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

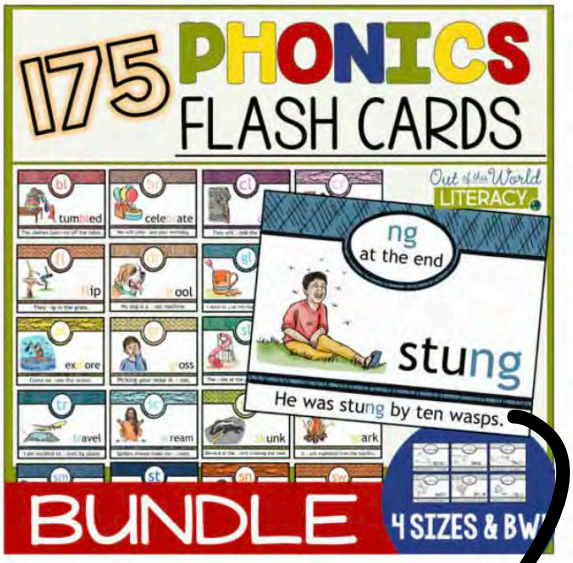
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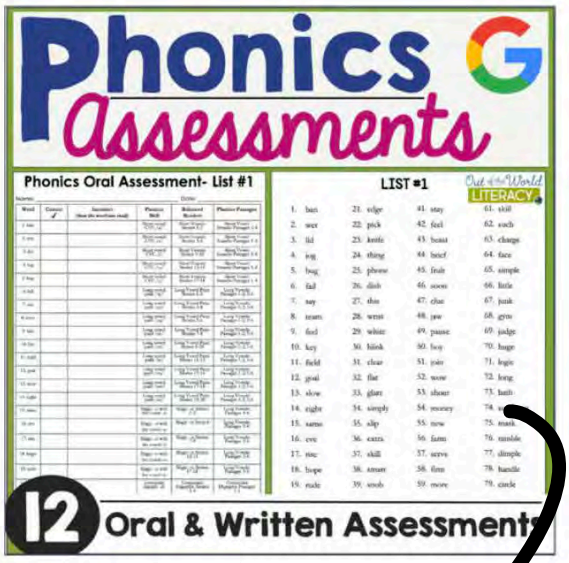
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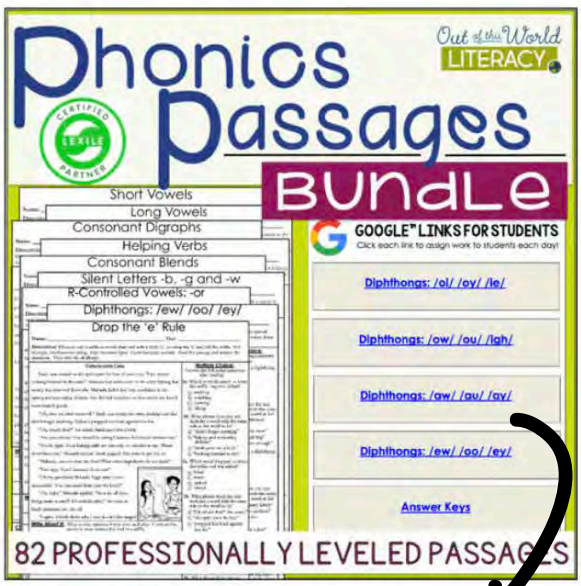


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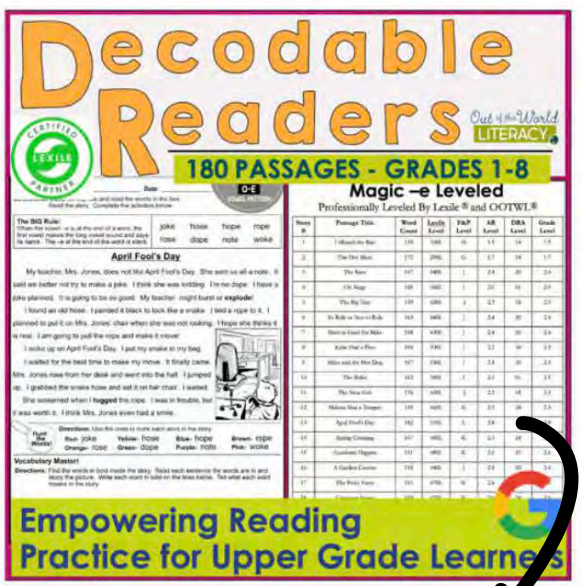


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Phonics Support for Older Readers

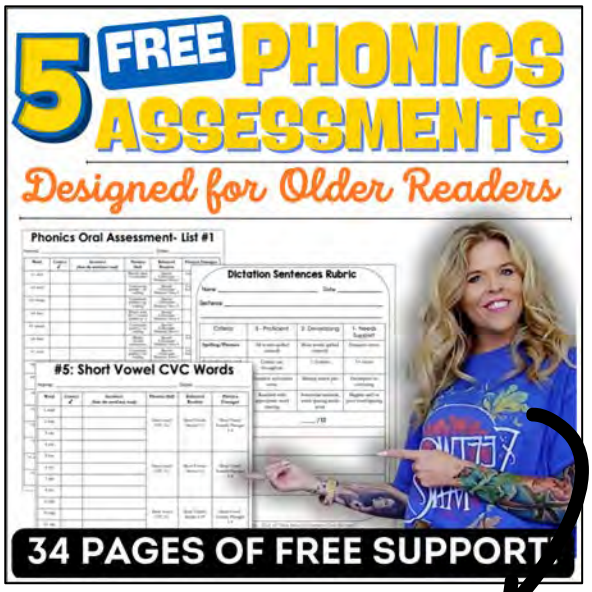


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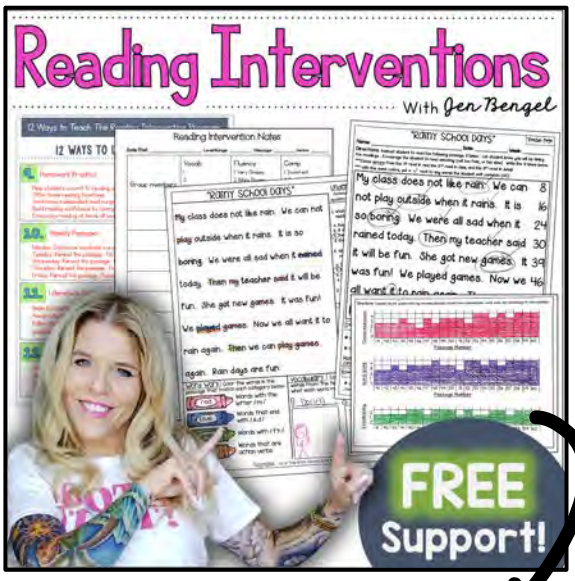


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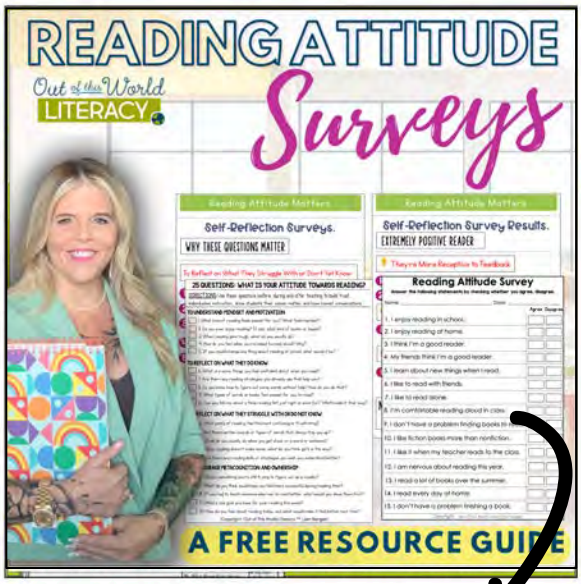


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FREE Support to Help Older Readers

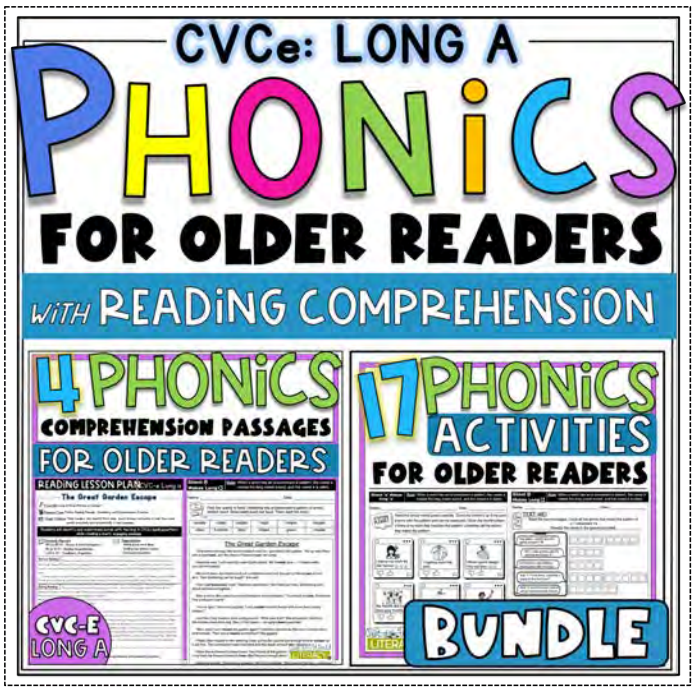


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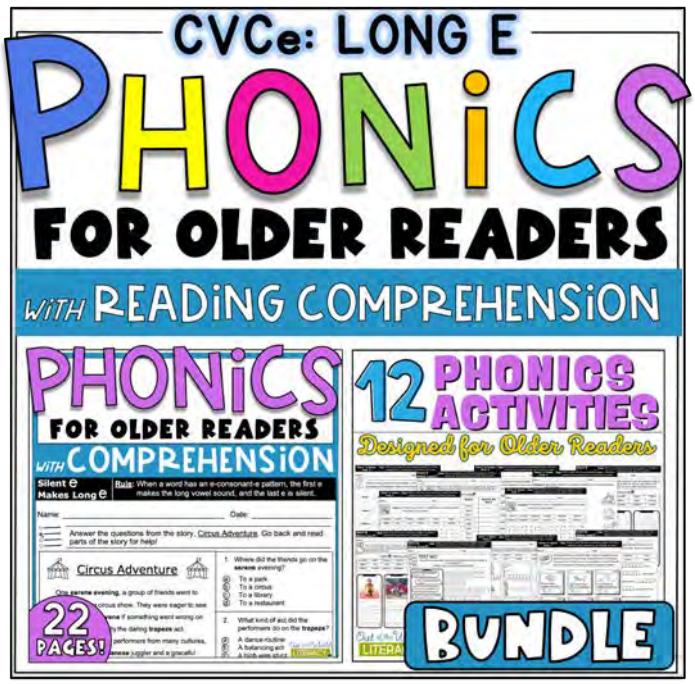
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SEE MORE PHONICS ACTIVITIES



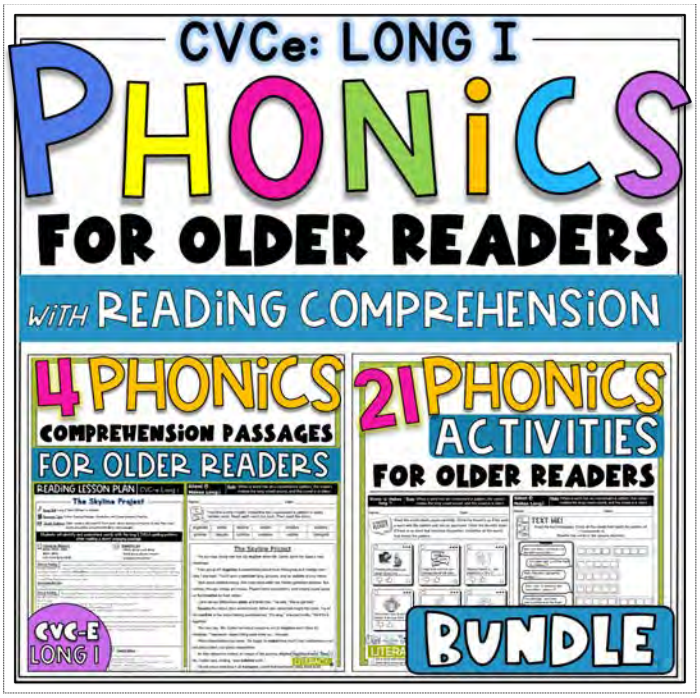
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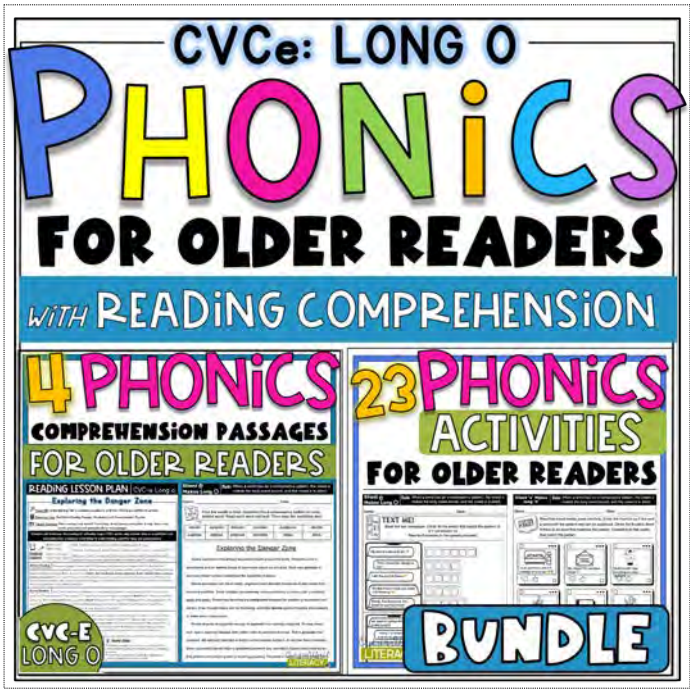
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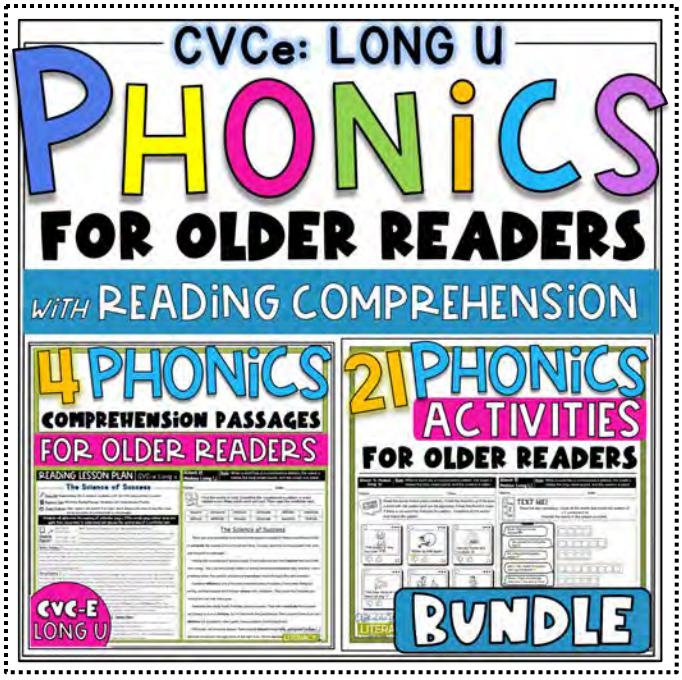
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{CVCe: Long O}



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{CVCe: Long U}

4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | CVC-e Long o

Exploring the Danger Zone

Focus Skill: Understanding Tier 2 academic vocabulary with the CVCe long o 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 determine the meaning of unfamiliar long-o CVCe words using context clues in a nonfiction text and explain how vocabulary contributes to understanding scientific ideas and perseverance.

Standards Alignment:

RL4.1 / RL5.1	Refer to details and examples in a text when explaining and inferring.
RI4.4 / RI5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L4.4 / L5.4 / L6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L4.6 / L5.6 / L6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to read a nonfiction passage called *Exploring the Danger Zone*. It's all about how scientists and astronauts prepare for space missions. Before we begin, let's preview some key words you'll see. These words have a long /o/ sound made by a silent e or vowel team: **remote, episode, decode, provoke, postpone, devote, explode, impose, propose, promote, mope, zone.** As we read, think about how these words connect to science, teamwork, and perseverance. Which words describe actions scientists take, and which describe challenges or emotions? Listen for how the author uses these words to show that space exploration takes patience and focus."

During Reading: "As I read, follow along and highlight or underline each vocabulary word when you find it. Stop and think about what the word means in that sentence. For example, what does it mean when engineers **decode** data? Why might weather cause a launch to be **postponed**? How do scientists **devote** themselves to their mission? We'll pause after each paragraph to talk about how the[illegible] picture what scientists actually do and feel. Pay attention to how the author moves from chall[illegible]ions, like new designs and teamwork."

[illegible]d about space exploration. What steps do scientists take to stay safe and [illegible]nd their process or attitude? For example, what does it mean that [illegible] word **promote** help us understand teamwork? Now, choose three of [illegible]how they connect to the theme of problem-solving in science. [illegible]rry powerful meanings that show action, attitude, and

Teacher Notes:

- Review decoding and pronunciation of long-o CVCe patterns before reading to strengthen phonics-vocabulary connection.
- Model how context clues (examples, explanations, contrasts) help define unknown words.
- Emphasize nonfiction text structure—cause and effect

CVC-E LONG O

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

Name: _____ Date: _____

Time To Read

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

remote	episode	decode	provoke	postpone	devote
explode	impose	propose	promote	mope	zone

Exploring the Danger Zone

Space exploration has always fascinated people around the world. Scientists work in laboratories and on **remote** bases to learn more about our universe. Each new **episode** of discovery helps humans understand the mysteries of space.

Before astronauts can travel safely, engineers must **decode** thousands of data points from tests and satellites. Small mistakes can **provoke** serious problems, so every plan is checked again and again. Sometimes launches are **postponed** because the weather or equipment isn't perfect. Even though delays can be frustrating, scientists **devote** years of training and research to make every mission safe.

Rocket engines are powerful enough to **explode** if not carefully designed. To keep crews safe, space agencies **impose** strict safety rules on everyone involved. Teams **propose** new solutions, like stronger materials or better communication systems, to improve future missions. Every successful launch helps to **promote** teamwork and innovation. Space travel reminds us that patience and planning lead to amazing progress. The **zone** of space may look empty, but it

Out of this World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | CVC-e Long o

The Science Fair Zone

Focus Skill: Understanding Tier 2 academic vocabulary with the CVCe long o 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 determine the meaning of unfamiliar long-o CVCe words through context clues in a fictional text and explain how precise vocabulary helps convey character emotions and actions.

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's story is called *The Science Fair Zone*. It's about a girl named Lila who learns the value of persistence and problem-solving. Before we read, let's look at some words that will appear in the story. These words all have a long **o** made by a silent **e** or vowel team pattern: remote, episode, decode, provoke, postpone, devote, explode, impose, propose, promote, mope, and zone. As we read, think about how each word connects to the steps of solving a problem or showing emotion. Some words describe actions, and others describe how Lila feels. Let's keep an eye out for how these words bring the story to life."

During Reading: "As I read, follow along and highlight each vocabulary word when you see it. Stop and think about what's happening at that moment—how does the word help you understand Lila's thoughts or choices? For example, when she tries to **decode** what's wrong with her volcano, what does that mean? When she says she'll **devote** her afternoon to it, what does that show about her attitude? I'll pause at a few points so we can discuss how the author uses these words to show both the science process and Lila's determination. Listen for the turning point—the moment when she finally enters her 'zone' and feels proud of her work."

After Reading: "Let's talk about what Lila learned in this story. What problem was she facing, and how did she solve it? Which vocabulary words helped show her emotions or actions along the way? For instance, how did *mope* show her frustration at first, and how did *promote* show her success at the end? Now, think about a time you had to keep working on something that didn't go right at first. Choose three vocabulary words and use them in new sentences to describe your own experience. Remember—stories aren't just about what happens; they're about how words help us feel and understand the journey."

Extension Ideas:

- Assign the related student pages for phonics, comprehension and vocabulary practice.
- **Word Meaning Sort:** Students sort vocabulary into categories: *Feelings/Emotions (mope, provoke, zone), Actions (devote, decode, postpone, propose), Results/Outcomes (explode, promote, impose, episode, remote)*
- **Creative Writing Prompt:** write a short story or comic titled *"In the Zone"* using at least five of the vocabulary words.
- **Science & Literacy:** research a real-life inventor or scientist who didn't give up after a failed experiment; then write how that person's perseverance "helped their ideas explode."
- **Vocabulary Acting Game:** Students act out one of the words while classmates guess it (great for kinesthetic learners).

Teacher Notes:

- Review decoding of long-o CVCe words before reading to strengthen phonics-vocabulary link.
- Model using tone and expression to show frustration → persistence → success.
- Emphasize how word choice creates mood and b character.
- Encourage students to connect story events to g mindset and science inquiry skills.
- Assess with a short written reflection using at l target words correctly in context.

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

Name: _____ Date: _____

Time To Read

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

remote	episode	decode	provoke	postpone	devote
explode	impose	propose	promote	mope	zone

The Science Fair Zone

Lila sat on the couch, clicking the **remote** to change the channel. A new **episode** of her favorite science show was on, but she couldn't focus. Her volcano project for the science fair was due in two days, and she still hadn't figured out how to make it safely **explode**.

Her best friend, Marco, called. "Don't **mope**, Lila. We can fix it! Let's **decode** what's going wrong."

They met in the garage with goggles, baking soda, and vinegar. "Maybe we should **postpone** the big eruption until we've tested it outside," Marco suggested.

"Good idea," Lila said. "I don't want to **provoke** another mess like last time."

After hours of work, Lila sighed. "I'll **devote** the whole afternoon to perfecting this tomorrow."

The next day, the volcano finally bubbled perfectly. Lila smiled. "I **propose** we add red food coloring to make it look like lava!"

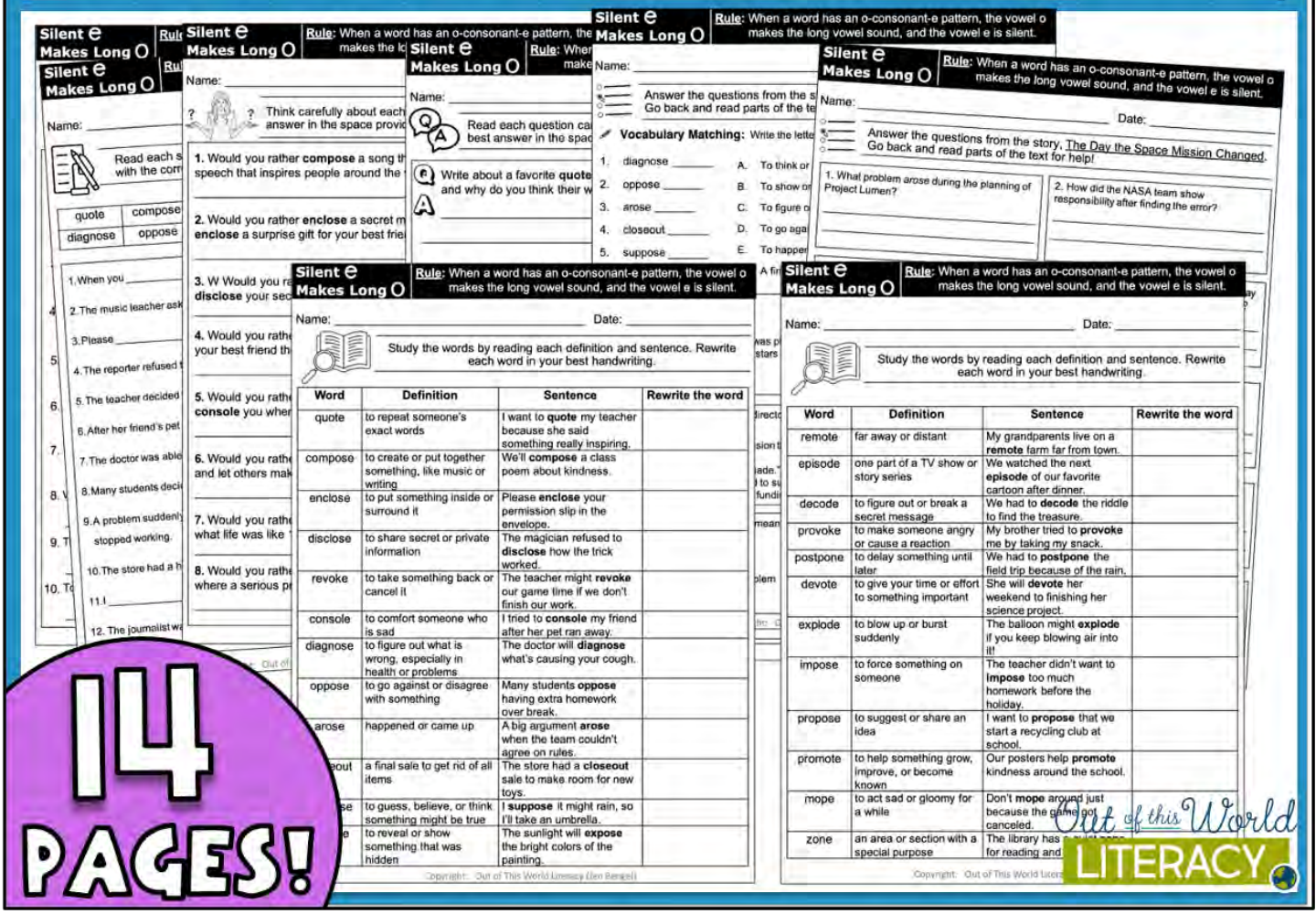
At the fair, her display was a hit. The judges were impressed that she had used science safely and creatively. Her teacher said, "Lila, I'm going to **promote** your project to the district competition!"

WiTH LESSONS!

24 PHONICS/VOCAB. WORDS

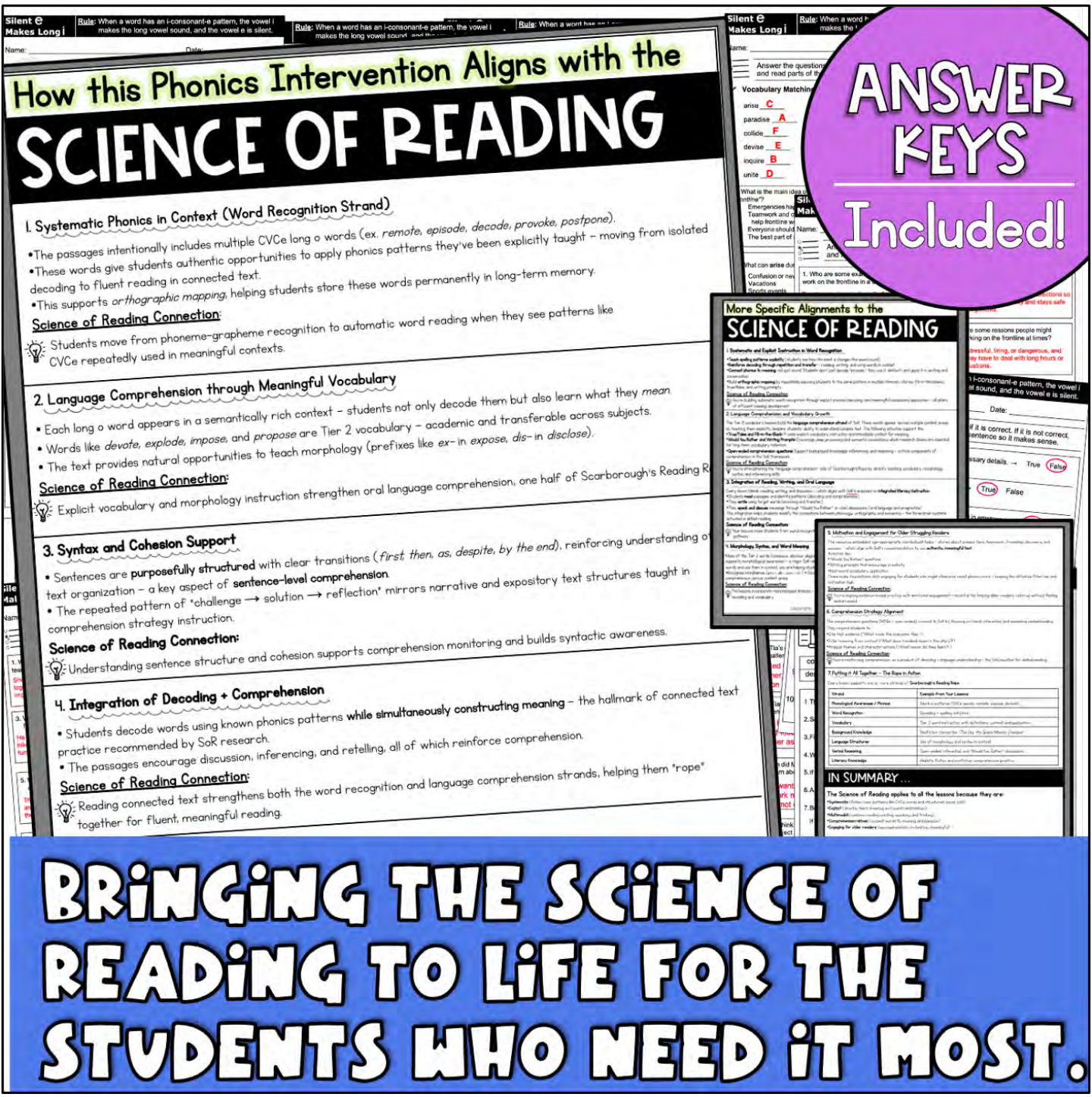
O- CONSONANT-E

BUILD VOCABULARY WHILE STUDYING PHONICS



14 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
IN SUMMARY...
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 o words (ex. *remote, episode, decode, provoke, postpone*).
- 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 o word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *devote, explode, impose,* and *propose* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *ex-* in *expose*, *dis-* in *disclose*).

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 silent e changes the vowel sound).
- **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 "provoke," they *use* it, *define* it, and *apply* it in writing and conversation.
- Build **orthographic mapping** by repeatedly exposing students to the same pattern in multiple formats: stories, fill-in-the-blanks, true/false, and writing prompts.

Science of Reading Connection:

You're building automatic word recognition through explicit phonics, decoding, and meaningful vocabulary application – all pillars of efficient reading development.

2. Language Comprehension and Vocabulary Growth

The Tier 2 vocabulary lessons build the **language comprehension strand** of SoR. These words appear across multiple content areas, so teaching them explicitly deepens students' ability to understand complex text. The following activities support this:

- **True/False and Fill-in-the-Blank:** Provide explicit vocabulary instruction and immediate context for meaning.
- **Would You Rather and Writing Prompts:** Encourage *deep processing* and *semantic connections*, which research shows are essential for long-term vocabulary retention.
- **Open-ended comprehension questions:** Support background knowledge, inferencing, and reasoning – critical components of comprehension in the SoR framework.

Science of Reading Connection:

You're strengthening the "language comprehension" side of Scarborough's Rope by directly teaching vocabulary, morphology, syntax, and inferencing skills.

3. Integration of Reading, Writing, and Oral Language

Every lesson blends reading, writing, and discussion – which aligns with SoR's emphasis on **integrated literacy instruction**.

- Students **read** passages and identify patterns (decoding and comprehension).
- They **write** using target words (encoding and transfer).
- They **speak and discuss** meanings through "Would You Rather" or class discussions (oral language and pragmatics).

This integration helps students solidify the connections between *phonology, orthography, and semantics* – the three brain systems activated in skilled reading.

Science of Reading Connection:

Your lessons move students from *word recognition* → *meaning* → *application*, strengthening every part of the reading brain pathway.

4. Morphology, Syntax, and Word Meaning

Many of the Tier 2 words (*compose, disclose, diagnose, oppose, presume, attribute*) include **prefixes, roots, and suffixes**. This supports morphological awareness – a major SoR-aligned practice for upper-elementary students. When you explicitly teach these words and use them in context, you are helping students:

*Recognize morphemes (*pro-, de-, con-, re-*). * Decode multisyllabic words efficiently. *Build academic vocabulary that supports comprehension across content areas.

Science of Reading Connection:

The lessons incorporate morphological analysis – a critical step for older students transitioning from basic phonics to advanced decoding and vocabulary.

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5. Motivation and Engagement for Older Struggling Readers

The resource embedded *age-appropriate, non-babyish* tasks – stories about science fairs, teamwork, friendship, discovery, and success – which align with SoR's recommendation to use **authentic, meaningful text**.

Activities like:

- "Would You Rather" questions
- Writing prompts that encourage creativity
- Real-world vocabulary application

These make foundational skills engaging for students who might otherwise resist phonics work – keeping the affective filter low and motivation high.

Science of Reading Connection:



You're aligning evidence-based practice with emotional engagement – essential for helping older readers catch up without feeling embarrassed.

6. Comprehension Strategy Alignment

The comprehension questions (MCQs + open-ended) connect to SoR by focusing on literal, inferential, and evaluative understanding. They require students to:

- Cite text evidence ("What made the character feel…")
- Infer meaning from context ("What does 'revoked' mean in this story?")
- Analyze themes and character actions ("What lesson did they learn?")

Science of Reading Connection:



You're reinforcing comprehension as a product of *decoding + language understanding* – the SoR equation for skilled reading.

7. Putting it All Together – The Rope in Action

Every lesson supports one or more strands of **Scarborough's Reading Rope**:

Strand	Example from Your Lessons
Phonological Awareness / Phonics	Silent-e patterns (CVCe words: *remote, expose, decode*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"The Day the Space Mission Changed"*
Language Structures	Use of morphology and syntax in context
Verbal Reasoning	Open-ended, inferential, and "Would You Rather" discussions
Literacy Knowledge	Realistic fiction and nonfiction comprehension practice

IN SUMMARY …

The Science of Reading applies to all the lessons because they are:

- **Systematic** (follow clear patterns like CVCe 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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Silent e Makes Long O

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

Name: _____ Date: _____

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

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

1.	remote **B**	A.	To delay or move something to a later time.
2.	episode **F**	B.	Far away or distant.
3.	decode **E**	C.	To cause someone to react or get upset.
4.	provoke **C**	D.	To spend time or effort on something important.
5.	postpone **A**	E.	To figure out or break a secret message.
6.	devote **D**	F.	One part of a TV show or story series.

1. What problem is Lila facing at the beginning of the story?

(a) She lost her remote control.
(b) She can't make her volcano work for the science fair.
(c) She forgot to bring her materials to school.
(d) She doesn't like science anymore.

2. What does Marco mean when he says, "Let's **decode** what's going wrong"?

(a) They should read a book about science.
(b) To guess what's wrong without checking.
(c) They should figure out the problem carefully.
(d) They should start a new project.

3. Why do Lila and Marco decide to **postpone** the big eruption?

(a) They realize it's safer to test it outside first.
(b) They want to make it more dramatic.
(c) The teacher told them to wait.
(d) They ran out of materials.

4. What is the meaning of the word **devote** in the sentence "I'll devote the whole afternoon to perfecting this tomorrow"?

(a) Give up on it completely
(b) Spend time and effort working on it
(c) Think about it but not do it
(d) Watch other people do it

5. What does the teacher mean when he says he'll **promote** Lila's project to the district competition?

(a) He will make her start over
(b) He will give her a better grade
(c) He will send her project to the next level of competition
(d) He will tell her parents about it

6. What lesson does Lila learn in the story?

(a) Watching TV is better than working.
(b) Science is easy if you never make mistakes.
(c) Winning is the most important part of learning.
(d) Success comes from focus, teamwork, and trying again.

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Silent e Makes Long O

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

Name: _____ Date: _____

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

1.Why was Lila having trouble focusing at the beginning of the story?

She was distracted by a TV show and worried that her volcano project wouldn't work before the science fair.

2. How did Marco help Lila solve her problem?

He encouraged her not to give up and suggested they figure out (decode) what was wrong with the volcano.

3. What does it mean when Lila says she will "devote the whole afternoon" to the project?

It means she plans to spend all her time and effort working hard to fix and perfect it.

4. Why did they decide to test the volcano outside?

They wanted to stay safe and avoid another messy explosion indoors, showing they were thinking ahead.

5. How does the word **provoke** connect to what happened in their earlier experiments?

Their earlier experiment "provoked" a mess—meaning it caused a reaction or problem—so they learned to be more careful this time.

6. What does the phrase "Lila entered the zone" mean in the story?

It means she was completely focused and doing her best work, feeling confident and successful.

7. How did Lila's attitude change from the beginning to the end of the story?

At first, she was frustrated and wanted to give up, but by the end she was proud, calm, and determined to keep trying.

8. Why was the teacher proud of Lila and Marco's project?

Because they showed creativity, teamwork, and safety, and they didn't give up even when they had problems.

9. What does this story teach about success?

That success comes from effort, planning, and a positive attitude—not from luck or perfection.

10. How do the vocabulary words help build the theme of the story?

Words like decode, devote, postpone, promote, and zone show the steps Lila took to solve her problem and stay focused, helping readers see how persistence leads to success.

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Silent e Makes Long O

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

Name: _____ Date: _____

Answer the questions from the story, Exploring the Danger Zone. Go back and read parts of the text for help!

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

1. explode **D**
2. impose **F**
3. propose **A**
4. promote **E**
5. mope **B**
6. zone **C**

A. To suggest an idea or plan.
B. To feel sad and drag around without energy.
C. An area or section with a special purpose.
D. To burst suddenly and with force.
E. To support or encourage something to grow or succeed.
F. To force something on someone, even if they don't want it.

1. What is the main idea of *"Exploring the Danger Zone"?*

(a) Space exploration is exciting but unsafe.
(b) Scientists give up when problems happen.
(c) Space missions require teamwork, patience, and careful planning.
(d) Astronauts work alone to find new planets.

2. What does it mean when engineers **decode** thousands of data points?

(a) They erase all the data before a mission.
(b) They try to understand and analyze the information.
(c) They hide information from astronauts.
(d) They make up numbers for practice.

3. Why do scientists sometimes **postpone** launches?

(a) They are too busy with other projects.
(b) The weather or equipment might not be safe.
(c) They want to wait for people to watch.
(d) The astronauts forget their supplies.

4. What does, "scientists **devote** years of training and research to their work" mean?

(a) They spend all their time and energy working on it.
(b) They only study space for fun.
(c) They work for a few days and move on.
(d) They get bored easily with space studies.

5. Why do space agencies **impose** strict safety rules?

(a) To make astronauts work faster.
(b) To avoid teamwork.
(c) To make their jobs more difficult.
(d) To keep missions safe and prevent accidents.

6. What message does the author want readers to learn from the passage?

(a) Space exploration is too dangerous to continue.
(b) Mistakes mean failure.
(c) Science is about problem-solving and learning from challenges.
(d) Space travel is only for lucky people.

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Name: _____ Date: _____

Answer the questions from the story, Exploring the Danger Zone. Go back and read parts of the text for help!

1. What is the "danger zone" that the title refers to?

It refers to space and the risky work that scientists and astronauts do to explore and learn more about it.

2. What are some of the challenges scientists face in space exploration?

They deal with dangerous equipment, possible explosions, weather delays, and the need for perfect safety and precision.

3. How do scientists prepare before a rocket launch?

They test equipment, analyze data, check every system carefully, and only launch when everything is completely safe.

4. What does it mean to **decode** data in this passage?

It means to study and interpret complicated information from satellites or tests so scientists can understand it clearly.

5. Why might scientists **postpone** a mission instead of launching it right away?

They might delay a launch if the weather is bad, the equipment isn't ready, or they need more time to check for safety.

6. What does the author mean when they say scientists **devote** years to their work?

It means they spend a lot of time and effort learning, testing, and studying to make space exploration possible.

7. How do the vocabulary words help explain the author's main idea?

Words like decode, impose, propose, and promote show how scientists work carefully, follow rules, and create new ideas to improve space missions.

8. Why is it important that space agencies **impose** strict rules?

Strict rules protect astronauts and help avoid mistakes that could cause accidents or explosions during launches.

9. What does the author mean when they say scientists never **mope** when things go wrong?

It means they don't get discouraged—they stay positive, fix problems, and keep trying until they succeed.

10. What lesson can readers learn from the scientists in this passage?

That success comes from patience, teamwork, and persistence—even when things are difficult or delayed.

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. A **remote** place is very close and easy to reach. → True (False)

   False — *Remote means far away or distant.*

2. An **episode** can be a part of a TV show or an event in a person's life. → (True) False

3. When you **decode** something, you make it harder to understand. → True (False)

   False — *Decode means to figure out or make sense of something.*

4. To **provoke** someone means to make them upset, angry, or react strongly. → (True) False

5. If you **postpone** a meeting, you decide to do it later instead of now. → (True) False

6. When you **devote** time to something, you ignore it completely. → True (False)

   False — *Devote means to give time or effort to something important.*

7. Fireworks **explode** when they burst apart with light and sound. → (True) False

8. To **impose** means to force rules, ideas, or actions on others. → (True) False

9. If you **propose** an idea, you are suggesting it for others to consider. → (True) False

10. To **promote** something means to keep it a secret. → True (False)

    False — *Promote means to support or encourage something so it grows.*

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Name: _____ Date: _____



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

quote	compose	enclose	disclose	revoke	console
diagnose	oppose	arose	closeout	suppose	expose

1. When you **quote** someone, you repeat their exact words, often using quotation marks.
2. The music teacher asked us to **compose** a short song using only three instruments.
3. Please **enclose** your permission slip and payment in this envelope before turning it in.
4. The reporter refused to **disclose** the secret source who shared the story.
5. The teacher decided to **revoke** the class reward after too many students broke the rules.
6. After her friend's pet passed away, Mia tried to **console** her by giving her a kind note.
7. The doctor was able to **diagnose** the illness after running a few simple tests.
8. Many students decided to **oppose** the new school rule because they felt it wasn't fair.
9. A problem suddenly **arose** during the science fair when one of the projects stopped working.
10. The store had a huge **closeout** sale to clear out all the old inventory before closing.
11. I **suppose** we could finish this project by Friday if we all work together.
12. The journalist wanted to **expose** the truth about the company's actions to the public.

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

Name: _____ Date: _____

Answer the questions from the story, The Secrets of the School Sale. Go back and read parts of the text for help!

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

1. quote **D**
2. compose **F**
3. enclose **B**
4. disclose **E**
5. revoke **C**
6. console **A**

A. To comfort someone who is sad or upset.
B. To put something inside or surround it.
C. To take something back or cancel it.
D. To repeat someone's exact words.
E. To reveal or share information that was secret or private.
F. To create or put together something, like music or writing.

1. What problem first **arose** in the story?

(a) The art club lost their teacher
(b) The principal announced a closeout sale of art supplies
(c) The students broke their artwork
(d) The school lost electricity

2. Why did Lila decide to write a letter to the principal?

(a) To ask for more art supplies
(b) To thank her for the sale
(c) To oppose the sale and explain why art class was important
(d) To invite her to the art show

3. What did Lila **enclose** in her letter?

(a) A drawing of the art room full of students
(b) A picture of her and Marco
(c) A list of broken art tools
(d) A photo of the school principal

4. What did Mrs. Rivera do after reading Lila's letter?

(a) Ignored it and continued the sale.
(b) Closed the art room permanently.
(c) Told Lila she was in trouble for complaining.
(d) Revoked the sale and planned an art show instead.

5. What does the word **console** mean in the story?

(a) To repair something broken
(b) To comfort someone who feels upset
(c) To hide something important
(d) To explain how to fix a problem

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

(a) Selling supplies is better than using them
(b) Students should never talk to teachers
(c) Creativity and teamwork matter more than materials
(d) Art class is a waste of time

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Name: _____ Date: _____

Answer the questions from the story, The Secrets of the School Sale. Go back and read parts of the text for help!

1. Why did Lila feel upset when she saw the closeout sale sign?

She was worried that if all the art supplies were sold, the art club wouldn't have materials to make their projects.

2. How did Lila show leadership in the story?

She took action instead of complaining—she wrote a letter, enclosed a drawing, and respectfully shared her opinion with the principal.

3. What does it mean when Mrs. Rivera decided to **revoke** the sale?

It means she cancelled or took back her decision to sell the supplies.

4. How did Lila's drawing help change the principal's mind?

The drawing showed how important the art room was for students' creativity and learning, helping Mrs. Rivera see the value of keeping it open.

5. Why do you think Mrs. Rivera chose to hold an art show instead of a sale?

She wanted to give students a positive way to raise money and celebrate creativity rather than lose their materials.

6. How did Lila **console** her nervous friend during the art show?

She encouraged her by reminding her that sharing art could inspire others and that it's okay to show feelings through art.

7. What can we learn about Lila's character from her actions?

She is brave, respectful, and creative. She stands up for what she believes in while still being kind.

8. How does the word **expose** fit into the ending of the story?

It means to reveal or bring something to light. Lila's actions exposed the truth that art and teamwork are more important than the supplies themselves.

9. Why is the word **diagnose** used in Mrs. Rivera's final line?

It's a metaphor meaning that Lila helped the school "figure out" or "identify" what truly mattered—creativity and community.

10. What theme or message does this story teach readers?

The story teaches that speaking up respectfully can lead to positive change and that art, creativity, and teamwork should be valued in schools.

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Name: _____ Date: _____

Answer the questions from the story, The Day the Space Mission Changed. Go back and read parts of the text for help!

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

1. diagnose **C**
2. oppose **D**
3. arose **E**
4. closeout **F**
5. suppose **A**
6. expose **B**

A. To think or believe something without being sure.
B. To show or reveal something that was hidden.
C. To figure out what problem or illness someone has.
D. To go against or disagree with something.
E. To happen or come up.
F. A final sale to get rid of all items.

1. What was *Project Lumen*?

(a) A space museum exhibit
(b) A new lunar mission NASA was planning
(c) A telescope project to study stars
(d) A science fair experiment

2. Why did the NASA team consider *revoking* the mission clearance?

(a) They didn't have enough fuel
(b) The spaceship was too heavy
(c) The astronauts were not trained
(d) A systems engineer found a data error that could affect oxygen levels

3. What important *quote* did the director share with the reporters?

(a) "We would rather delay a mission than endanger a crew."
(b) "Mistakes should never be made."
(c) "Every mission is guaranteed to succeed."
(d) "Only perfect flights deserve funding."

4. When NASA decided to *disclose* the truth about the delay, what did that show?

(a) They were trying to hide the real reason
(b) They were being honest and transparent
(c) They wanted to end the mission
(d) They didn't know what happened

5. What does the word *diagnose* mean in the passage?

(a) To decorate something
(b) To copy information
(c) To identify the cause of a problem
(d) To remove a computer file

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

(a) You'll never make mistakes
(b) Honesty, teamwork, and patience lead to success
(c) Science projects never go as planned
(d) Astronauts don't need engineers

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Name: _____ Date: _____

Answer the questions from the story, The Day the Space Mission Changed. Go back and read parts of the text for help!

1. What problem *arose* during the planning of Project Lumen?

A systems engineer found a data error that could affect the oxygen system, which could have put the crew at risk.

2. How did the NASA team show responsibility after finding the error?

They paused the mission, reviewed their work carefully, and worked together to fix the problem instead of ignoring it.

3. What does it mean to *revoke* a mission clearance?

It means to cancel or take back the permission to launch until the problem is fixed.

4. Why was the quote "We would rather delay a mission than endanger a crew" important?

It showed NASA's commitment to safety and became a powerful example of putting people before success.

5. What does it mean that NASA chose to *disclose* the truth to the public?

It means they were open and honest about the delay instead of hiding their mistake.

6. What is the meaning of *expose* in the passage?

It means to reveal something that was hidden — in this case, exposing and learning from errors helped them improve.

7. How did NASA *diagnose* the cause of the problem?

The engineers carefully examined the data and found the source of the error in the system.

8. How did the director try to *console* the team after the delay?

The director reminded them that every mission teaches something new and that their careful work protected the crew.

9. What can we learn from how the team handled the situation?

We learn that it's better to admit mistakes, take time to fix them, and work as a team rather than rushing to finish something.

10. What message does the author want readers to understand from this passage?

The passage teaches that true success in science—and in life—comes from honesty, patience, and problem-solving, not just quick results.

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. When you **quote** someone, you repeat their exact words. → (True) False

2. If you **compose** a song, you are listening to music, not creating it. → True (False)

   False — *Compose means to create or write something new, such as music, a story, or a poem.*

3. To **disclose** information means to hide it from everyone. → True (False)

   False — *Disclose means to reveal or share something that was secret or private.*

4. If a rule or privilege is **revoked**, it has been taken away or canceled. → (True) False

5. When you **console** a friend, you try to comfort them when they're upset. → (True) False

6. Doctors **diagnose** a patient by guessing randomly what's wrong. → True (False)

   False — *Diagnose means to carefully identify a problem or illness after examining evidence.*

7. The word **arose** means something started or came up, often unexpectedly. → (True) False

8. When you **suppose** something, you are certain and have proof. → True (False)

   False — *Suppose means to guess or believe something might be true without proof.*

9. To **expose** something means to uncover or reveal it so others can see. → (True) False

10. To **oppose** means to disagree with a statement. → (True) False

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

remote	episode	decode	provoke	postpone	devote
explode	impose	propose	promote	mope	zone

1. The tiny village was so **remote** that it took two hours of driving on dirt roads to reach it.
2. In my favorite show, the funniest **episode** is when the main character accidentally gets stuck in an elevator.
3. Scientists can **decode** secret messages using special codes and patterns.
4. It's not kind to **provoke** your classmates just to make them angry.
5. The soccer game had to **postpone** because of the heavy rainstorm.
6. Every weekend, she chooses to **devote** her time to helping animals at the shelter.
7. Be careful with that soda can—it might **explode** if you shake it too much!
8. The teacher didn't want to **impose** too many new rules all at once.
9. I'd like to **propose** an idea for our next class project—how about building a model of the solar system?
10. Our school will **promote** reading by hosting a "Book Spirit Week" with prizes and games.
11. Instead of sitting around to **mope** about losing the game, let's practice and try again tomorrow.
12. The quiet reading **zone** in the library helps everyone stay focused and calm.

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