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

@OutofThisWorldLiteracy @OutofThisWorldLiteracy Jenbengel.com @teachwithjenbengel

4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -oy

Convoys in World War II

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oy 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 OY 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 true story about brave sailors during World War II. These sailors went on dangerous trips across the ocean called convoys, where one wrong move could mean disaster. Before we read, let's warm up our brains with a sound pattern you'll see in this passage. /oi/ like in *boy*. This sound is often spelled **OY**, especially at the **end of a word or syllable**. Say it with me: /oi/. Now let's look at a few words you'll see: **voyage, convoy, destroy, loyal, overjoyed**. What sound do you hear? Yes–/oi/. As we read, you have 2 jobs: Be a **word detective**–spot OY words in the text. Be a **thinking reader**–figure out what's happening and why it matters. Also, think about this: Would you feel calm or nervous on a ship during a war?"

During Reading: *"As we read, follow along and pause when you see an OY word. Whisper it to yourself and think–what does this word mean here? Let's stop here. The sailors are on a **voyage**. What kind of trip is that? Is it short or long? Keep reading...Now we see the word **convoy**. Look at the sentence–what clue tells you what a convoy is? Turn and talk. Let's think deeper: Why would ships travel together instead of alone? Keep going...The passage says the enemy could **destroy** the ships. What does that tell us abo[ut] [th]ey are in? Notice how the word **loyal** is used. What does it tell us about the sailors' char[ac]t[er]? [Sa]ilors safe or in danger right now? How do you know?"

[...] think like strong readers. First, let's talk about the story: What was [t]his situation so dangerous? Now let's go back to our phonics [u]nderstand the text? Turn and talk: How did words like [...]ions in the passage? Let's think deeper: Why were the [...]t through?"

[T]eacher Notes:

[W]ord Hunt (In the Passage): Students highlight all OY [...]*ge, convoy, destroy, loyal, overjoyed*) and explain [...]eans in context

[T]ransformation: Build: *joy* → *joyful* → *overjoyed* → [...]iscuss how meaning changes

[C]onnection: Loyalty Discussion: What does it mean to [...]eal life we, in war? **Courage Reflection:** Would you

-OY DIPHTHONGS

Words with "oy" as in 'boy' | **Rule:** The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable.**

Name: _____ Date: _____

Time to Read

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

destroy	voyage	annoy	loyal	ploy	decoy
coy	convoy	boycott	enjoy	flamboyant	overjoyed

Convoys in World War II

During World War II, thousands of sailors went on dangerous **voyages** across the Atlantic Ocean. Their job was to deliver food, fuel, and supplies to help Allied forces. German submarines, called U-boats, tried to **destroy** these ships before they reached their destination.

The cold, rough seas could **annoy** even the strongest sailors, but crews stayed **loyal** to their mission and to each other. To stay safe, ships traveled together in a **convoy**, forming a tight group for protection. Warships surrounded them and used a clever **ploy**—sending out a smaller ship as a **decoy** to trick enemy submarines.

Sailors often acted **coy**, hiding their fear as danger grew closer. [...] signal lights flashed across the dark ocean, sometimes looking almost **flamboyant**, ev[en] [...]ch serious. There was little time to **enjoy** the journey, as every trip was a fight [...]val.

Back home, many people chose to **boycott** certain goods to supp[ort] [...]effort and protect resources for soldiers and sailors.

When a convoy finally reached its destination safely, the crews were **overjoyed**. Their teamwork and bravery helped keep vital supplies moving—and played [...]

Out of this World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -oy

The Babysitter Trick that Didn't Work

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -oy 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 OY 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 going to read a story about two siblings who try to trick their babysitter—but before we jump in, let's get our brains ready for a pattern we'll see in the text. I want you to listen closely: the sound /oi/ like in *boy* and *toy*. That sound is often spelled **OY**, especially at the **end of a word or syllable**. Say it with me: /oi/. Let's look at a few words from our story: **voyage, ploy, loyal, enjoy, annoy, overjoyed**. What sound do you hear? Yes—/oi/. As we read today, I want you to do two things: 1. Notice and track OY words. 2. Be a **thinking reader**—pay attention to what the characters are doing and why."

During Reading: "As we read, I want you to follow along and keep your eyes open for OY words. When you see one, pause and think—what word did you notice? What does it mean in this part of the story? Let's stop here for a second. Ollie and Ava come up with a **ploy**. What does that mean? Turn and talk—what are they trying to do? Now keep reading. Did you notice how Ollie acted **coy**? What does that tell us about how he is behaving? Is he being honest or trying to trick Emma? Think about this: Are their actions helping them or making things harder? Notice how words like **annoy** and **enjoy** help us understand how characters feel."

After Reading: "Now that we've finished reading, let's think like readers and word experts. First, let's talk about the story. What was the problem Ollie and Ava were trying to solve? Did their **ploy** work? Why or why not? How did Emma respond, and what does that tell us about her character? Now let's go back to our phonics focus: What OY words did you notice? Why do you think the author used words like **enjoy, annoy,** and **overjoyed**? Turn and talk: How did those words help you understand what the characters were feeling? Here's your final thinking question: What lesson did the characters learn, and how do you know?"

Extra Practice:

- ages for phonics, comprehension
- **Work:** Sort and write 5 words with the *oy* pattern the story.
- **OY Word Hunt (Real Texts):** Students skim books, articles, or ssages to find
- **Writing Prom** ere the siblings try a ferent **ploy**. Use ur story as you can.
- **t Connection:** Draw the tant moment in the d label it.
- ened because of the

Teacher Notes:

- **Phonics in Context:** Highlight OY words in the story and explain how each word helps meaning
- **SEL Link: Honesty vs. Trickery Discussion:** When is it okay to joke vs. not okay to trick? **Loyalty Reflection:** What does it mean to be **loyal** in friendships?
- **Alternate Ending Skit:** Act out a version where t works
- **Character Interview:** One student plays Emma, questions
- **Flamboyant Outfit Design:** Draw Ava's exaggera with details

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Time to Read

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

destroy	voyage	annoy	loyal	ploy	decoy
coy	convoy	boycott	enjoy	flamboyant	overjoyed

The Babysitter Trick that Didn't Work

Ollie and his sister Ava were bored. They decided to come up with a clever plan to fool their babysitter, Emma. "Let's go on a fake **voyage** around the house," Ava said with a grin.

She grabbed a bright, **flamboyant** jacket and put it on like she was the captain of a grand ship.

Ollie hurried to his room and lined up his cars, forming a small **convoy** that stretched down the hallway. "This will be part of our **ploy**," he whispered.

"We'll use it as a **decoy** to distract Emma while we sneak extra snacks."

When Emma walked in, Ollie quickly acted **coy**, shrugging his shoulders. "Um… I think something might **destroy** the living room," he said, pointing at the toy cars rolling slowly across the floor.

Emma paused, looked at the scene, and tried not to laugh. "Nice try," she said. "Are you trying to **annoy** me with this mess?"

Ava crossed her arms but smiled. "Maybe a little… but we're always **loyal** to each other."

Emma shook her head, still smiling. "Well, I'm not going to **boycott** your fun, but I do expect you to clean this up."

The kids quickly agreed and picked up the cars. Soon, Emma suggested a board game

WITH LESSONS!

24 PHONICS/VOCAB. WORDS

DIPHTHONGS- OY

BUILD VOCABULARY WHILE STUDYING PHONICS

Words with "oy" as in 'boy' | **Rule:** The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable.**

Name: _____ Date: _____

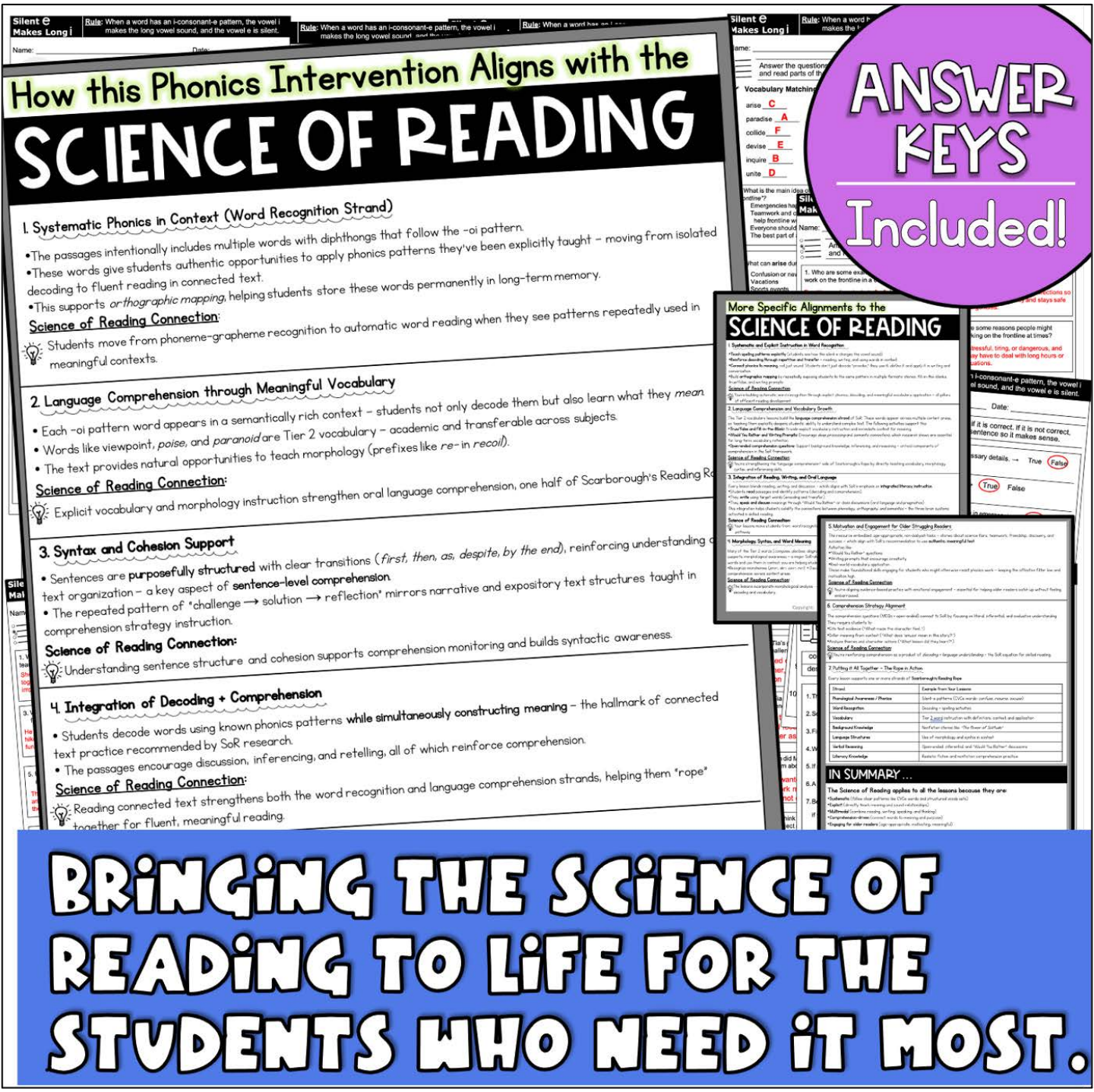
Study the words by reading each definition and sentence. Rewrite each word in your best handwriting.

Word	Definition	Sentence	Rewrite the word
destroy	to break something so badly it cannot be fixed	The storm could **destroy** the small house.	
voyage	a long trip, often by water	They went on a long **voyage** across the ocean.	
annoy	to bother or irritate someone	Please do not **annoy** your classmates during work time.	
loyal	staying true and supportive to someone	A good friend is always **loyal**.	
ploy	a clever plan or trick to get something	It was a smart **ploy** to win the game.	
decoy	something used to trick or distract	The hunters used a fake bird as a **decoy**.	
coy	acting shy or pretending to be shy	She gave a **coy** smile when asked the question.	
convoy	a group of vehicles traveling together	A **convoy** of trucks drove down the road.	
boycott	to refuse to buy or support something	They chose to **boycott** the store.	
enjoy	to like or take pleasure in something	I **enjoy** reading after school.	
flamboyant	very bright, bold, or attention-getting	He wore a **flamboyant** outfit to the party.	
overjoyed	extremely happy	She was **overjoyed** when she won the prize.	

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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 -oy 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.

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2. Language Comprehension through Meaningful Vocabulary

- Each -oy pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *decoy, boycott,* and *annoy* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *over* in *overjoyed*).

Science of Reading Connection:



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

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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.

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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.

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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 -oy often sounds like /oi/ as in *boy*).
- **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 (-oy words: *voyage, boycott*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"Convoys in World War II"*
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 -oy 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 Babysitter Trick that Didn't Work
Fiction Passage

Convoys in World War II
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

Loyalty on the Line
Fiction Passage

From Toyshop to Real Life
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

LINKS ACTIVE IN PAID VERSION

READING LESSON PLAN | Diphthongs -oy

The Babysitter Trick that Didn't Work

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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 two siblings who try to trick their babysitter–but before we jump in, let's get our brains ready for a pattern we'll see in the text. I want you to listen closely: the sound /oi/ like in *boy* and *toy*. That sound is often spelled **OY**, especially at the **end of a word or syllable**. Say it with me: /oi/. L[illegible]k at a few words from our story: **voyage, ploy, loyal, enjoy, annoy, overjoyed**. What sound [illegible] Yes, /oi/. As we [illegible]ad today, I want you to do two things: 1. Notice and track OY words. 2. B[illegible] **thinkin[illegible]der**[illegible] attention [illegible] the chara[illegible]e doing and why."

During Reading: "[illegible]we r[illegible]d, I wa[illegible]u to fo[illegible]w along [illegible]d k[illegible] your eye[illegible]pen for OY [illegible]ords. When you see one, pause and think–what word did y[illegible]tice? What[illegible]oes[illegible] mean[illegible] this par[illegible]f [illegible]e story? L[illegible]s [illegible]here[illegible] second. Ollie and Ava came up with a **ploy**. What does that m[illegible]? Tu[illegible]d t[illegible]–wh[illegible] are the[illegible]y[illegible]g to do? Now keep reading...Did you notice how Ollie acted **coy**? What does that te[illegible]s abo[illegible]ho[illegible]e is be[illegible]ing? Is he being honest or trying to trick Emma? Think about this: Are their actions helping them or mak[illegible]things harder? Notice how words like **annoy** and **enjoy** help us understand how characters feel."

After Reading: "Now that we've finished reading, let's think like readers and word experts. First, let's talk about the story: What was the problem Ollie and Ava were trying to solve? Did their **ploy** work? Why or why not? How did Emma respond, and what does that tell us about her character? Now let's go back to our phonics focus: What OY words did you notice? Why do you think the author used words like **enjoy**, **annoy**, and **overjoyed**? Turn and talk: How did those words help you understand what the characters were feeling? Here's your final thinking question: What lesson did the characters learn, and how do you know?"

SAMPLE

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Work:** Sort and write 5 words with the *oy* pattern from the story.
- **OY Word Hunt (Real Texts):** Students skim books, articles, or passages to find real-world OY words
- **Writing Prompt:** Write a new scene where the siblings try a different **ploy**. Use as many *OY* words in your story as you can.
- **Art Connection:** Draw the most important moment in the story and label it.
- **Cause & Effect Chart:** What happened because of the siblings' actions?

Teacher Notes:

- **Phonics in Context:** Highlight OY words in the story and explain how each word helps meaning
- **SEL Link: Honesty vs. Trickery Discussion:** When is it okay to joke vs. not okay to trick? **Loyalty Reflection:** What does it mean to be **loyal** in friendships?
- **Alternate Ending Skit:** Act out a version where the trick works
- **Character Interview:** One student plays Emma, others ask questions
- **Flamboyant Outfit Design:** Draw Ava's exaggerated jacket with details

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____



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

destroy	voyage	annoy	loyal	ploy	decoy
coy	convoy	boycott	enjoy	flamboyant	overjoyed

The Babysitter Trick that Didn't Work

Ollie and his sister Ava were bored. They decided to come up with a clever plan to fool their babysitter, Emma. "Let's go on a fake **voyage** around the house," Ava said with a grin.

She grabbed a bright, **flamboyant** jacket and put it on like she was the captain of a grand ship.

Ollie hurried to his room a[illegible] lined [illegible]rs [illegible]orm[illegible] small **co[illegible]oy** that stretched down the hallway. "Th[illegible] will[illegible]e par[illegible]our **p[illegible]oy**," he [illegible]hispered.

"We'll use it as a **d[illegible]oy** [illegible]ist[illegible]ct [illegible]mma w[illegible]ile [illegible]e sneak extra snacks."

When Emma w[illegible]d in, Ollie quickly acted **coy**, shrugging his shoulders. "Um… I think something might **destroy** the living room," he said, pointing at the toy cars rolling slowly across the floor.

Emma paused, looked at the scene, and tried not to laugh. "Nice try," she said. "Are you trying to **annoy** me with this mess?"

Ava crossed her arms but smiled. "Maybe a little… but we're always **loyal** to each other."

Emma shook her head, still smiling. "Well, I'm not going to **boycott** your fun, but I do expect you to clean this up."

The kids quickly agreed and picked up the cars. Soon, Emma suggested a board game instead. They all sat down together and began to **enjoy** the time, laughing and joking.

By the end of the afternoon, Ollie and Ava were **overjoyed**. Their plan hadn't worked, but they realized they didn't need tricks to have fun—they just needed a little imagination and time together.

SAMPLE

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, The Babysitter Trick that Didn't Work. Go back and read parts of the text for help!

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

1.	destroy ___C___	A.	A long trip, often by water
2.	voyage ___A___	B.	Something used to trick or distract
3.	annoy ___D___	C.	To break something so badly it cannot be fixed
4.	loyal ___F___	D.	To bother or irritate someone
5.	ploy ___E___	E.	A clever plan or trick
6.	decoy ___B___	F.	Staying true and supportive

1. Why were Ollie and Ava making a plan?

(a) To sneak extra snacks
(b) They wanted to go outside
(c) They needed to clean the house
(d) They wanted to help Emma

2. What was their ploy?

(a) To play a board game
(b) To go to sleep early
(c) To trick Emma so they could get snacks
(d) To read a book

3. What did Ollie use as a decoy?

(a) A line of toy cars
(b) A loud alarm
(c) A broken lamp
(d) A spilled drink

4. How did Emma react to their plan?

(a) She got very angry
(b) She ignored them
(c) She laughed and figured it out
(d) She left the house

5. What did Emma ask them to do after the trick?

(a) Go to bed right away
(b) Clean up the toys
(c) Call their parents
(d) Stop playing forever

6. How did Ollie and Ava feel at the end of the story?

(a) Angry
(b) Tired
(c) Confused
(d) Overjoyed

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, The Babysitter Trick that Didn't Work. Go back and read parts of the text for help!

1. Why were Ollie and Ava bored at the beginning of the story?

They were stuck inside on a rainy afternoon with nothing to do.

2. What was their plan (ploy) to trick Emma?

They planned to distract Emma using toy cars as a decoy so they could sneak extra snacks.

3. How did Ollie act when Emma came into the room?

He acted coy and pretended something was wrong to make the trick seem real.

4. Why didn't Emma fall for their trick?

She noticed nothing was actually wrong and realized they were trying to fool her.

5. What does the word "loyal" tell you about Ollie and Ava's relationship?

It shows they support each other and work together, even when they are trying to trick someone.

6. How did Emma handle the situation?

She stayed calm, didn't get upset, and asked them to clean up before suggesting a better activity.

7. Why do you think Emma didn't boycott their fun completely?

She understood they were just trying to have fun and chose to guide them instead of stopping them completely.

8. What lesson did Ollie and Ava learn by the end of the story?

They learned that they don't need tricks to have fun and that honesty works better.

9. How did the kids feel at the end, and why?

They felt overjoyed because they ended up having fun playing a game together.

10. If you were Emma, would you have reacted the same way? Why or why not?

Answers will vary, but a strong response might explain staying calm, teaching a lesson, or setting clearer rules.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, Convoys in World War II. Go back and read parts of the text for help!

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

1. coy **C**
2. convoy **D**
3. boycott **F**
4. enjoy **A**
5. flamboyant **E**
6. overjoyed **B**

A. To take pleasure in something
B. Extremely happy
C. Acting shy or pretending to be shy
D. A group of vehicles traveling together
E. Very bright, bold ,or attention-getting
F. To refuse to support or take part in something

1. What was the main purpose of the sailors' voyages during World War II?

(a) To explore new land
(b) To deliver supplies to Allied forces
(c) To find new trade routes
(d) To train new sailors

2. What was the biggest danger to the ships?

(a) Storms and waves
(b) Running out of food
(c) German submarines (U-boats)
(d) Getting lost at sea

3. Why did ships travel in a convoy?

(a) To stay together for protection
(b) To save fuel
(c) To race each other
(d) To make the trip shorter

4. What was the purpose of the decor?

(a) To carry extra supplies
(b) To trick enemy submarines
(c) To guide the ships
(d) To repair damaged ships

5. How did sailors feel when they reached safety?

(a) Angry
(b) Bored
(c) Confused
(d) Overjoyed

6. What does the word "loyal" tell us about the sailors?

(a) They wanted to quit
(b) They stayed committed to their mission
(c) They were afraid
(d) They worked alone

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Words with "oy" as in 'boy'

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Name: _____ Date: _____

Answer the questions from the story, Convoys in World War II. Go back and read parts of the text for help!

1. What was the main job of the sailors during World War II?

Their job was to travel across the ocean and deliver important supplies like food and fuel to Allied forces.

2. What dangers did the sailors face on their voyage?

They faced attacks from German U-boats, rough seas, and cold weather.

3. Why did ships travel in convoys instead of alone?

Ships traveled in convoys to stay together for protection and make it harder for enemy submarines to attack them.

4. What was the purpose of using a decoy?

A decoy was used to trick or distract enemy submarines so the real ships could stay safe.

5. How did sailors likely feel during the journey? Use evidence from the text.

They likely felt scared or worried because they were in danger, but they also stayed strong and hid their fear.

6. What does the word "loyal" tell us about the sailors' character?

It shows that they were committed, dependable, and stayed true to their mission and each other.

7. Why do you think there was little time to enjoy the voyage?

The journey was dangerous, and the sailors had to stay alert and focused on survival.

8. How did people at home help support the sailors?

People at home boycotted certain goods to support the war effort and protect resources.

9. What might have happened if ships did not travel in convoys?

Ships would have been easier targets for submarines and more likely to be destroyed.

10. What is the main lesson or message of this passage?

Teamwork, bravery, and smart planning can help people survive dangerous situations and achieve important goals.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

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 **destroy** something means to fix it. → True (False)

   False — To **destroy** something means to break it so badly it cannot be fixed.

2. A **voyage** is a short walk to school. → True (False)

   False — A **voyage** is a long trip, often by water.

3. To **annoy** someone means to bother them. → (True) False

4. A **loyal** friend always supports you through good and hard times. → (True) False

5. A **ploy** is a clever plan or trick. → (True) False

6. A **decoy** is something used to trick or distract. → (True) False

7. Someone who is **coy** is loud and bold. → True (False)

   False — Someone who is **coy** acts shy or pretends to be shy.

8. A **convoy** is a group of vehicles traveling together. → (True) False

9. To **boycott** something means to support it fully. → True (False)

   False — To **boycott** something means to refuse to support it.

10. **Flamboyant** means plain and not noticeable. → True (False)

    False — **Flamboyant** means bright, bold, and attention-getting.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____



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

destroy	voyage	annoy	loyal	ploy	decoy
coy	convoy	boycott	enjoy	flamboyant	overjoyed

1. The bright costume looked very **flamboyant** on stage.
2. A group of trucks traveled together in a **convoy**.
3. The long **voyage** across the ocean took many weeks.
4. Please do not **annoy** others while they are trying to work.
5. She felt **overjoyed** when she heard the good news.
6. They chose to **boycott** the store to show they were upset.
7. He gave a **coy** smile when asked the question.
8. We **enjoy** playing games together after school.
9. It was a clever **ploy** to win the game.
10. The hunters used a fake animal as a **decoy**.
11. The storm could **destroy** the small house.
12. A good friend will always stay **loyal** and support you.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

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 **joyride** is a boring trip taken for work. → True (False)

   False — A **joyride** is a fun ride taken just for enjoyment.

2. **Loyalty** means being faithful and supportive. → (True) False

3. **Royalty** refers to kings, queens, and royal families. → (True) False

4. **Ahoy** is a greeting used by sailors. → (True) False

5. **Boyish** means acting very serious and formal. → True (False)

   False — **Boyish** means having qualities typical of a young boy.

6. A **toyshop** is a place where food is sold. → True (False)

   False — A **toyshop** is a store where toys are sold.

7. To **employ** someone means to give them a job. → (True) False

8. Someone who is **disloyal** is always supportive. → True (False)

   False — Someone who is **disloyal** is not faithful or supportive.

9. Someone who is **unemployed** has a job. → True (False)

   False — Someone who is **unemployed** does *not* have a job.

10. **Enjoyment** means the feeling of having fun or pleasure. → (True) False

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____



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

joyride	loyalty	royalty	ahoy	toyed	boyish
employ	toyshop	disloyal	enjoyment	destroyer	unemployed

1. The sailor waved and shouted "_____ahoy_____!" to the other ship.

2. He is currently _____unemployed_____ and looking for a new job.

3. We visited a colorful _____toyshop_____ filled with games and dolls.

4. She showed great _____loyalty_____ by standing up for her friend.

5. The storm acted like a _____destroyer_____, knocking down trees and homes.

6. His _____boyish_____ laugh made everyone smile.

7. He _____toyed_____ with the idea of joining the team but never decided.

8. The company plans to _____employ_____ more workers next year.

9. Reading for fun can bring a lot of _____enjoyment_____.

10. It is hurtful when someone is _____disloyal_____ to their friends.

11. The castle was once home to _____royalty_____.

12. We went on a fun _____joyride_____ with music playing in the car.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, Loyalty on the Line. Go back and read parts of the text for help!

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

1.	joyride **C**	A.	A greeting used by sailors
2.	loyalty **E**	B.	Play with something lightly or not seriously
3.	royalty **F**	C.	A fun ride taken just for enjoyment
4.	ahoy **A**	D.	Having qualities typical of a young boy
5.	toyed **B**	E.	Being faithful and supportive
6.	boyish **D**	F.	Kings, queens, or members of a royal family

1. Why did Kai take the job in the beginning?

(a) He wanted adventure
(b) He needed money because he was unemployed
(c) He was forced to do it
(d) He wanted to impress Lila

2. What was chasing Kai during the story?

(a) A police car
(b) A group of people on foot
(c) A van called the destroyer
(d) A helicopter

3. What was the mission really about?

(a) Protecting a royal artifact
(b) Stealing toys from a shop
(c) Escaping the city
(d) Finding a hidden treasure map

4. Why did Kai start to question the mission?

(a) He was tired
(b) The van was too fast
(c) He thought it might be a ploy
(d) He didn't trust Lila

5. Where did Kai go to escape at the end?

(a) Into a forest
(b) Back into the toyshop
(c) To the docks and onto a boat
(d) Into a tunnel

6. How did Kai feel at the end of the story?

(a) Calm and relaxed
(b) Angry and upset
(c) Enjoying the moment completely
(d) Not fully enjoying it but ready for what comes next

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Words with "oy" as in 'boy'

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Name: _____ Date: _____

Answer the questions from the story, Loyalty on the Line. Go back and read parts of the text for help!

1. Why did Kai agree to take the job at the beginning?

He was unemployed and needed money, which led him to take the risky job.

2. What was happening at the start of the story?

Kai was running past a toyshop while being chased by a dangerous van.

3. What clues suggest the mission might not be what it seemed?

The person who hired Kai acted coy, and Kai began to suspect the mission might be a ploy.

4. How does the word "loyalty" help us understand Kai's situation?

It shows that Kai feels a responsibility to the mission and to Lila, even though he is unsure about what's really happening.

5. Why is the van called the "destroyer"?

It suggests the van is powerful, dangerous, and capable of causing serious harm.

6. How does the author create suspense in the story?

The author uses fast-paced action, a chase scene, and uncertainty about the mission to keep the reader engaged.

7. Why does Kai question whether the mission is a ploy?

He notices strange behavior from the person who hired him and begins to doubt the true purpose of the job.

8. How does Kai's attitude change from the beginning to the end?

At first, he is focused on the job, but later he becomes more cautious and unsure, realizing the danger is greater than he expected.

9. What role does teamwork play in the story?

Lila helps guide Kai and supports him during the escape, showing that teamwork is important for survival.

10. What do you think will happen next in the story?

Answers will vary, but students might say Kai will continue the mission or uncover the truth, since the ending suggests the danger is not over.

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, From Toyshop to Real Life. Go back and read parts of the text for help!

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

1.	employ **E**	A.	Not having a job
2.	toyshop **B**	B.	A store where toys are sold
3.	disloyal **F**	C.	The feeling of having fun or pleasure
4.	enjoyment **C**	D.	Something that causes great damage
5.	destroyer **D**	E.	To give someone a job
6.	unemployed **A**	F.	Not faithful or not supportive

1. Where did kids find fun long ago?

(a) In a toyshop
(b) At school
(c) On a ship
(d) At work

2. What is a joyride like?

(a) A slow and boring trip
(b) A trip to school
(c) A fun ride meant to be enjoyed
(d) It was already known

3. According to the passage, what do some teens dream about?

(a) Being teachers
(b) Living like royalty
(c) Working long hours
(d) Owning a toyshop

4. What should people do with their time, especially if they are unemployed?

(a) Waste it
(b) Ignore it
(c) Avoid work
(d) Spend it wisely

5. What can happen if someone is disloyal?

(a) They can hurt friendships
(b) They win games
(c) They become rich
(d) They get a job

6. What word did sailors use to greet each other?

(a) Hello
(b) Stop
(c) Ahoy
(d) Go

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Words with "oy" as in 'boy'

Rule: The **OY pattern** spells the /oi/ sound (like in *boy*) and is most often used at the **end of a word or syllable**.

Name: _____ Date: _____

Answer the questions from the story, From Toyshop to Real Life. Go back and read parts of the text for help!

1. Where did kids often go for fun long ago?

They went to places like a toyshop filled with games and toys.

2. What does the word "enjoyment" mean in the passage?

It means the feeling of having fun or pleasure while doing something.

3. How is a joyride similar to playing in a toyshop?

Both give people a sense of fun, excitement, and enjoyment.

4. Why do some teens dream about living like royalty?

They imagine having everything they want without worries or problems.

5. What should people do with their time, especially if they are unemployed?

They should use their time wisely and find ways to be productive.

6. What does the passage teach about loyalty?

Loyalty is important because it helps build trust and strong relationships.

7. What can happen if someone is disloyal?

It can hurt others, break trust, and damage friendships.

8. Why is acting "boyish" sometimes a problem?

It can lead to careless or risky choices if someone is not thinking seriously.

9. How is real life different from games with a "destroyer"?

In games, winning can be easy with power tools, but in real life, success takes effort, teamwork, and good choices.

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

Fun is important, but making smart choices, using time wisely, and being loyal are what truly lead to success in life.

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