Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Professional Development Inquiries

https://www.youtube.com/@JenBengel

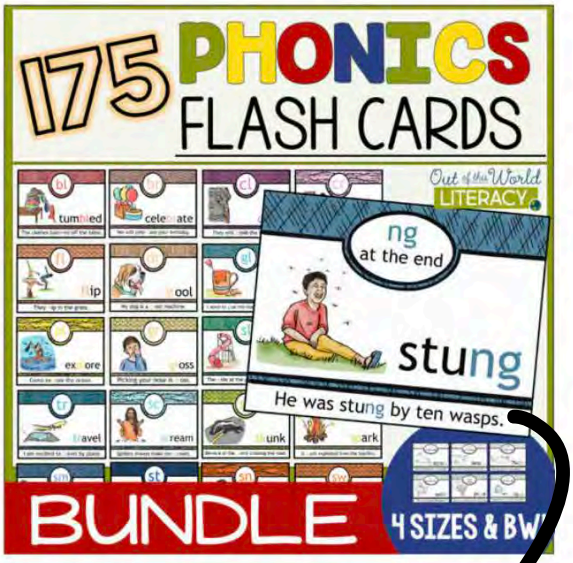
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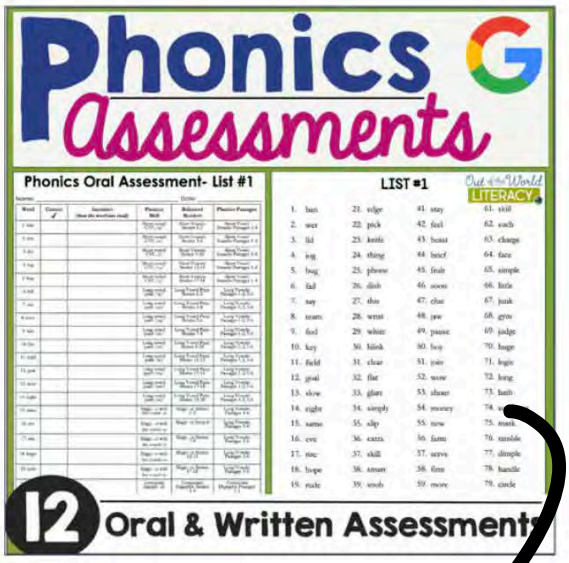
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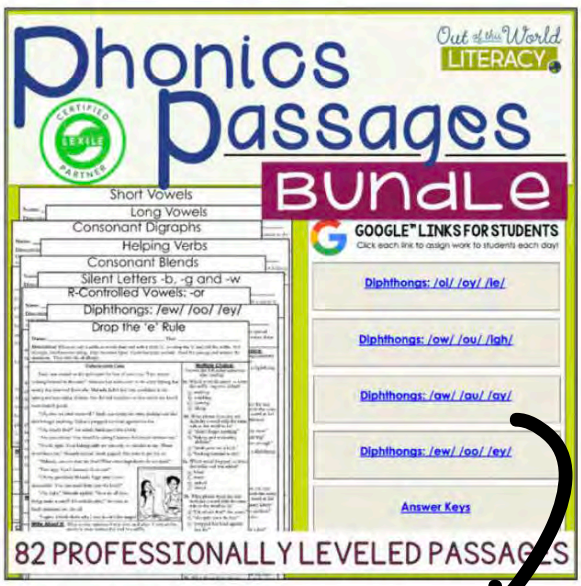


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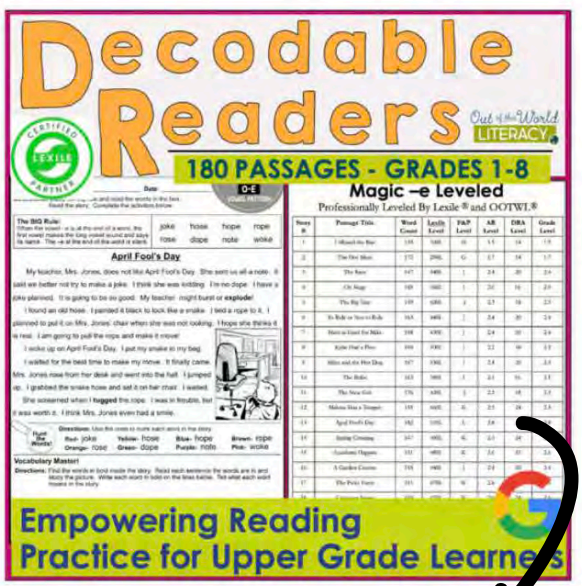


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Phonics Support for Older Readers

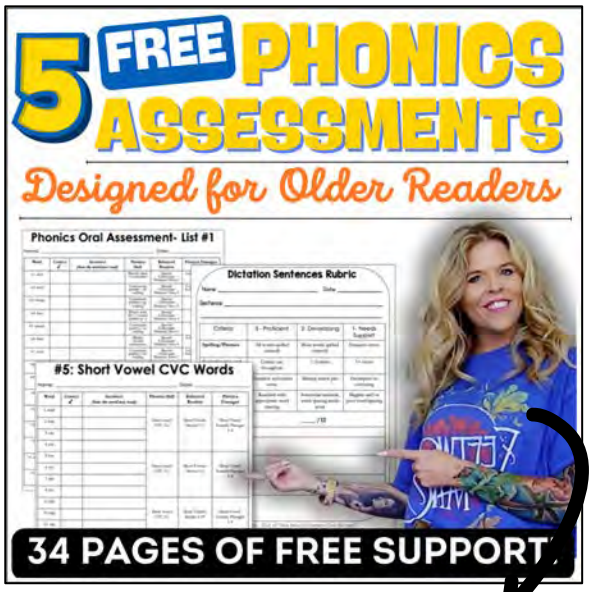


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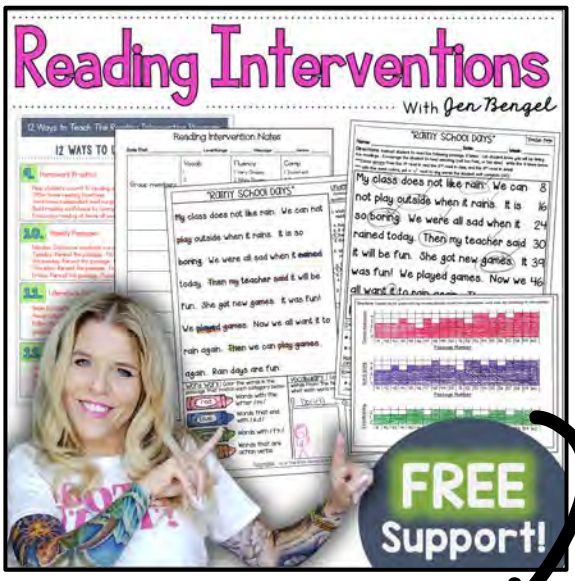


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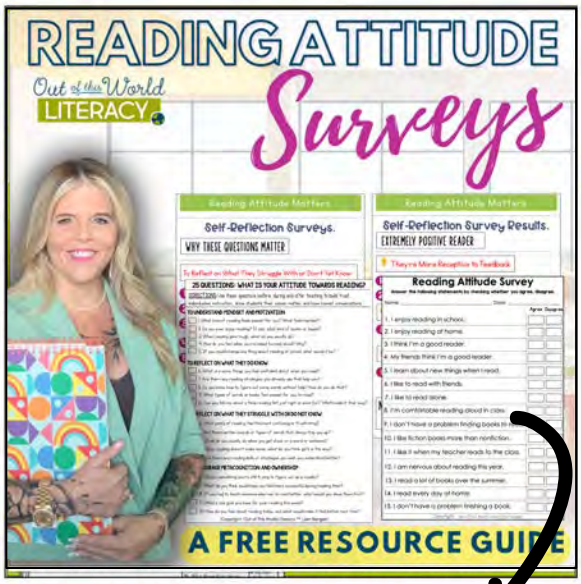


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FREE Support to Help Older Readers

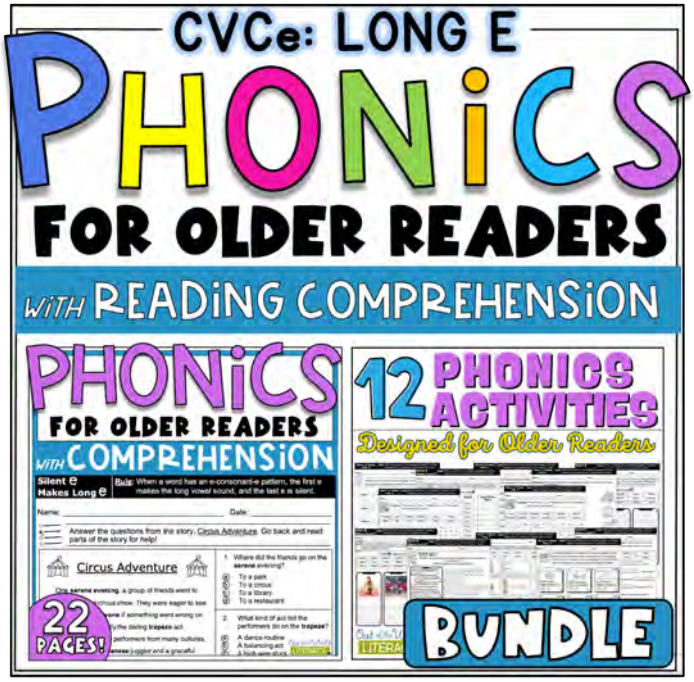


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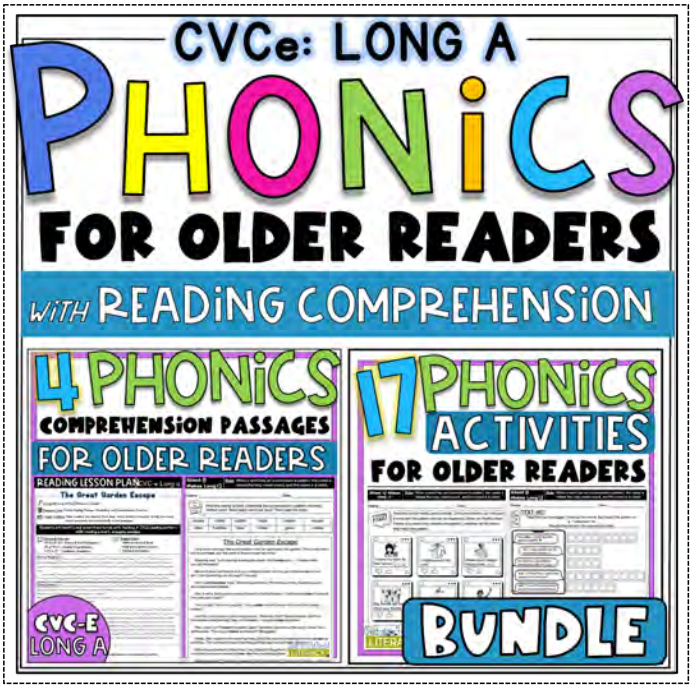


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SEE MORE PHONICS ACTIVITIES



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4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | CVC-e Long i

The Skyline Project

Focus Skill: Long I (Vce) 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 identify and understand words with the long I (VCe) spelling pattern while reading a short, engaging passage.

Standards Alignment:
RF3.3 / RF4.3 / RF5.3
RF3.4 / RF4.4
L4.4 / L5.4 RL4.1 / RL5.1

Suggested Use:
- Whole group read along
- Small-group phonics review
- Individual intervention

Before Reading: "Today we're going to read a story called The Skyline Project. Before we start, let's warm up with some words that share the same pattern. All of these words have the long i sound, usually spelled with an I followed by a consonant and then a silent e – that's the **CVCe pattern**. Let's look at some examples: time, drive, skyline, provide, aside. Listen for that long i sound. Now, think about what you already know about working on a project with others. Was it easy? Hard? How did you make it work? Keep those ideas in mind as we read."

Pre-Reading Mini Task:
* Highlight or color long i words in the title and the first paragraph. * Predict "What do you think might happen in the story?

During Reading: "As we read, I want you to look for words that have that long i pattern. When you find one, pause and decode it out loud – for example, *skyline* (sky + line) or *aside* (a + side). Notice how the silent e changes the vowel sound from short to long."

* "What chall[illegible] faces right now?" * "How did Tia show teamwork?"
* "Wh[illegible]d what was happening?"
[illegible]ord *realize* change how you think about Tia's feelings?"

[illegible] the side of their page and write down each new word they find with the

[illegible]we learned. We saw that long i words can appear in both simple [illegible] help us decode *and* understand big words too."

Teacher Notes:
- Keep pacing slow enough for decoding practice but connected to meaning
- Reinforce that phonics is not "baby work" – it's brain training for stronger reading fluency.
- Praise decoding effort: "I love how you used the pattern to [illegible]"

CVC-E LONG I

Silent e Makes Long i | **Rule:** When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

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

organize	aside	skyline	realize	timeline	sublime
provide	despite	confide	chastise	outline	transpire

The Skyline Project

The sun was rising over the city **skyline** when Ms. Carter gave her class a new challenge:

"Your group will **organize** a presentation about how cities grow and change over time," she said. "You'll have to **provide** facts, pictures, and an **outline** of your ideas."

Tia's group started strong. She took notes while her friends gathered pictures. But halfway through, things got messy. Papers were everywhere, and nobody could agree on the **timeline** for their slides.

"Let's set our differences **aside** and finish this," Tia said. "We've got this!"

Despite the stress, they worked hard. When one classmate forgot his notes, Tia let him **confide** in her about feeling overwhelmed. "It's okay," she said kindly. "We'll fix it together."

The next day, Ms. Carter reminded everyone not to **chastise** each other for mistakes. "Teamwork means lifting each other up," she said.

When presentation day came, Tia began to **realize** how much they had learned—not just about cities, but about cooperation.

As their slideshow ended, an image of the glowing **skyline** filled the screen. "That," Ms. Carter said, smiling, "was **sublime** work."

Tia felt proud watching it all **transpire**—proof that teamwork really does build [illegible]

Word of the World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | CVC-e Long i

The Frontline Team

Focus Skill: Long I (Vce) 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 identify and understand words with the long I (VCe) spelling pattern while reading a short, engaging passage.

Standards Alignment:
RF.3.3 / RF.4.3 / RF.5.3
RF.3.4 / RF.4.4
L.4.4 / L.5.4 RL.4.1 / RL.5.1

Suggested Use:
- Whole group read along
- Small-group phonics review
- Individual intervention

Before Reading: "Today we'll read a story called *The Frontline Team*. It's about a group of students who work together to solve problems and learn about teamwork. You'll notice lots of words with the long i sound—like *incline*, *arise*, and *devise*. These words help tell the story of determination and problem-solving."

Pre-Reading Tasks:
* Write several long i words from the story on the board. * Have students underline the phonics pattern in each word.
* Ask: – "What does it mean to be a team?" – "Have you ever had to solve a problem with a group?" – "What kind of challenges might arise during teamwork?"

During Reading: "As we read, listen for words with the long i sound made by the silent e. When you find one, think about what it means and how it helps the story make sense. These words often describe actions, feelings, or teamwork."

Teacher Moves:
* **Model decoding** words like *com-plete*, *in-cline*, *de-vise*, and *col-lide*.
* Pause after key paragraphs to ask comprehension questions: – "What problem began to *arise* during the hike?" – "How did the students *devise* a new plan?" – "What does Leo's change of attitude tell us about teamwork?"
* Have students highlight or jot down all the long i words they find.
* Encourage small-group reading or partner echo reading for fluency.

After Reading: "This story showed how the class worked together, solved problems, and reached their goal. Let's talk about what they learned and how the long i words helped describe their teamwork and determination."

Discussion Prompts: * "How did Leo change from the beginning to the end of the story?"
* "Why did the class need to *devise* a new plan after the collision?"
* "What was the meaning of *paradise* at the end of the story?"
* "How do the words *unite* and *Frontline* show teamwork?"

Extension Ideas:
- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Phonics Sort:** Sort story words by syllables.
- **Vocabulary Writing:** Choose 3 long i words and write sentences that show their meaning.
- **Comprehension Writing:** Explain how the story shows that teamwork makes challenges easier to solve.
- **Fluency:** Reread favorite paragraph aloud with expression.

Teacher Notes:
- Reinforce decoding of multisyllabic long i words by connecting phonics to comprehension.
- Encourage students to discuss teamwork using
vocabulary.
- Model think-aloud strategies ("Hmm, this word
e–that means the i says its name.").
- Remind readers that effort, problem-solving,
help groups succeed–just like the students in the

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Silent e Makes Long i | **Rule:** When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Time To Read

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

concise	dislike	frontline	arise	paradise	collide
describe	incline	chime	devise	inquire	unite

The Frontline Team

One warm morning, Ms. Rivera stood on the **frontline** of the playground, calling her students together.

"Class," she said, "today we're going on a team-building adventure!" Everyone cheered—except Leo. He didn't hide his **dislike** for long hikes, especially when he heard the plan involved walking up a long **incline** to a lookout point.

Ms. Rivera gave a **concise** explanation. "We'll work in teams, solve puzzles, and enjoy the view at the top. Remember, teamwork matters most."

Halfway up the hill, a problem began to **arise**. Two groups accidentally **collided** at a crossroads, dropping their backpacks and maps. Laughter broke out, and no one was hurt, but the teams realized they'd need to **devise** a new plan to stay organized.

At the next stop, a bell began to **chime** from a small tower nearby. "That's our clue!" shouted Mia. "It means we're close to the next challenge!"

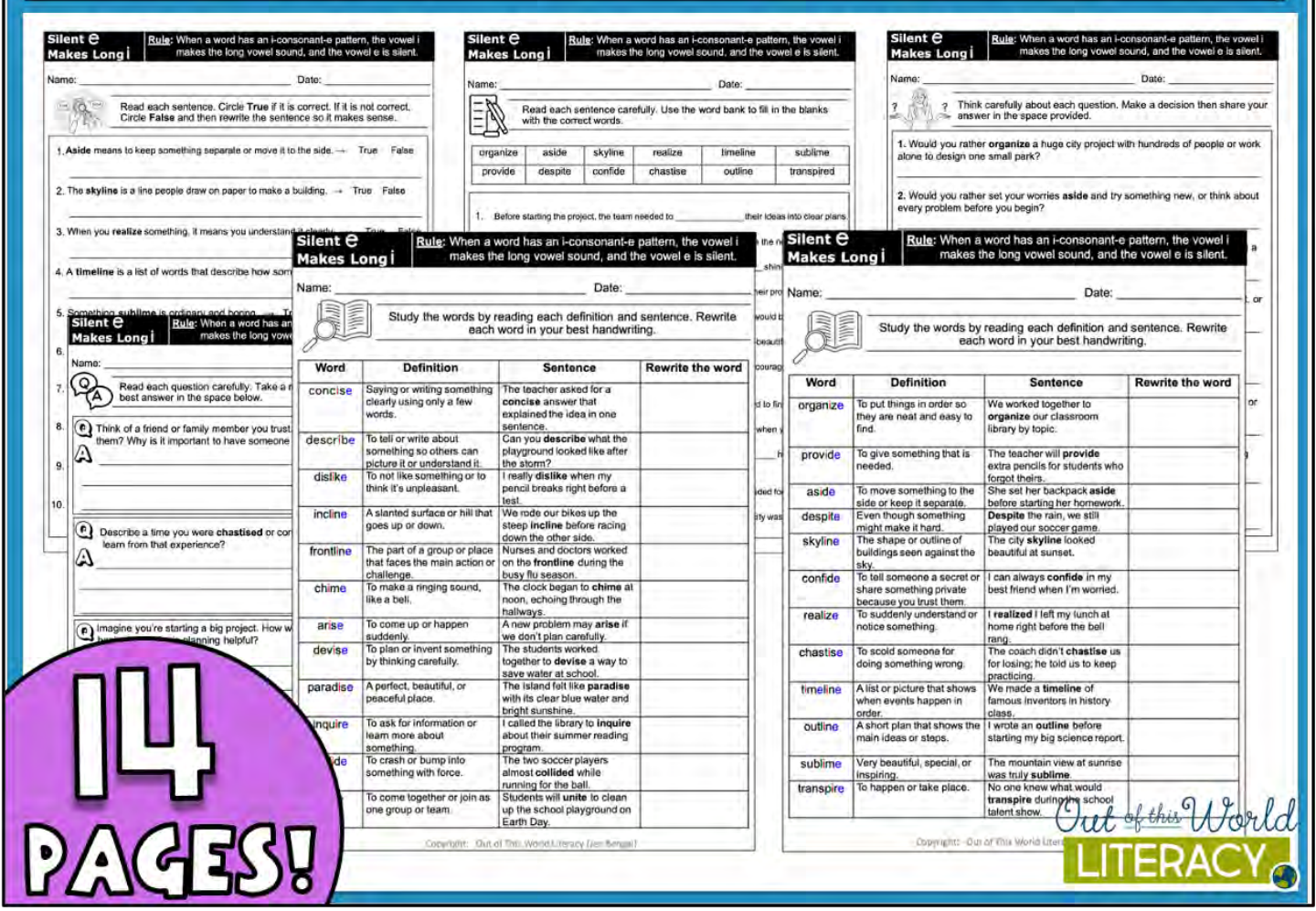
Their last puzzle asked them to **describe** what a perfect place—a **paradise**—might look like if everyone worked together peacefully. The students shared ideas about kindness, respect, and helping others.

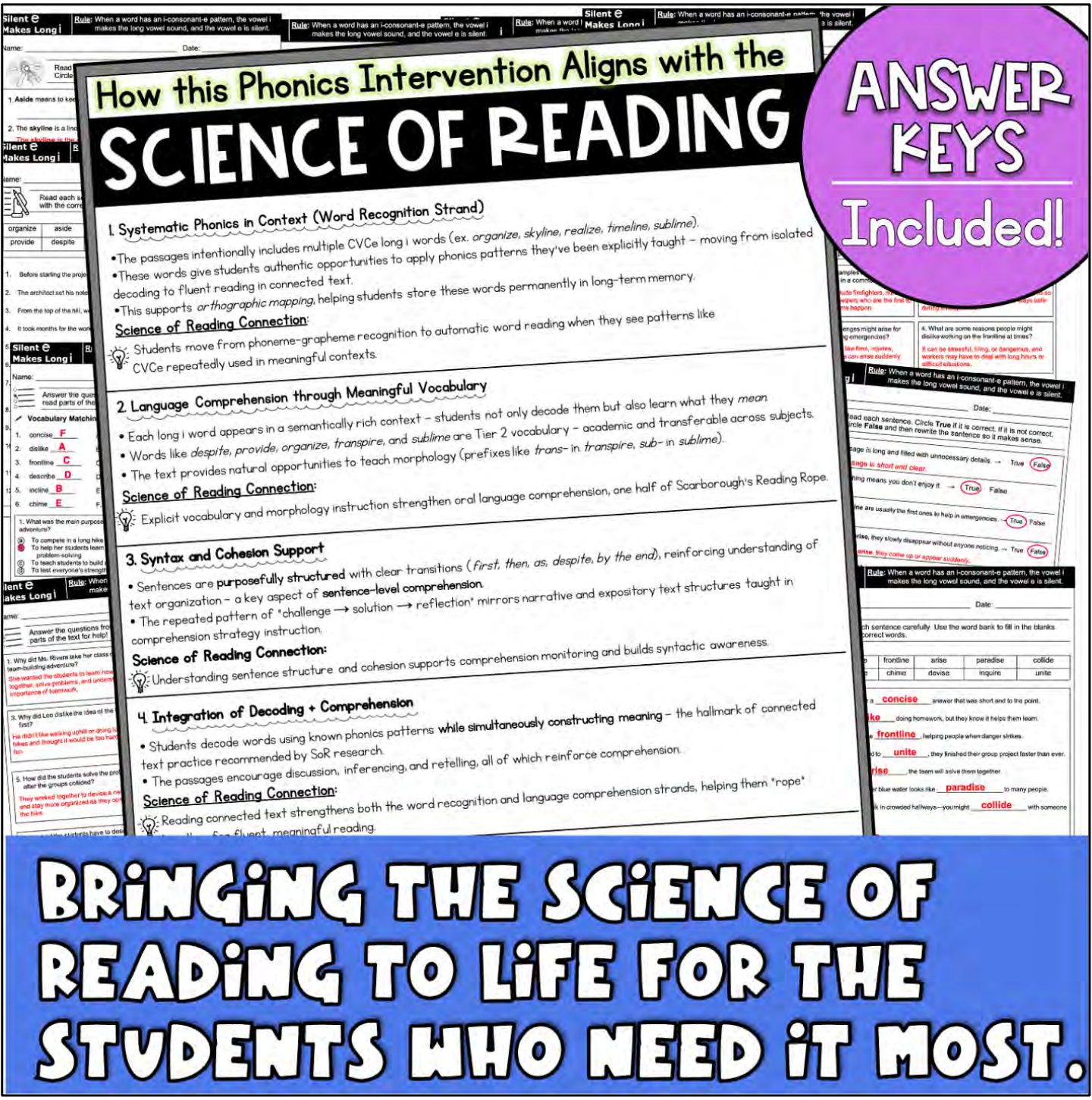
WITH LESSONS!

24 PHONICS/VOCAB. WORDS

I- CONSONANT-E

BUILD VOCABULARY WHILE STUDYING PHONICS




How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
•The passages intentionally includes multiple CVCe long i words (ex. organize, skyline, realize, timeline, sublime).
•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 like CVCe repeatedly used in meaningful contexts.
2. Language Comprehension through Meaningful Vocabulary
• Each long i word appears in a semantically rich context – students not only decode them but also learn what they mean.
• Words like despite, provide, organize, transpire, and sublime are Tier 2 vocabulary – academic and transferable across subjects.
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• The text provides natural opportunities to teach morphology (prefixes like trans- in transpire, sub- in sublime).
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"
ANSWER KEYS
Included!
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 CVCe long i words (ex. *organize, skyline, realize, timeline, sublime*).
- 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.
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- Each long i word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *despite, provide, organize, transpire,* and *sublime* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *trans-* in *transpire*, *sub-* in *sublime*).

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- 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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READING LESSON PLAN | CVC-e Long i

The Skyline Project

Focus Skill: Long I (Vce) Pattern in Context

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RF.3.4 / RF.4.4
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Suggested Use:
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Before Reading: "Today we're going to read a story called The Skyline Project. Before we start, let's warm up with some words that share the same pattern. All of these words have the long i sound, usually spelled with an **i** followed by a consonant and then a silent e – that's the **CVCe pattern**. Let's look at some examples: time, drive, skyline, provide, aside. Listen for that long i sound. Now, think about what you already know about working on a project with others. Was it easy? Hard? How did you make it work? Keep those ideas in mind as we read."

Pre-Reading Mini Task:
✳ Highlight or color long *i* words in the title and the first paragraph. ✳ Predict: "What do you think might happen in the story?

During Reading: "As we read, I want you to look for words that have that long *i* pattern. When you find one, pause and decode it out loud – for example, *skyline* (sky + line) or *aside* (a + side). Notice how the silent e changes the vowel sound from short to long."
✳ "What challenge are the characters facing right now?" ✳ "How did Tia show teamwork?"
✳ "Which long *i* words helped you understand what was happening?"
✳ "Let's reread this sentence – does the long *i* word *realize* change how you think about Tia's feelings?"

Phonics Focus Tip:
✳ Encourage students to keep a "Long I Word Log" on the side of their page and write down each new word they find with the CVCe pattern.

After Reading: "Great reading today! Let's review what we learned. We saw that long *i* words can appear in both simple and complex vocabulary – like *mile* and *realize*. Phonics patterns help us decode *and* understand big words too."

Discussion Prompts:
✳ "What lesson did Tia's group learn about teamwork?"
✳ "Which long *i* word was hardest to read or spell? Why?"
✳ "How does understanding word patterns help you as a reader?"

Extension Ideas:
- Assign the related student pages for phonics, comprehension and vocabulary practice
- Write a short paragraph about your own teamwork experience using at least 5 long *i* words.
- Sort long *i* words into "one-syllable" and "multi-syllable" categories.
- Create a mini word search or social media post using new long *i* words.

Teacher Notes:
- Keep pacing slow enough for decoding practice but connected to meaning.
- Reinforce that phonics is not "baby work" – it's brain training for stronger reading fluency.
- Praise decoding effort: "I love how you used the pattern to figure out that word!"

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

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

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

1.	organize **C**	A.	To give something that is needed or useful.
2.	provide **A**	B.	To trust someone with a secret or feeling.
3.	confide **B**	C.	To put things in order or arrange them clearly.
4.	realize **D**	D.	To understand something clearly for the first time.
5.	chastise **E**	E.	To scold or correct someone for a mistake.
6.	sublime **F**	F.	Very beautiful, impressive or inspiring.

1. What project did Ms. Carter assign to her class?

(a) To build a model city
(b) To organize a presentation about how cities grow and change
(c) To write a story about your favorite place
(d) To draw a picture of the skyline

2. What problem did Tia's group have while working on the project?

(a) They couldn't decide who would present.
(b) They ran out of time before finishing.
(c) They disagreed and couldn't stay organized.
(d) They lost their pictures.

3. What did Tia do when her classmate felt overwhelmed?

(a) Ignored him and finished her part
(b) Told the teacher right away
(c) Let him confide in her and helped him
(d) Asked someone else to do his work

4. Why did Ms. Carter tell the class not to chastise each other?

(a) Because the class had been too loud
(b) Because teamwork means helping, not blaming
(c) Because everyone needed to finish faster
(d) Because she wanted to pick new groups

5. What did Tia realize by the end of the project?

(a) That she liked working alone better
(b) That cities are hard to study
(c) That teamwork can build something amazing
(d) That her group didn't do their best

6. What does the word sublime mean as used in the story?

(a) Funny or silly
(b) Messy or confusing
(c) Boring or plain
(d) Beautiful and inspiring

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

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

1.What was the main goal of Ms. Carter's class project?

The goal was to organize a presentation about how cities grow and change over time.

2. How did Tia's group begin their project, and what challenges did they face later?

They started out strong and worked well together, but later struggled with organization and disagreements.

3. Why was it important for Tia's group to stay organized?

Staying organized helped them manage their time, stay on task, and complete the project successfully.

4. What did Tia mean when she said, "Let's set our differences aside and finish this"?

She meant that they needed to stop arguing and focus on finishing their work together as a team.

5. How did Tia support her classmate when he was struggling?

She listened to him, let him **confide** in her, and helped him fix the problem instead of blaming him.

6. What lesson did Ms. Carter want her students to learn about teamwork?

Ms. Carter wanted students to learn that teamwork means supporting each other, not criticizing or blaming others.

7. What does the word **realize** mean in the story, and what did Tia realize by the end?

Realize means to understand something clearly. Tia realized that teamwork and cooperation were more valuable than being perfect.

8. Why do you think Ms. Carter described the group's final project as **sublime**?

Ms. Carter called it **sublime** because the presentation was beautiful, well done, and inspiring.

9. How did the ending image of the city **skyline** connect to the main idea of the story?

The skyline represented how they built something amazing together, just like buildings make up a city.

10. What might **transpire** in the next class project if Tia's group keeps working together?

If they keep working together, they'll likely communicate better, stay organized, and do even stronger work next time.

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, Building Something Great. Go back and read parts of the text for help!

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

1. aside **F**
2. despite **D**
3. skyline **C**
4. timeline **A**
5. outline **E**
6. transpire **B**

A. A list or picture that shows when events happen in order.
B. To happen or take place.
C. The shape or outline of buildings against the sky.
D. Even though something else makes it difficult.
E. A short plan that shows the main ideas or steps.
F. To move something to the side or keep it separate.

1. What is the main idea of "Building Something Great"?
   - (a) Building a city is too difficult.
   - (b) People can create amazing things by working together and staying organized.
   - (c) It's better to work alone than in a team.
   - (d) Building cities always goes perfectly.

2. What does it mean to organize ideas before building a city?
   - (a) To rush through a project quickly
   - (b) To clean the city after it's built
   - (c) To plan and arrange everything carefully
   - (d) To build without using a plan

3. What word in the story means to keep going even when things are hard?
   - (a) despite
   - (b) aside
   - (c) confide
   - (d) chastise

4. When the workers began to see the city skyline, how did they feel?
   - (a) Disappointed and tired
   - (b) Angry that the work was not done
   - (c) Proud and amazed by their progress
   - (d) Confused about what to do next

5. What does it mean when leaders don't chastise their teams?
   - (a) They don't scold or blame them harshly for mistakes.
   - (b) They make the workers stop working.
   - (c) They hide from the workers.
   - (d) They tell everyone to give up.

6. What lesson can readers learn from this passage?
   - (a) Teamwork and planning help people achieve great things.
   - (b) It's best to work alone.
   - (c) Building cities is easy.
   - (d) Every project turns out perfect.

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, Building Something Great. Go back and read parts of the text for help!

1. Why is it important for builders to organize their ideas before starting to build a city?

It helps them plan where everything will go and make sure the project runs smoothly. When people organize, they can work together more efficiently and avoid mistakes later.

2. What is the purpose of making an outline and a timeline before beginning construction?

The outline shows what will be built and where, while the timeline shows when each part will be done. Both help the builders stay on schedule and focused.

3. What does the text mean when it says builders "set problems aside"?

It means they don't get stuck on small issues or give up. Instead, they stay positive and keep working toward solutions.

4. How does the word despite show the builders' attitude toward challenges?

It shows that even when things are difficult—like bad weather—they keep going. It proves they don't let obstacles stop them from reaching their goal.

5. What do the builders realize when the first tall buildings rise?

They realize how big and amazing their project has become. They feel proud of their teamwork and hard work.

6. How does the skyline help represent the builders' success?

The new skyline shows the results of their effort. It's a symbol of how people can create something beautiful when they work together.

7. What does the word sublime mean in this passage?

Sublime means something beautiful or inspiring. The city is described that way because it's a perfect mix of creativity and effort that impresses everyone.

8. How do the leaders show teamwork instead of chastising workers?

They encourage and help their workers instead of scolding them. This builds trust and helps everyone feel supported.

9. What does it mean that something special has transpired by the end of the story?

It means something important has happened—a city was built through teamwork and hard work. It's the result of everyone's dedication.

10. What lesson does the story teach about working together and not giving up?

It teaches that great things happen when people stay organized, support each other, and keep trying even when things are hard.

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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. **Aside** means to keep something separate or move it to the side. → (True) False

2. The **skyline** is a line people draw on paper to make a building. → True (False)
   The **skyline** is the outline or view of buildings against the sky.

3. When you **realize** something, it means you understand it clearly. → (True) False

4. A **timeline** is a list of words that describe how someone feels. → True (False)
   A **timeline** shows events in order by time, often used to plan or remember what happened when.

5. Something **sublime** is ordinary and boring. → True (False)
   Something **sublime** is so beautiful or amazing that it inspires awe or admiration.

6. The word **despite** means the same thing as "because of." → True (False)
   Despite means "even though" or "in spite of."

7. To **confide** in someone means to trust them with your feelings. → (True) False

8. To **chastise** someone means to praise them for doing great work. → True (False)
   To **chastise** someone means to scold or correct them for doing something wrong.

9. An **outline** is a plan that shows main ideas before completing a big task. → (True) False

10. When something **transpires**, it means it happens or takes place. → (True) False

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

organize	aside	skyline	realize	timeline	sublime
provide	despite	confide	chastise	outline	transpired

1. Before starting the project, the team needed to **organize** their ideas into clear plans.
2. The architect set his notes **aside** so he could focus on the new blueprints.
3. From the top of the hill, we could see the bright city **skyline** shining in the sunset.
4. It took months for the workers to **realize** how amazing their project had become.
5. The builders created a **timeline** to show when each part would be finished.
6. The view of the completed city was absolutely **sublime**—beautiful and inspiring.
7. Leaders must **provide** their workers with tools and encouragement to get the job done.
8. **Despite** the bad weather, the builders kept working hard to finish on time.
9. Good friends are people you can trust and **confide** in when you need help.
10. Instead of being harsh, the supervisor chose not to **chastise** his team for small mistakes.
11. The engineer drew a simple **outline** to show the steps needed for the new design.
12. Everyone was amazed at what had **transpired** when the new city was finally complete.

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Name: _____ Date: _____

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

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

1.	concise **F**	A.	To not like something or find it unpleasant.
2.	dislike **A**	B.	A slanted surface or hill that goes up or down.
3.	frontline **C**	C.	The part of a group that faces the main action or challenge.
4.	describe **D**	D.	To make a clear picture in someone's mind using words.
5.	incline **B**	E.	To make a ringing sound, like a bell.
6.	chime **E**	F.	To say something in a short, clear way without extra words.

1. What was the main purpose of Ms. Rivera's adventure?

(a) To compete in a long hike
(b) To help her students learn teamwork and problem-solving
(c) To teach students to build a playground
(d) To test everyone's strength and speed

2. Why did Leo show dislike for the activity at first?

(a) He didn't like walking uphill.
(b) He didn't want to work in a team.
(c) He forgot his lunch at home.
(d) He was afraid of getting lost.

3. What problem began to arise during the hike?

(a) It started raining.
(b) The groups got lost in the woods.
(c) Two groups collided and dropped their supplies.
(d) The teacher's map blew away.

4. What did the bell chime mean during the adventure?

(a) It was time to eat lunch.
(b) It was the signal for the next challenge.
(c) It meant the game was over.
(d) It warned of danger nearby.

5. What was the final puzzle about?

(a) Describing what teamwork looks like
(b) Building a new playground
(c) Naming their favorite sports
(d) Drawing a map of the school

6. What lesson did the students learn by the end of the story?

(a) It's better to work alone than in a group.
(b) Winning is more important than trying.
(c) Teamwork and unity help people reach their goals.
(d) Hiking is the hardest sport in school.

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Name: _____ Date: _____

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

1. Why did Ms. Rivera take her class on a team-building adventure?

She wanted the students to learn how to work together, solve problems, and understand the importance of teamwork.

2. How did Ms. Rivera give concise directions before the hike began?

She explained the plan clearly and briefly, telling the students that they would solve puzzles and focus on teamwork.

3. Why did Leo dislike the idea of the hike at first?

He didn't like walking uphill or doing long hikes and thought it would be too hard or not fun.

4. What problem began to arise during the hike?

Two groups collided at a crossroads and dropped their backpacks and maps, which caused confusion.

5. How did the students solve the problem after the groups collided?

They worked together to devise a new plan and stay more organized as they continued the hike.

6. What was the meaning of the bell chime during the story?

The chime was a clue that told the class they were close to the next challenge in their adventure.

7. What did the students have to describe in the final puzzle?

They had to describe what a perfect place or *paradise* would look like if everyone worked together peacefully.

8. How did Leo's attitude change by the end of the story?

He started out negative and complaining, but by the end, he felt proud and happy to be part of a united team.

9. What lesson did the students learn about teamwork and unity?

They learned that teamwork, kindness, and problem-solving help people reach goals and make challenges easier to handle.

10. What made the ending feel like paradise for the class?

The class stood together at the top of the hill, enjoying the view and feeling proud of how they had united as a team.

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Name: _____ Date: _____

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

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

1. arise **C**
2. paradise **A**
3. collide **F**
4. devise **E**
5. inquire **B**
6. unite **D**

A. A perfect or beautiful place that feels peaceful and happy.
B. To ask or search for information about something.
C. To come up or happen suddenly.
D. To come together or join as one group.
E. To plan or invent something by thinking carefully.
F. To crash or bump into something with force.

1. What is the main idea of *"Teamwork on the Frontline"?*
   - (a) Emergencies happen every day.
   - (b) Teamwork and clear communication help frontline workers succeed.
   - (c) Everyone should become a firefighter.
   - (d) The best part of any job is the reward.

2. Why do frontline workers use **concise** communication?
   - (a) Because they don't like talking
   - (b) Because short and clear instructions prevent confusion
   - (c) Because they don't have time to write things down
   - (d) Because they want to sound smart

3. What can **arise** during emergencies?
   - (a) Confusion or new problems
   - (b) Vacations
   - (c) Sports events
   - (d) Long speeches

4. What is one reason people **dislike** working on the frontline sometimes?
   - (a) It's too quiet
   - (b) It can be stressful or scary
   - (c) They don't like helping people
   - (d) They don't know how to work in teams

5. What does the passage say makes a moment feel like **paradise**?
   - (a) Winning a game
   - (b) Helping someone and feeling proud of it
   - (c) Getting a day off work
   - (d) Climbing a mountain

6. Why do workers **inquire** after emergencies?
   - (a) To find out what went wrong and how to improve next time
   - (b) To blame other people
   - (c) To write a report for fun
   - (d) To ask for a reward

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

1. Who are some examples of people who work on the frontline in a community?

Frontline workers include firefighters, nurses, teachers, and other helpers who are the first to respond when problems happen.

2. Why is it important for people on the frontline to use concise communication?

They need to give short and clear directions so everyone understands quickly and stays safe during emergencies.

3. What kinds of challenges might arise for frontline workers during emergencies?

Unexpected problems like fires, injuries, confusion, or accidents can arise suddenly and require fast thinking.

4. What are some reasons people might dislike working on the frontline at times?

It can be stressful, tiring, or dangerous, and workers may have to deal with long hours or difficult situations.

5. What does the passage say about moments that feel like paradise for frontline workers?

These moments happen when workers see the results of their efforts—like saving lives, helping families, or bringing hope to others.

6. Why do frontline teams need to devise smart plans?

They must think carefully and plan ahead to solve problems quickly, stay safe, and help people effectively.

7. What does it mean when two things or people collide on the frontline?

It means they crash into each other or have a conflict, which can cause confusion or mistakes if people aren't careful.

8. How do workers inquire after an emergency, and why is this step important?

They ask questions to understand what went right or wrong so they can improve their response next time.

9. What does the passage mean when it says frontline workers must unite?

It means they must come together as a team, support one another, and work as one to help their community.

10. What is the overall message or theme of *"Teamwork on the Frontline"?*

The passage teaches that teamwork, communication, and compassion make a difference during hard times—and that true courage comes from helping others.

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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. A **concise** message is long and filled with unnecessary details. → True (False)

   A concise message is *short and clear*.

2. To **dislike** something means you don't enjoy it. → (True) False

3. People on the **frontline** are usually the first ones to help in emergencies. → (True) False

4. When new problems **arise**, they slowly disappear without anyone noticing. → True (False)

   When new problems **arise**, they *come up or appear suddenly.*

5. A **paradise** is a perfect or peaceful place where people feel happy. → (True) False

6. If two cars **collide**, they crash into each other. → (True) False

7. When you **describe** something, you keep a secret from everyone. → True (False)

   When you **describe** something, you *tell or write details about it.*

8. An **incline** is a flat surface that never goes up or down. → True (False)

   An **incline** is *a slanted surface that goes up or down.*

9. The sound of a **chime** is a soft ringing noise, like from a bell or clock. → (True) False

10. To **unite** means to separate into smaller groups. → True (False)

    To **unite** means *to come together or join as one group.*

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

concise	dislike	frontline	arise	paradise	collide
describe	incline	chime	devise	inquire	unite

1. The teacher asked for a **concise** answer that was short and to the point.
2. Some people **dislike** doing homework, but they know it helps them learn.
3. Firefighters work on the **frontline**, helping people when danger strikes.
4. When the class decided to **unite**, they finished their group project faster than ever.
5. If new problems **arise**, the team will solve them together.
6. A sunny beach with clear blue water looks like **paradise** to many people.
7. Be careful when you walk in crowded hallways—you might **collide** with someone if you're not watching.
8. Can you **describe** what your favorite place looks like so others can picture it?
9. We had to walk up a steep **incline** to reach the top of the hill.
10. The school bell began to **chime**, signaling that class was over.
11. The students worked together to **devise** a plan for their science project.
12. Reporters often **inquire** about details of a story so they can get the facts right.

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