourself: *Do I see a vowel pattern I recognize? Can I break the word into parts?* This will help you decode with confidence. While reading, also think about what is happening: *What are the workers doing? What problem or discovery are they facing?* When you read about important moments, like finding the coin or noticing safety warnings, pause and think: *Why is this important?* Strong readers are always thinking while they read and using both phonics and context to understand the text."

After Reading: "Let's look at the **oi words** we found. Who can share one and explain what it means using the passage? Let's think about the text as a whole: *What did the workers discover, and why was it important?* Turn and talk with a partner: *How did the workers handle the situation safely and carefully?* Nonfiction texts teach us about real life, so think about the message: *What can we learn about paying attention and being careful from this story? Have you ever discovered something surprising or learned something new by looking closely?* Making connections helps us better understand a text."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- W… find all the *oi* words in the …tern (*oi vs oy*), and write a …how understanding.
- **…acter Reflection:** Describe the workers using 2-3 traits
- **…Writing Prompt:** Write about a time you discovered …mething interesting or unexpected. Explain what you found and …y it mattered.
- **Art Connectio…** …workers discover the …under the floorboard. Read… …ow what is happening …nclude one vocabulary wor… …ture.

Teacher Notes:

- **Phonics Reinforcement:** Students locate *oi* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Comprehension Scaffold:** Use a simple organizer with "Discovery → Actions Taken → Outcome" to help students track the sequence of events and understand cause and effect.
- **SEL Connection:** Discuss how the workers showed responsibility and careful decision-making, especially when they noticed the warning about poison, and connect this to making safe choices in real life.
- **Differentiation:** Give sentence stems and highlighted … for students who need support, while having advanced st… write their own sentences and explain how the word imp… the meaning of the text.

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Words with -oi as in 'coin' | **Rule:** When you see the letters **o** and **i** side by side, they team up to make one new sound — **/oi/**. It's the sound you hear in **coin**.

Name: _____ Date: _____

Time To Read

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

rejoice	turmoil	pinpoint	appointment	pointless	spoiled
poison	noisy	joint	hoist	coin	rejoin

A Discovery That Made History

Long ago, people often found important objects in surprising places. One day, a group of workers made a discovery that would cause excitement instead of **turmoil**.

The workers were repairing an old building when they noticed a loose floorboard near a broken **joint** in the wood. At first, they thought it might be **pointless** to check, but one worker decided to take a closer look.

Carefully, they used tools to **hoist** the board up. Underneath, they saw something small and shiny—a **coin**. As they looked closer, they realized it was very old.

The workers tried to **pinpoint** where the coin had come from. After some research, they discovered it was part of a collection hidden many years ago. They were careful not to damage or **spoil** anything as they continued searching.

However, there were warnings about possible **poison** from old materials like paint and dust, so the workers stayed safe and followed rules. The area was often **noisy** with tools and machines, but they stayed focused on their work.

One worker had an **appointment** with a local museum expert, who came to examine the discovery. The expert confirmed that the coin was valuable and important to history.

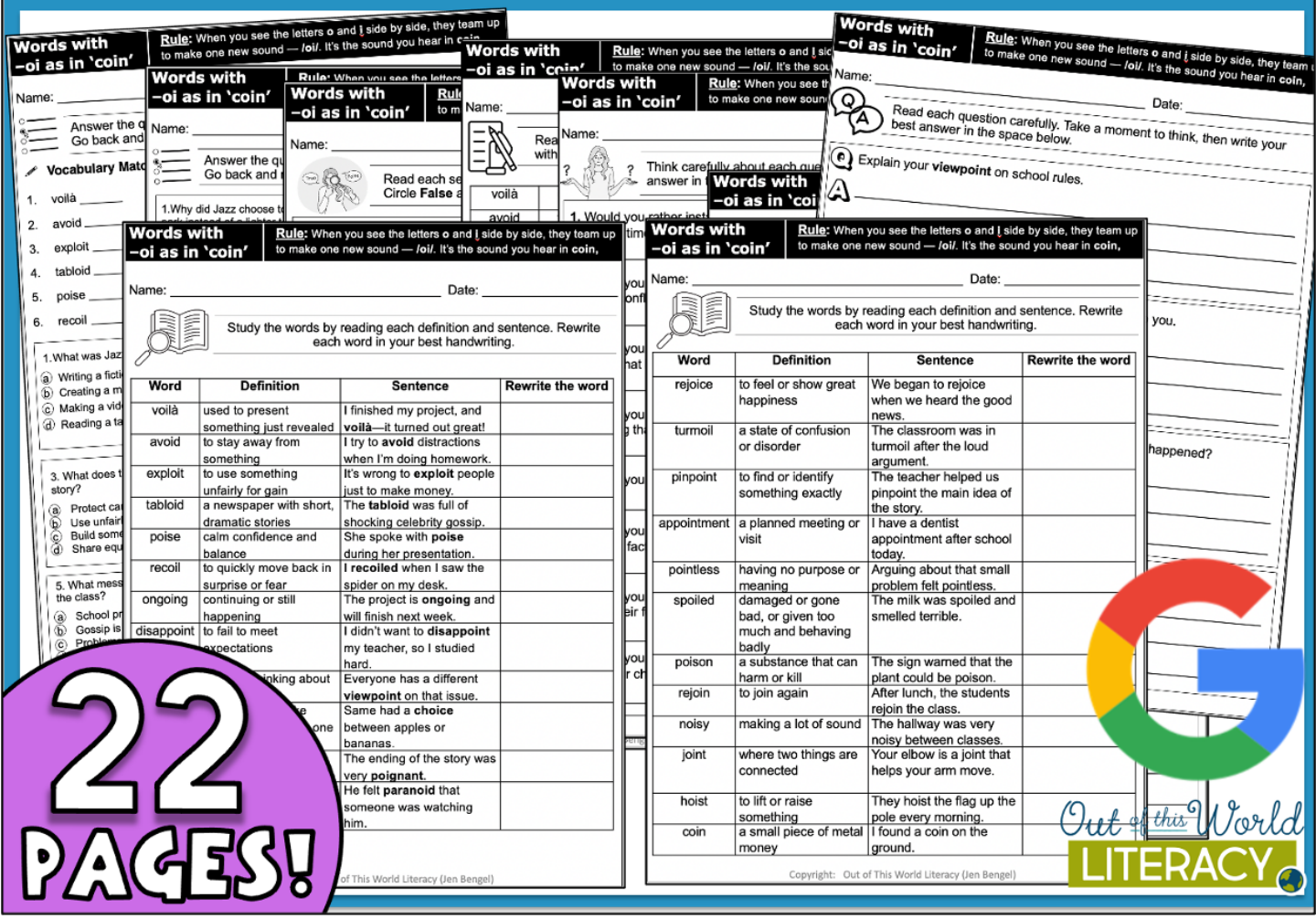
After sharing the news, more people came to see the site. Some had left earlier but came back to **rejoin** the group when they heard about the find.

WITH LESSONS!

24 PHONICS/VOCAB. WORDS

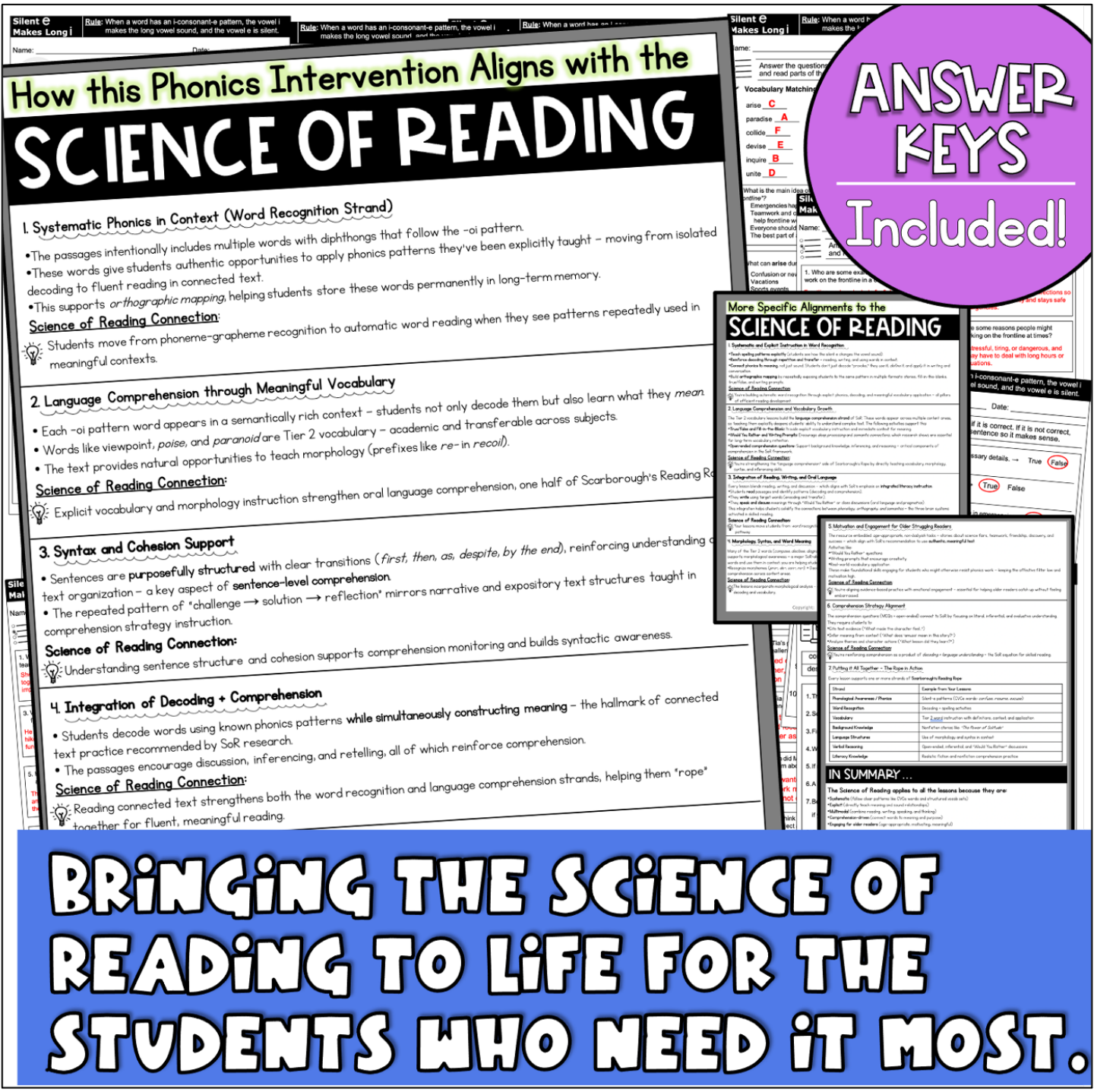
DIPHTHONGS- OI

BUILD VOCABULARY WHILE STUDYING PHONICS



22 PAGES!

Out of this World LITERACY


How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
•The passages intentionally includes multiple words with diphthongs that follow the -oi 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 -oi pattern word appears in a semantically rich context – students not only decode them but also learn what they mean.
• Words like viewpoint, poise, and paranoid are Tier 2 vocabulary – academic and transferable across subjects.
• The text provides natural opportunities to teach morphology (prefixes like re- in recoil).
Science of Reading Connection:
Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Ro
3. Syntax and Cohesion Support
• Sentences are purposefully structured with clear transitions (first, then, as, despite, by the end), reinforcing understanding o
text organization – a key aspect of sentence-level comprehension.
• The repeated pattern of "challenge → solution → reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.
Science of Reading Connection:
Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.
4. Integration of Decoding + Comprehension
• Students decode words using known phonics patterns while simultaneously constructing meaning – the hallmark of connected text practice recommended by SoR research.
• The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.
Science of Reading Connection:
Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.
ANSWER KEYS Included!
More Specific Alignments to the
SCIENCE OF READING
BRINGING THE SCIENCE OF READING TO LIFE FOR THE STUDENTS WHO NEED IT MOST.

How this Phonics Intervention Aligns with the SCIENCE OF READING

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- Words like viewpoint, *poise,* and *paranoid* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *re-* in *recoil*).

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.

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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 -oi often sounds like /oi/ as in *coin*).
- **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 "exploit," 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 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	Diphthongs patterns (-oi words: *exploit, poise, disappoint*)
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 with diphthongs -oi 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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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

LESSON PLANS FOR ALL 4 PASSAGES

The Story That Changed Everything
Fiction Passage

Speaking Up for What Matters
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Treasure Under the Gym
Fiction Passage

A Discovery That Made History
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

LINKS INCLUDED IN PAID VERSION!

READING LESSON PLAN | Diphthongs -oi

The Story That Changed Everything

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

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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 we're going to read a story about a student who had to make a tough choice—whether to stay comfortable or speak up about something important. As we read, we're going to pay close attention to words with the **oi pattern** like *avoid, exploit,* and *viewpoint*. These patterns help us decode bigger words quickly. Let's preview a few words before we read. Repeat after me: *avoid, exploit, recoil.* What do you notice about the vowel sounds in these words? *(Guide students to notice the /oi/ sound.)* Now, let's quickly talk about what these words mean so they don't slow us down while reading."

During Reading: "As you read, I want you to underline or notice words with the **oi pattern**. These words will help strengthen your decoding skills. If you come to a word you don't know, stop and think: *Do I see a vowel pattern I recognize? Can I break the word into parts?* Also think about Jazz as a character. Ask yourself: *How is Jazz feeling right now? Why are they making these choices?* If something surprises you—like when Jazz almost recoils—pause and think about why that reaction makes sense. Let's ge started reading. We may stop to share out thinking as we go."

After Reading: "Let's go back and talk about the **oi words** we saw. Who can share one word and explain what it means in the story? Now let's think deeper about the story. Why didn't Jazz avoid this topic, even though it felt difficult? What does this tell us about Jazz as a person? Turn and talk: What *is the big message or lesson of this story?* Writers don't just tell stories—they share ideas. What idea was the author trying to show us through Jazz's experience? Think about a moment when Jazz could have stayed quiet—why was speaking up the better choice, and what might have happened if they didn't"

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Sort and write 5 words with the *oi* pattern from the story.
- **Writing Prompt:** Write about a time you chose to speak up instead of stay quiet. Use as many *OI* words in your story as you can..
- **Art Connection:** Draw the most important moment in the story and label it.
- **Character Reflection:** Describe Jazz in 3 words and explain why

Teacher Notes:

- **Phonics in Context:** Have students highlight *oi* words in the passage and reread the paragraph smoothly to build automaticity.
- **SEL Link:** Discuss how Jazz handled fear and speaking up—connect to students' own experiences with courage
- **Comprehension Scaffold:** Provide sentence stems like "Jazz felt ___ because ___" and "The message of the story is ___"
- **Enrichment:** Have students write a short news-style paragraph about a real or imagined issue they care about using at least 2 *oi* words

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READING LESSON PLAN | Diphthongs -oi

Speaking Up for What Matters

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RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
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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.

Before Reading: "Today we're going to read a nonfiction passage about a real-world issue and how one student used their voice to make a difference. As we read, we're going to pay close attention to words with the **oi pattern**, like *ongoing, viewpoint,* and *exploit*. These patterns help us read longer words more easily. Let's preview a few words together. Say them with me: *ongoing, disappoint, paranoid.* What sound do you hear in the middle? *(Guide students to identify the /oi/ sound.)* Now, let's briefly talk about what these words mean so we can focus on understanding the text as we read."

During Reading: "As you read, underline or notice words with the **oi pattern**. This helps train your brain to recognize patterns quickly. If you get stuck on a word, ask yourself: *Do I see a vowel pattern I know? Can I break the word into parts?* Also, think about the situation in the passage: *What is the problem? What are the different viewpoints?* When you read about how people reacted, pause and think: Why *might someone agree or disagree?* As you come across a challenging word, pause and use the rest of the sentence to help you figure out its meaning and confirm if it makes sense."

After Reading: "Let's go back and look at the **oi words** we found. Who can share one and explain what it means using the context of the story? Now let's think about the passage as a whole. What was the main problem in the community? What different viewpoints did people have? Turn and talk: *Why did the student choose to speak up, even though it felt difficult* Think about the message: *What does this passage teach us about using our voice?* Look back at the student's actions–what choices did they make, and how did those choices impact others in the community?

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Writing Prompt:** Write a short paragraph about an issue you care about and explain your viewpoint
- **Word Work:** Sort vocabulary into categories (feelings, actions, ideas) and write one new sentence for each
- **Art Connection:** Design a poster that shows why the park is important to the community
- **Character Reflection:** Describe the student's traits (ex: brave, thoughtful) and give text evidence for each

Teacher Notes:

- **Phonics in Context:** Have students locate *oi* words in the passage, read the sentence aloud, and explain how the word helps them understand the meaning
- **Comprehension Scaffold:** Provide a simple graphic organizer with "Problem / Viewpoints / Outcome" to help students track key ideas
- **SEL Connection:** Discuss how it feels to share an opinion others may not agree with and how to respectfully handle different viewpoints.
- **Enrichment:** Write a short speech about a community issue using at least 2 vocabulary words from the passage.

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READING LESSON PLAN | Diphthongs -oi

The Treasure Under the Gym

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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

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

Standards Alignment:

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

Before Reading: "Today we're reading a story about an unexpected discovery and an important decision that the characters must make. As we read, we're going to pay attention to words with the **oi pattern**, like *coin, rejoice,* and *pinpoint*, because these patterns help us read bigger words more smoothly. Let's say a few together: *coin, rejoice, noisy.* What sound do you hear in these words?" *(Guide students to identify the /oi/ sound.)* "Some of these words may be new, so we'll quickly talk about their meanings so they don't slow us down while we read. Good readers preview words ahead of time so they can focus on understanding the story instead of getting stuck."

During Reading: "As you read, look for words with the **oi pattern** and underline or notice them to help your brain recognize patterns automatically. If you come to a tricky word, stop and ask yourself: *Do I see a vowel pattern I know? Can I break the word apart?* This will help you decode more confidently. While you're reading, also think about what's happening in the story: *What problem are the characters trying to solve? What choices are they making?* When something surprising happens, like the loud noise or warning sign, pause and think: *How would I feel in this situation?* Strong readers are always thinking while they read, not just saying the words."

After Reading: "Let's go back and look at the **oi words** we found. Who can share one and explain what it means using the story? Now let's think about the story as a whole: *What problem did Liam and Maya face? What decision did they make, and why?* Turn and talk with a partner: *Would you have made the same choice? Why or why not?* Stories often teach us something, so think about the lesson here: *What can we learn from their experience?* Now make a connection to your own life–*Have you ever had to choose between something exciting and something safe? What did you do?* Making these connections helps us understand stories on a deeper level and remember them longer."

Extension Ideas:

- **Word Work:** Have students find and list all the *oi* words in the passage.
- **Art Connection:** Draw the scene where Liam and Maya discover the coin under the gym floor. Add labels or captions to show what is happening and how they are feeling.
- **Writing Prompt:** Write about a time you had to make a tough choice between something exciting and something safe. Explain what you decided and why.
- **Character Reflection:** Describe Liam and Maya using 3 character traits.

Teacher Notes:

- **Phonics in Context:** Have students highlight *oi* words in the passage, read the sentences aloud, and explain how the word helps them understand what is happening in that moment.
- **Vocabulary Reinforcement:** Use quick gestures for meaning – e.g., "show me *turmoil*." Physical movement helps retention.
- **SEL Connection:** Discuss how Liam and Maya handled making a difficult decision and connect it to times students have had to choose between something fun and something safe or responsible.
- **Enrichment:** Have students write an alternate ending where Liam and Maya decide to keep exploring, using at least 2 *oi* words and explaining the consequences of their choice.

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READING LESSON PLAN | Diphthongs -oi

A Discovery That Made History

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oi 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 OI words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

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 real discovery and how something small can turn into something important. As we read, we're going to focus on words with the **oi vowel pattern**, like *coin, join, pinpoint,* and *rejoin.* These patterns help us read longer words more smoothly and quickly. Let's say a few together: *coin, noisy, rejoice.* What sound do you hear in these words?" *(Guide students to notice the /oi/ sound.).* We'll also preview a few vocabulary words so they don't slow us down while we read. Good readers think ahead about tricky words so they can focus on understanding the text. As you read, I want you to think about what the workers discover and why it matters."

During Reading: "As you read, underline or notice words with the **oi pattern** to help your brain recognize them automatically. If you come to a word you don't know, stop and ask yourself: *Do I see a vowel pattern I recognize? Can I break the word into parts?* This will help you decode with confidence. While reading, also think about what is happening: *What are the workers doing? What problem or discovery are they facing?* When you read about important moments, like finding the coin or noticing safety warnings, pause and think: *Why is this important?* Strong readers are always thinking while they read and using both phonics and context to understand the text."

After Reading: "Let's look at the **oi words** we found. Who can share one and explain what it means using the passage? Let's think about the text as a whole: *What did the workers discover, and why was it important?* Turn and talk with a partner: *How did the workers handle the situation safely and carefully?* Nonfiction texts teach us about real life, so think about the message: *What can we learn about paying attention and being careful from this story? Have you ever discovered something surprising or learned something new by looking closely?* Making connections helps us better understand a text."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Have students find all the *oi* words in the passage, sort them by spelling pattern (*oi vs oy*), and write a new sentence for each word to show understanding.
- **Character Reflection:** Describe the workers using 2-3 traits
- **Writing Prompt:** Write about a time you discovered something interesting or unexpected. Explain what you found and why it mattered.
- **Art Connection:** Draw the moment the workers discover the coin under the floorboard. Add labels to show what is happening and include one vocabulary word in the picture.

Teacher Notes:

- **Phonics Reinforcement:** Students locate *oi* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Comprehension Scaffold:** Use a simple organizer with "Discovery → Actions Taken → Outcome" to help students track the sequence of events and understand cause and effect.
- **SEL Connection:** Discuss how the workers showed responsibility and careful decision-making, especially when they noticed the warning about poison, and connect this to making safe choices in real life.
- **Differentiation:** Give sentence stems and highlighted *oi* words for students who need support, while having advanced students write their own sentences and explain how the word impacts the meaning of the text..

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Words with –oi as in 'coin'

Rule: When you see the letters **o** and **i** side by side, they team up to make one new sound — **/oi/**. It's the sound you hear in **coin,**

Name: _____ Date: _____

Answer the questions from the story, Speaking Up for What Matters. Go back and read parts of the text for help!

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

1.	ongoing **C**	A.	A way of thinking about something.
2.	disappoint **F**	B.	Feeling overly worried or suspicious.
3.	viewpoint **A**	C.	Still happening or continuing.
4.	choice **D**	D.	Make a decision between more than one thing.
5.	poignant **E**	E.	Deeply emotional or touching.
6.	paranoid **B**	F.	To fail to meet expectations.

1. What issue were people in the town discussing?

(a) Building a new school
(b) Closing the park
(c) Turning the park into stores
(d) Starting a newspaper

2. Why did the student want to speak at the meeting?

(a) To become famous
(b) To share their ideas about the park
(c) To argue with others
(d) To write a tabloid story

3. What does the word "exploit" mean in the passage?

(a) Use unfairly for gain
(b) Protect carefully
(c) Visit often
(d) Improve something

4. How did some people react to the student's opinion?

(a) The all agreed right away
(b) They ignored the student
(c) They were confused
(d) Some disagreed and reacted strongly

5. Why did the student continue speaking even when it felt difficult?

(a) They wanted attention
(b) They were told to speak
(c) They believed the park was important
(d) They didn't understand the topic

6. What is the main message of the passage?

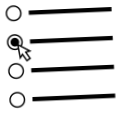
(a) It is better to be quiet
(b) Only adults can make changes
(c) Speaking up can help create change
(d) Newspapers always tell the truth

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Name: _____ Date: _____



Answer the questions from the story, Speaking Up for What Matters. Go back and read parts of the text for help!

1. What problem was happening in the community?

A company wanted to exploit the park by turning it into stores.

2. Why did people have different viewpoints about the park?

Some people thought the stores would bring jobs, while others thought the park was too important to lose.

3. Why did the student feel nervous about speaking at the meeting?

The student was afraid of saying the wrong thing or disappointing others.

4. What does it mean that the issue was "ongoing"?

It means the problem was still happening and had not been solved yet.

5. How did the student show poise during the meeting?

The student stayed calm and spoke clearly even though they were nervous.

6. Why did some people recoil from the student's opinion?

They disagreed with the student and reacted strongly or negatively.

7. Why did the student feel paranoid for a moment?

The student felt like everyone was judging them or against them.

8. What did the student foresee might happen if no one spoke up?

The park might be taken away or destroyed.

9. Why was losing the park described as poignant?

It would be emotional and sad because the park meant a lot to the community.

10. What lesson can readers learn from this passage?

Speaking up about important issues can make a difference, even if it feels scary.

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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. **Voilà** is used to show something has just been finished or revealed. → (True) False

2. To **exploit** something means to take care of it and protect it. → True (False)

   False — To **exploit** something means to use it unfairly for your own gain.

3. Having **poise** means staying calm and confident. → (True) False

4. If something is **ongoing**, it has already ended. → True (False)

   False — If something is **ongoing**, it is still happening or continuing.

5. A **viewpoint** is a way someone thinks or feels about something. → (True) False

6. Something **poignant** is funny and makes people laugh. → True (False)

   False — Something **poignant** is deeply emotional or touching.

7. To **avoid** something means to stay away from it. → (True) False

8. To **disappoint** someone means to make them feel pleased. → True (False)

   False — To **disappoint** someone means to let them down or fail to meet expectations.

9. Making a good **choice** can help you reach your goals. → (True) False

10. Feeling **paranoid** means feeling calm and relaxed. → True (False)

    False — Feeling **paranoid** means feeling overly worried or suspicious.

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Words with –oi as in 'coin'

Rule: When you see the letters **o** and **i** side by side, they team up to make one new sound — **/oi/**. It's the sound you hear in **coin,**

Name: _____ Date: _____



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

voilà	exploit	poise	ongoing	viewpoint	poignant
avoid	tabloid	recoil	disappoint	choice	paranoid

1. The **tabloid** printed a dramatic story that wasn't fully true.
2. She showed great **poise** while speaking in front of the class.
3. He felt **paranoid** that someone was watching him, even though no one was there.
4. I try to **avoid** distractions when I need to focus.
5. The ending of the story was **poignant** and made many students emotional.
6. She made a smart **choice** to study before the test.
7. It is wrong to **exploit** people just to make money.
8. Everyone shared a different **viewpoint** during the debate.
9. With one final step, **voilà**, the project was complete.
10. The discussion about the park is still **ongoing**.
11. I didn't want to **disappoint** my team, so I practiced hard.
12. He began to **recoil** when he heard the loud noise.

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