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 -ou

The Trick that Went too Far

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ou 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 OU 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 a student who wants to go viral–but might take it a little too far. As we read, we're going to focus on two things: how we **decode words** and how we **understand the story**. We're especially looking for the vowel team **ou**. When you see **ou**, it often says /ow/ like in *out*, *sound*, or *loud*. When you come to a word with **ou**, don't guess–slow down, look at the letters, and use the sounds to figure it out. As you read, also think about the character: What is Marcus thinking? What choices is he making? We're going to track how his decisions change the story."

During Reading: "As you read aloud, focus on reading **smoothly and accurately**. When you come to a word with **ou**, pause and try the /ow/ sound first. If it doesn't sound right or make sense, go back and reread. Strong readers fix their mistakes. I may stop you to think about a word or a moment in the story. If Marcus makes a choice, ask yourself–'Is this a good idea? What might happen next?' Keep your brain working on both the words and the meaning. You're not just reading–you're figuring things out."

...attern while reading. What words did you notice? How did slowing ...s talk about the story. Why did Marcus make the choices he did? ...words so they can focus on meaning. When you can read ...happens. That's exactly what we're building."

...r Notes:

...Context: Highlight all ou words in the story and read ...fluency. Build a list of new ou words and use them

...n: Create a main idea + details chart for the

...on: Discuss peer pressure and decision-making ...dents made a smart vs. risky choice.

Discuss: *Was Marcus's idea worth the risk? Why ...* ...Marcus's choices to a better decision he...

-OU DIPHTHONGS

Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou** are together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Time To Read

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

double	dangerous	jealous	delicious	famous	obvious
outwit	devious	envious	ridiculous	encourage	enough

The Trick that Went too Far

Everyone at school knew Marcus wanted to be **famous**. He posted videos all the time, trying to get more views. One day, he told his friends, "This next idea will get me **double** the views."

Jaden frowned. "Some of your ideas are **ridiculous**… and kind of **dangerous**."

Marcus just smiled. It was **obvious** he had already made up his mind. "Relax," he said. "I can **outwit** the cameras." His grin looked a little **devious**.

That night, Marcus snuck into an old snack stand behind the field to film a video. The place was dusty and dark. He found some candy tha... looked fine—and it even tasted **delicious**.

He turned on his camera, but suddenly, a loud noise ec... behind him. Marcus froze. His heart raced. This wasn't funny anymor... grabbed h... and ran as fast as he could.

The next day at lunch, Marcus sat quietly with his friend... "I think I went too far," he admitted.

Lila nodded. "People get **jealous** or **envious** of others online, ... mean you have to do something risky."

Jaden added, "We'll still **encourage** you—but maybe stick to safer ideas!"

Marcus laughed a little. "Yeah… that's **enough** for me."

Dyslexia World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -ou

The Sticky Mistake that Changed Science

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ou 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 OU 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 reading a true story about a scientific discovery that started as a mistake—but ended up saving millions of lives. As we read, we're looking for words with the vowel team **ou**. When you see **ou**, it often says /ow/ like in *out, found,* or *sound.* When you come to a word with **ou**, slow down, look at the letters, and use the sounds to figure it out. Don't guess—use what you know. As we read, also think about what happened and why it mattered. This is nonfiction, so we're learning real information. Ask yourself: *What did Fleming notice? Why was it important?*

During Reading: "As you read aloud, focus on reading **accurately and smoothly**. When you see a word with **ou**, try the /ow/ sound first. If it doesn't sound right or doesn't make sense, go back and reread. Strong readers fix their mistakes. I may stop you to think about a word or idea. If you come to a tricky word, break it into parts and use the sounds you know. Also keep thinking about the meaning. What problem did Fleming notice? How did his thinking help lead to a discovery? Keep those ideas in your mind as you read."

After Reading: "Let's think about how we used the **ou** pattern while reading. What words did you notice? How did using the sounds help you figure them out? What was Fleming's discovery, and why was it important? How did a mistake turn into something useful? Good readers use phonics skills to unlock words so they can focus on meaning. When you can read the words accurately and understand the information, that's when real reading happens. That's exactly what we're building."

Extension Ideas:

- Assig… pages for phonics, comprehension …
- …nd all the *ou* words in the … and write a new sentence for each word to show …standing.
- **Writing Prompt:** Write about a **mistake that turned into …ething good.** W… *…d scientists do when …ething unexpec…*
- **…rt Connection:** Draw and la… scene where the …ry happened.
- **…orld Connection:** …ow discoveries impact … …int to pay attention to …

Teacher Notes:

- **Phonics Reinforcement:** Students locate *ou* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Comprehension Scaffold:** Retell the passage using sequence (first, next, then, finally).
- **SEL Connection:** Discuss how Fleming stayed **curious instead of frustrated**. Talk about a time a mistake led to some… good. Reflect on **perseverance and problem-solving** … to stay positive when something doesn't go as plann…
- **Critical Thinking:** Discuss: Why was Fleming's mis… important? Predict: What might have happened if he… dish away? Compare: How is this discovery similar t… inventions? Evaluate: Why did some scientists doubt … discovery at first?

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou** are together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Time to Read

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

double	dangerous	jealous	delicious	famous	obvious
outwit	devious	envious	ridiculous	encourage	enough

The Sticky Mistake that Changed Science

In 1928, a scientist named Alexander Fleming made a discovery that would become **famous** around the world. But at first, it seemed almost **ridiculous**.

Fleming had been studying bacteria in his lab. One day, he noticed something **obvious**—a strange mold had grown on one of his dishes. Instead of throwing it away, he took a closer look. Around the mold, the bacteria had disappeared.

At first, some scientists were **jealous** and even a bit **envious** of his finding. Others thought it was too simple to matter. But Fleming believed the mold could help stop infections that were often **dangerous**.

This mold later became penicillin, the first true antibiotic. It has saved millions of lives. Without it, even small cuts could turn into something serious. In fact, before antibiotics, people sometimes needed **double** the time to recover from infections.

Scientists worked hard to grow **enough** of the medicine to use in hospitals. They had to **outwit** bacteria that tried to survive. Some bacteria can even act in **devious** ways, changing to resist medicine.

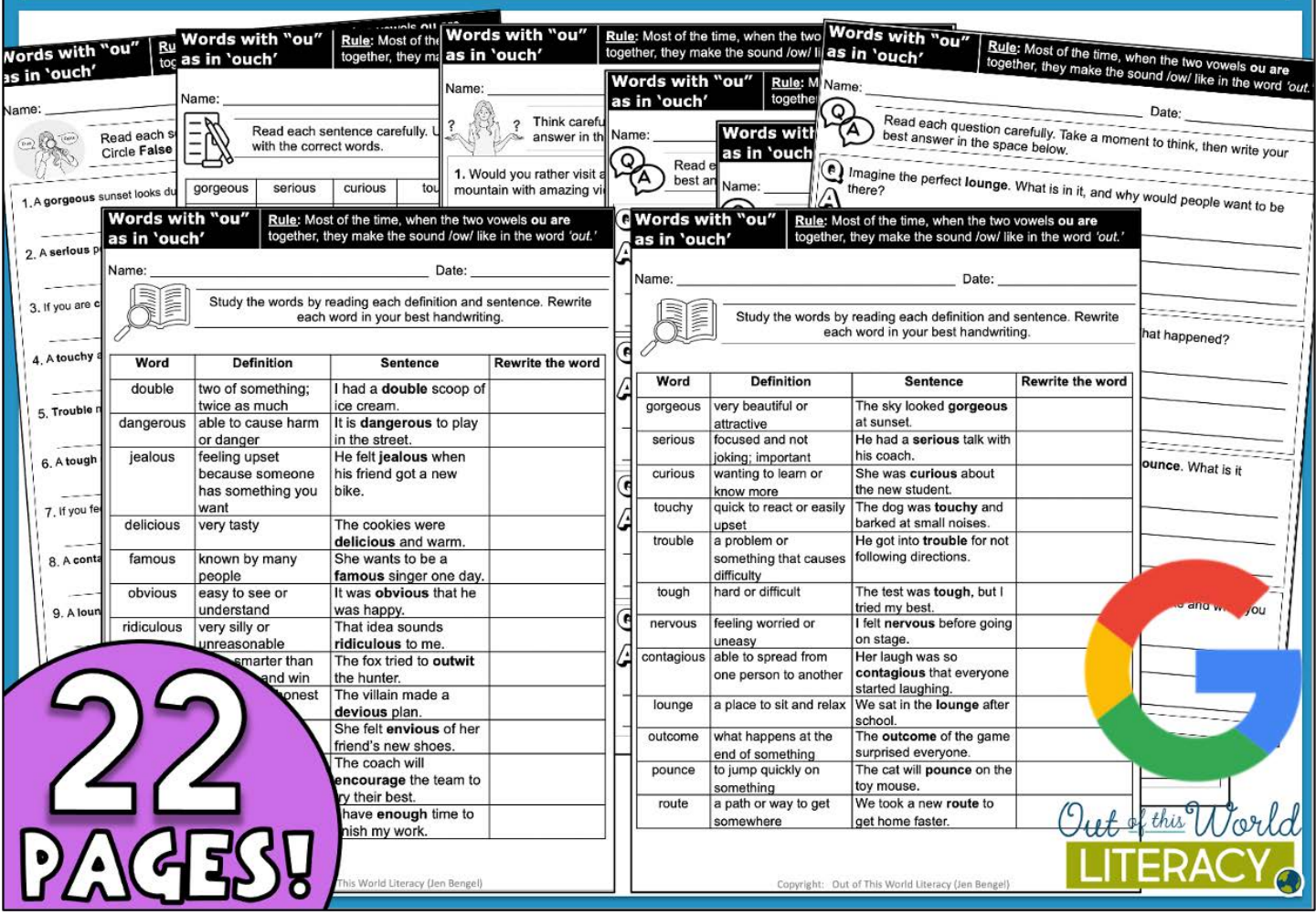
Today, antibiotics are used to help people recover from infections. While they don't make food taste more **delicious**, they do help people heal faster.

WITH LESSONS!

24 PHONICS/VOCAB. WORDS

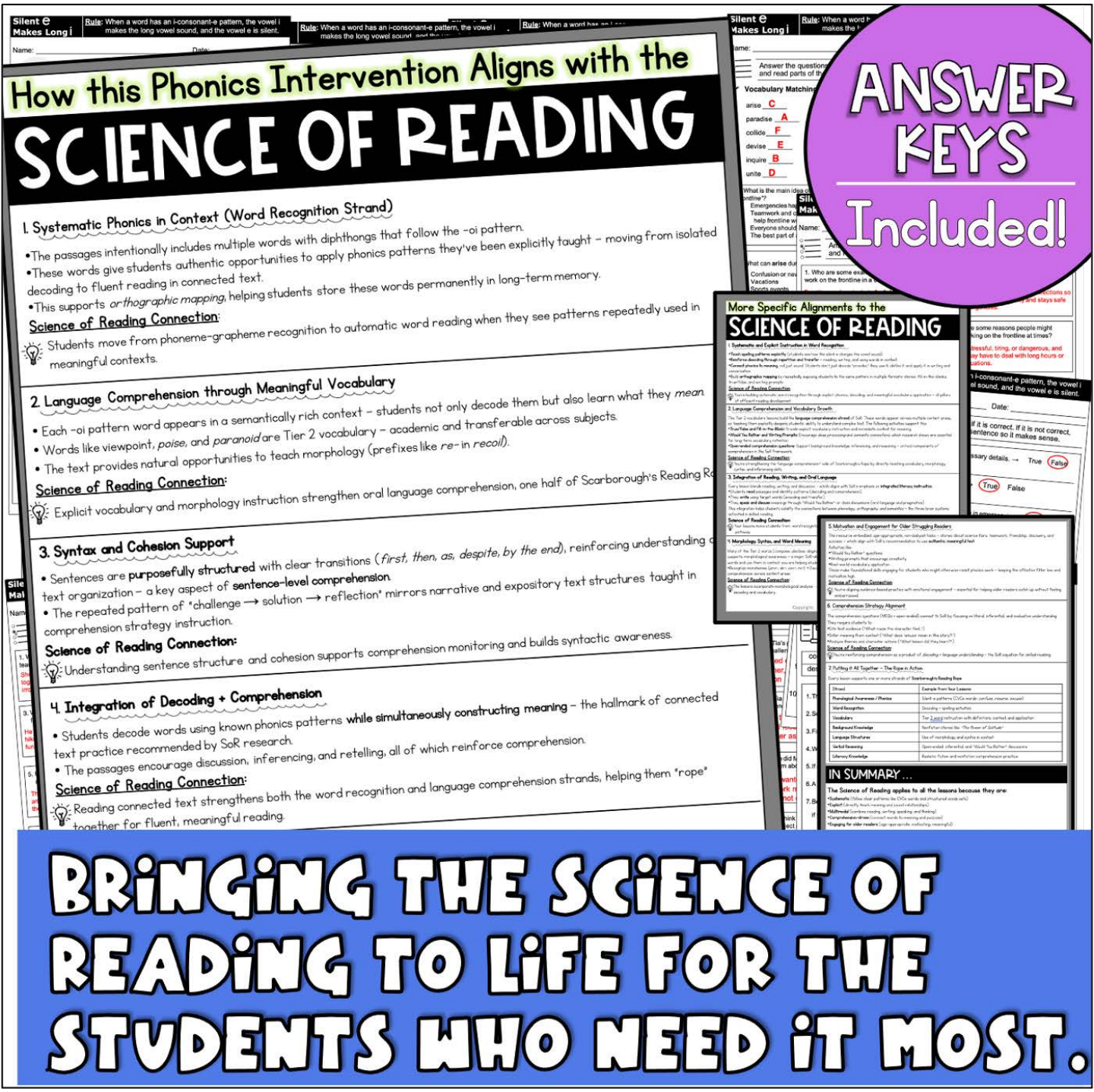
DIPHTHONGS- OU

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)
2. Language Comprehension through Meaningful Vocabulary
3. Syntax and Cohesion Support
4. Integration of Decoding + Comprehension
ANSWER KEYS Included!
More Specific Alignments to the
SCIENCE OF READING
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 -ou 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 -ou pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *curious, nervous,* and *pounce* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *en-* in *encourage*).

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 -ou often sounds like /ou/ as in *out*).
- **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 "pounce," 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-, en*). * 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 (-ou words: *lounge, curious*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"Animals React Quickly"*
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 -ou 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 Lounge at the End of the Route
Fiction Passage

Animals React Quickly
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Trick that Went too Far
Fiction Passage

The Sticky Mistake that Changed Science
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

LINKS ACTIVE IN PAID VERSION

Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, The Lounge at the End of the Route. Go back and read parts of the text for help!

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

1.	gorgeous **B**	A.	Feeling worried or uneasy.
2.	serious **E**	B.	Very beautiful or attractive.
3.	curious **C**	C.	Wanting to know or learn more about something.
4.	nervous **A**	D.	Likely to spread from one person to another.
5.	contagious **D**	E.	Calm confidence and self-control.
6.	lounge **F**	F.	A comfortable place to sit and relax.

1. Where was the building located?

- (a) At the end of a narrow route
- (b) In the middle of a busy street
- (c) Near a park
- (d) Next to a school

2. Why did Joyce go inside the building?

- (a) She heard someone call her
- (b) She wanted to hide
- (c) She was curious
- (d) She was told to go in

3. How did Ben feel before going inside?

- (a) Excited
- (b) Angry
- (c) Nervous
- (d) Bored

4. What made the lounge feel strange?

- (a) It was loud and crowded
- (b) It was too quiet and felt off
- (c) It was bright and colorful
- (d) It smelled like food

5. What happened when the shadow moved?

- (a) A dog ran across the room
- (b) The lights turned off
- (c) A cat seemed to pounce from the dark
- (d) The door slammed shut

6. What happened at the end of the story?

- (a) The building caught on fire
- (b) The friends went back inside
- (c) The police arrived
- (d) The building was dark again

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, The Lounge at the End of the Route. Go back and read parts of the text for help!

1.Where did Joyce and Ben find the building?

At the end of a narrow route.

2. Why did Joyce decide to go inside?

She was curious and wanted to explore.

3. How did Ben feel before going in? What shows this?

He felt nervous; he looked over his shoulder.

4. Describe what the lounge looked like inside.

It was quiet with chairs, a table, and dusty cups.

5. What made the place feel strange or unsafe?

The silence, strange laugh, and odd feeling in the air.

6. What happened when they heard the laugh?

It echoed and made them feel uneasy.

7. Why do you think the author included the cat pouncing?

To create surprise and build suspense.

8. What do you think might have happened if they stayed longer?

Something scary or dangerous could have happened.

9. Why is the ending surprising?

The building disappears like it was never there.

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

Be careful when exploring unknown places.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, Animals React Quickly. Go back and read parts of the text for help!

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

1. touchy **B**
2. trouble **E**
3. tough **C**
4. route **A**
5. outcome **D**
6. pounce **F**

A. A result or what happens in the end.

B. A problem or something that causes difficulty

C. A way or path from one place to another.

D. Easily upset or quick to react.

E. To jump quickly on something.

F. Hard or difficult.

1. Why do animals need to stay alert?

ⓐ To find food faster
ⓑ To stay safe from danger
ⓒ To play with other animals
ⓓ To sleep better

2. What does the word 'touchy' mean in the passage?

ⓐ To be friendly
ⓑ Being quiet
ⓒ Easily upset or quick to react
ⓓ Slow to move

3. Why do cheetahs need to act quickly while hunting?

ⓐ They can only run fast for a short time
ⓑ They cannot see well
ⓒ They are very small
ⓓ They like to play with prey

4. What happens when one animal in a group runs?

ⓐ The others stay still
ⓑ The others often follow
ⓒ The group breaks apart
ⓓ Nothing changes

5. Why is choosing the right route important for animals?

ⓐ It can help them stay safe
ⓑ It keeps them clean
ⓒ It helps them sleep
ⓓ It makes them stronger

6. What is the main idea of the passage?

ⓐ Animals like to live in groups
ⓑ Animals are always hungry
ⓒ Animals must react quickly and make smart choices to survive
ⓓ Animals enjoy running fast

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, Animals React Quickly. Go back and read parts of the text for help!

1. Why do animals need to stay alert in their environment?

They need to stay alert to avoid danger and survive.

2. What does it mean when an animal is described as "touchy"?

It means the animal reacts quickly to sounds or movement.

3. How does being nervous help animals?

It helps them notice danger and react quickly.

4. Give one example of how an animal reacts quickly to survive.

A cat hides and then pounces on its prey.

5. Why is speed important for animals like cheetahs?

They can only run fast for a short time, so they must act quickly.

6. How do animals in groups help each other stay safe?

If one animal reacts, others follow and escape danger together.

7. What could happen if an animal chooses the wrong route?

It could lead to danger or make it harder to escape.

8. Why do some animals take turns watching for danger?

So others can eat or rest while still staying safe.

9. What is the main idea of the passage?

Animals use quick thinking and fast reactions to survive.

10. How are humans similar to animals in reacting to danger?

Humans also react quickly when they feel unsafe.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

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 **gorgeous** sunset looks dull and boring. → True (False)

   False — A gorgeous sunset looks very beautiful and colorful.

2. A **serious** person is focused and not joking around. → (True) False

3. If you are **curious**, you want to learn more about something. → (True) False

4. A **touchy** animal stays calm no matter what happens. → True (False)

   False — A touchy animal reacts quickly or easily to sounds or movement.

5. **Trouble** means something is easy and goes perfectly. → True (False)

   False — Trouble means a problem or something that causes difficulty.

6. A **tough** challenge is easy to solve. → True (False)

   False — A tough challenge is hard to solve.

7. If you feel **nervous**, you might feel worried or uneasy. → (True) False

8. A **contagious** action can spread from one person or animal to another. → (True) False

9. A **lounge** is a place where people run and exercise. → True (False)

   False — A lounge is a place where people sit and relax.

10. The **outcome** is what happens at the end of an event. → (True) False

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



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

gorgeous	serious	curious	touchy	trouble	tough
nervous	contagious	lounge	route	outcome	pounce

1. The sunset was so ___gorgeous___ that everyone stopped to look.
2. The teacher had a ___serious___ talk with the class about their behavior.
3. The child was ___curious___ and asked many questions about the animal.
4. The deer was very ___touchy___ and ran when it heard a noise.
5. If you get into ___trouble___, you should ask for help.
6. The puzzle was ___tough___, but I kept trying.
7. I felt ___nervous___ before going on stage.
8. Laughter can be ___contagious___ and spread to others.
9. We sat in the ___lounge___ to relax after a long day.
10. The ___outcome___ of the game surprised everyone.
11. The cat will ___pounce___ on the toy mouse.
12. We followed the ___route___ to get to the park.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, The Trick that Went too Far. Go back and read parts of the text for help!

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

1.	double **D**	A.	to be smarter than someone in order to win.
2.	dangerous **C**	B.	wanting what someone else has.
3.	jealous **B/E**	C.	able to cause harm or danger.
4.	outwit **A**	D.	two of something; twice as much.
5.	devious **F**	E.	feeling upset because someone has something you want.
6.	envious **B/E**	F.	tricky or not honest.

1. Why did Marcus want to try a new idea?

(a) He wanted to become famous and get more views
(b) He wanted to help his friends
(c) He needed to finish a school project
(d) He was bored at home

2. What was Marcus's plan?

(a) To film a video in the classroom
(b) To record a sports game
(c) To sneak into an old snack stand and film
(d) To interview his friends

3. Why did Jaden think the idea was not good?

(a) It was too expensive
(b) It was boring
(c) It would take too long
(d) It was ridiculous and dangerous

4. What happened while Marcus was filming?

(a) His phone stopped working
(b) He heard a loud noise and got scared
(c) His friends joined him
(d) The lights turned on

5. What did Marcus realize the next day?

(a) He needed better camera equipment
(b) He should make more videos
(c) He went too far with his idea
(d) He should not talk to his friends

6. What lesson di Marcus learn?

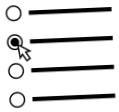
(a) It is important to follow trends online.
(b) Risky ideas are always the best
(c) You should do anything to get famous
(d) It is better to make safe choices and be yourself

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Answer the questions from the story, The Trick that Went too Far. Go back and read parts of the text for help!

1. Why did Marcus want to make a new video?

He wanted to become famous and get more views.

2. What idea did Marcus plan for his video?

He planned to sneak into an old snack stand and film.

3. How did Jaden feel about Marcus's idea?

He thought it was ridiculous and dangerous.

4. What clues show that Marcus had already made up his mind?

It was obvious by his confident attitude and smile.

5. What happened when Marcus was inside the snack stand?

He heard a loud noise and got scared.

6. Why did Marcus run out of the snack stand?

He felt scared and realized it wasn't safe.

7. What did Marcus admit to his friends the next day?

He said he went too far.

8. What advice did Lila give Marcus?

She said he didn't need to do risky things to get attention.

9. How did Marcus's friends support him?

They encouraged him but suggested safer ideas.

10. What is the main lesson of the story?

You don't need to take risks to get attention—be yourself and make safe choices.

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Name: _____ Date: _____

Answer the questions from the story, The Sticky Mistake that Changed Science. Go back and read parts of the text for help!

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

1. delicious **B**
2. famous **E**
3. obvious **F**
4. ridiculous **C**
5. encourage **A**
6. enough **D**

A. To give support or confidence to someone.
B. Very tasty.
C. Silly or not reasonable.
D. As much as needed.
E. Known by many people.
F. Easy to see or understand.

1. What did Alexander Fleming discover?

ⓐ A new type of food
ⓑ A way to grow plants faster
ⓒ A mold that could kill bacteria
ⓓ A new type of microscope

2. Why was Fleming's discovery first seen as ridiculous?

ⓐ It was too expensive
ⓑ It seemed too simple to matter
ⓒ It did not work
ⓓ It was already known

3. How did other scientists feel about his discovery at first?

ⓐ They were all excited
ⓑ They ignored it
ⓒ Some were jealous or envious
ⓓ They all agreed it was important

4. What why penicillin important?

ⓐ It made food more delicious
ⓑ It helped people sleep
ⓒ It could stop dangerous infections
ⓓ It made people stronger

5. What challenge did scientists face after the discovery?

ⓐ Finding enough of the medicine
ⓑ Teaching people how to use it
ⓒ Making it taste better
ⓓ Shipping it to stores

6. What is the main idea of the passage?

ⓐ Scientists always agree with each other
ⓑ Mistakes can lead to important discoveries
ⓒ Bacteria are easy to study
ⓓ Food is important for health

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Answer the questions from the story, The Sticky Mistake that Changed Science. Go back and read parts of the text for help!

1. What did Alexander Fleming notice in his lab?

He noticed mold growing on a dish where bacteria had disappeared.

2. Why didn't Fleming throw the dish away?

He was curious and wanted to study the mold.

3. How did other scientists react at first?

Some were jealous, envious, or thought it was not important.

4. Why was the discovery of penicillin important?

It helped stop dangerous infections and saved lives.

5. What problems did scientists face after the discovery?

They needed to grow enough medicine and make it safe to use.

6. What does the word "devious" suggest about bacteria?

It shows bacteria can change in tricky ways to survive.

7. How did scientists "outwit" bacteria?

They developed antibiotics to fight and control infections.

8. Why might some scientists have been jealous or envious?

They may have wanted to make an important discovery themselves.

9. What lesson can we learn from Fleming's discovery?

Mistakes can lead to important discoveries if we pay attention.

10. How does this story encourage future scientists?

It shows them to stay curious and keep exploring new ideas.

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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. Winning double points means you get twice as many points as usual. → (True) False

2. Sneaking into an abandoned building at night is not **dangerous**. → True (False)

   False — Sneaking into an abandoned building at night is **dangerous**.

3. If you feel **jealous**, you are happy for someone else's success. → True (False)

   False — If you feel **jealous**, you feel upset because someone has something you want.

4. A **delicious** meal tastes really good and makes you want more. → (True) False

5. A **famous** person is known by many people. → (True) False

6. If something is **obvious**, it is hard to understand. → True (False)

   False — If something is **obvious**, it is easy to understand.

7. To **outwit** someone means to trick or outsmart them. → (True) False

8. A **devious** plan is honest and fair. → True (False)

   False — A **devious** plan is tricky or not honest.

9. If you feel **envious**, you want what someone else has. → (True) False

10. A **ridiculous** idea is serious and sensible. → True (False)

    False — A **ridiculous** idea is silly or unreasonable.

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

double	dangerous	jealous	delicious	famous	obvious
outwit	devious	envious	ridiculous	encourage	enough

1. It was **obvious** that he had studied because he knew all the answers.
2. The cookies were so **delicious** that everyone asked for more.
3. You should not do something **dangerous** just to impress others.
4. She felt **jealous** when her friend got a brand-new phone.
5. The plan was **devious** and full of tricks to fool others.
6. The coach tried to **encourage** the team before the big game.
7. He made a **double** effort and scored twice as many points.
8. That idea sounds **ridiculous**—there's no way it will work!
9. The actor became **famous** after starring in a popular movie.
10. The fox tried to **outwit** the hunter by hiding its tracks.
11. She felt **envious** of her friend's success but still cheered her on.
12. I have **enough** time to finish my homework before dinner.

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