# 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

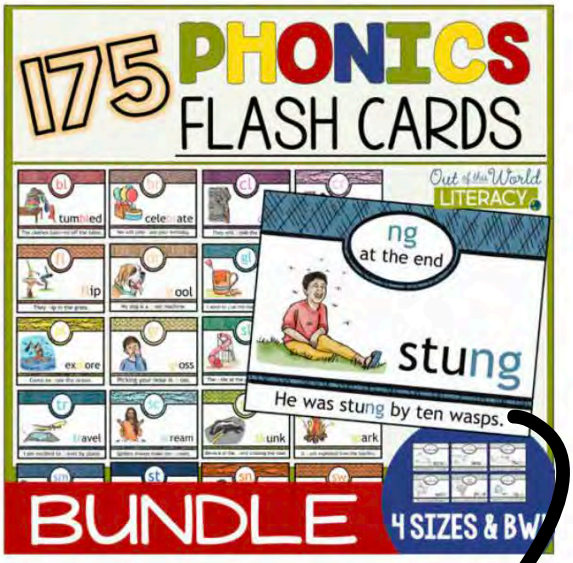
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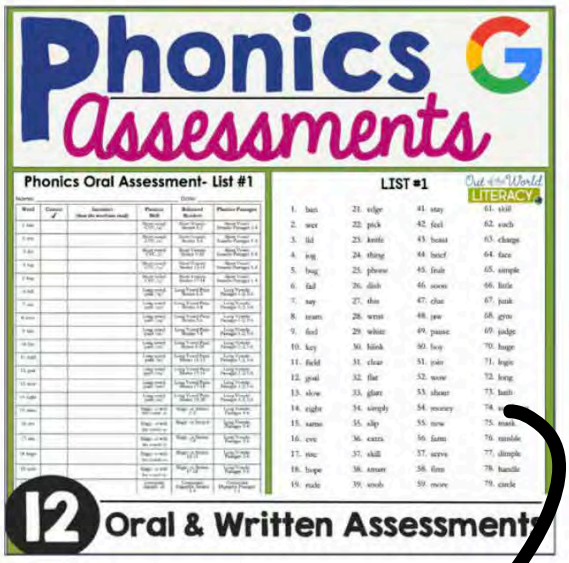
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@teachwithjenbengel

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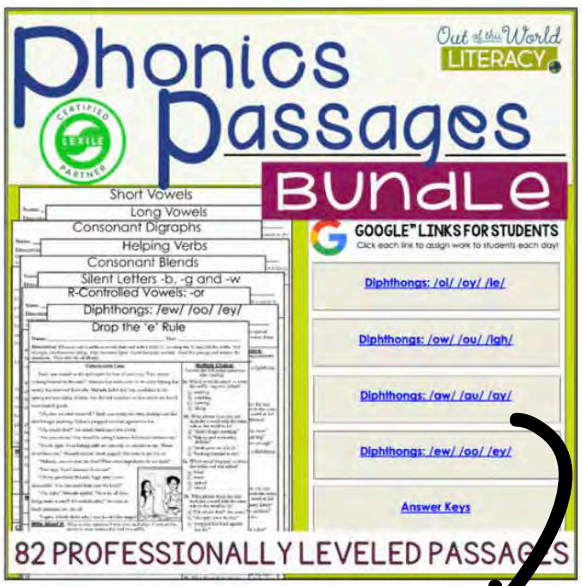



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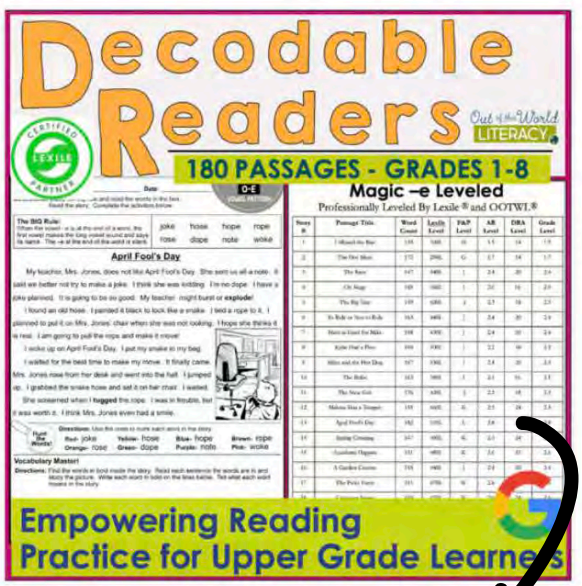



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## Phonics Support for Older Readers

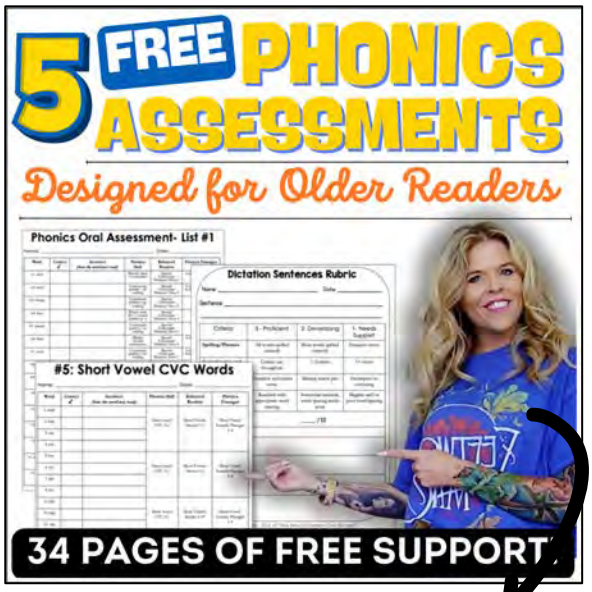



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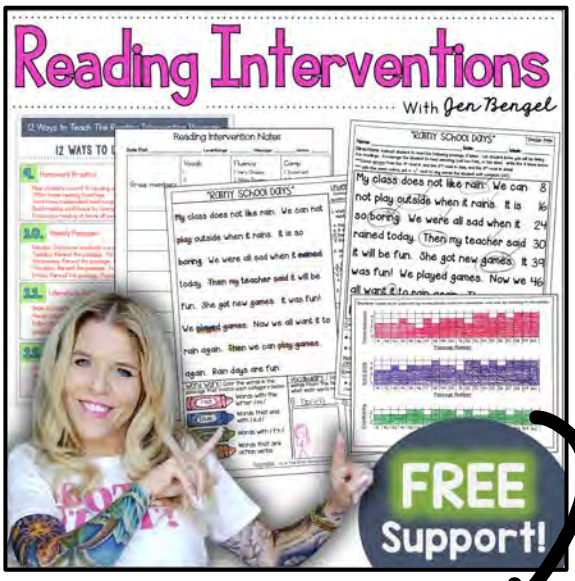



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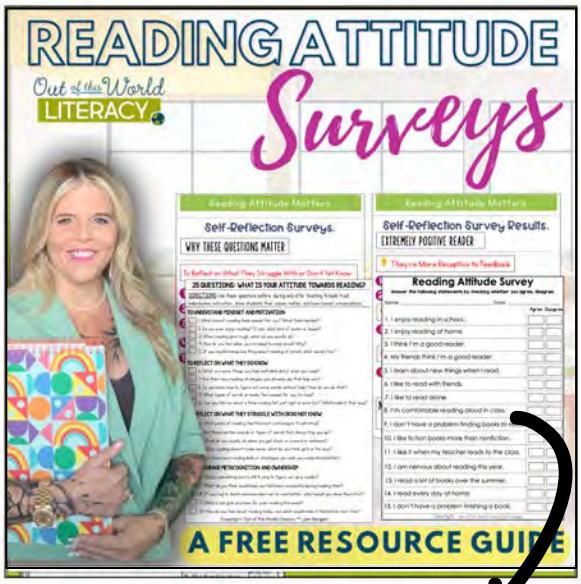



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## FREE Support to Help Older Readers

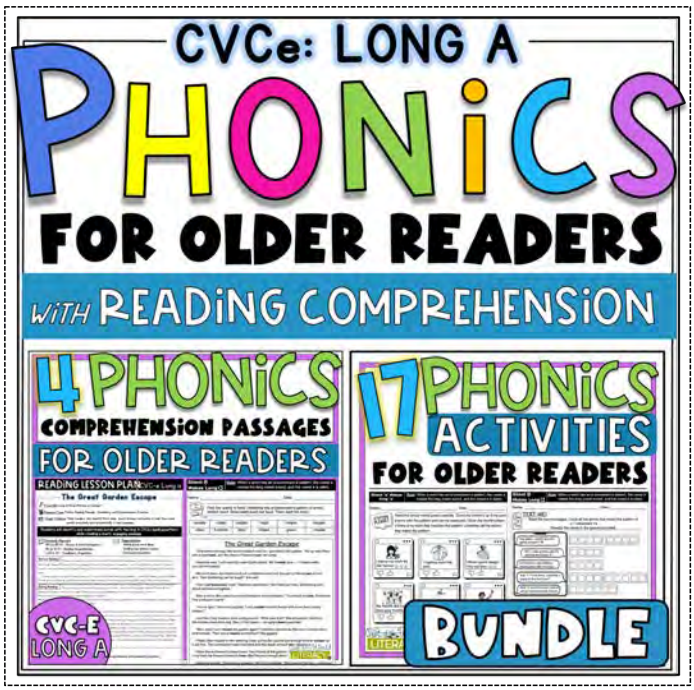



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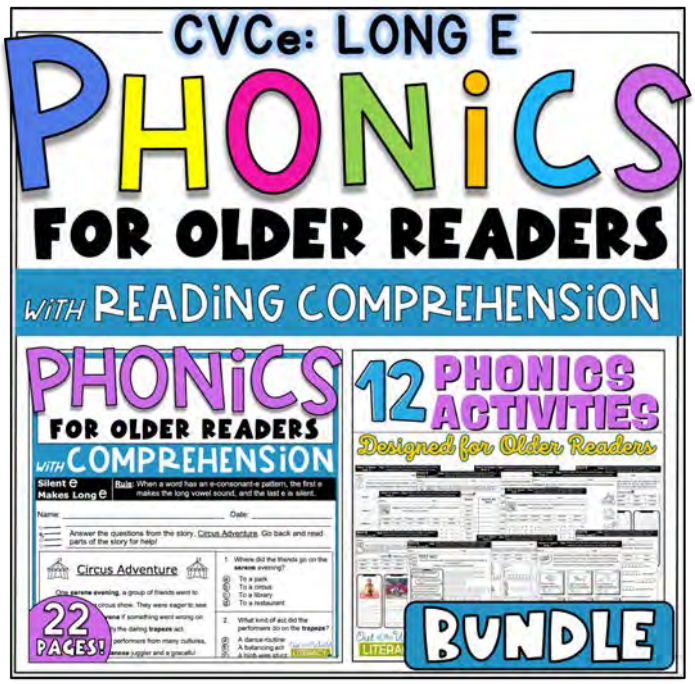

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# SEE MORE PHONICS ACTIVITIES



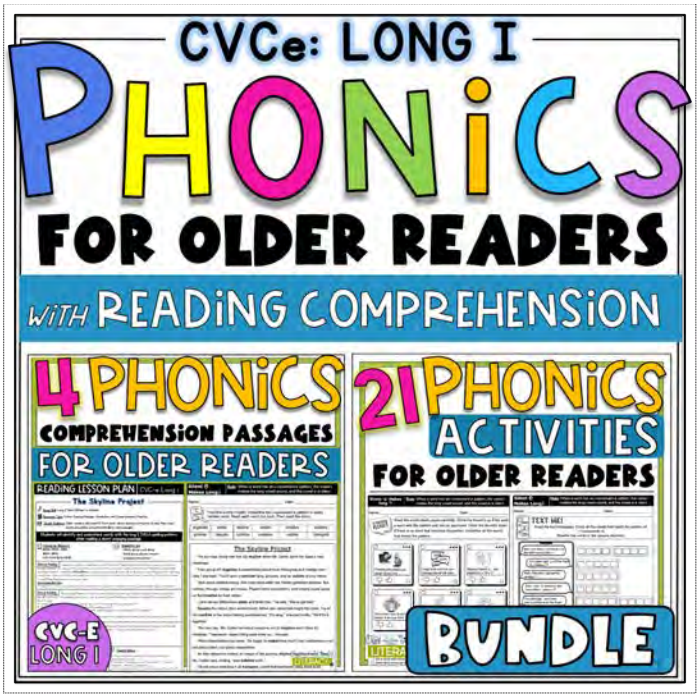

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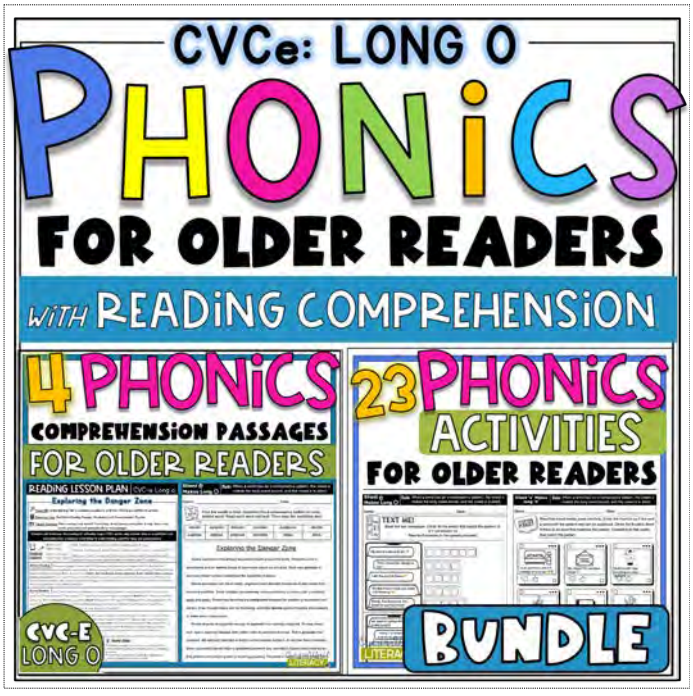

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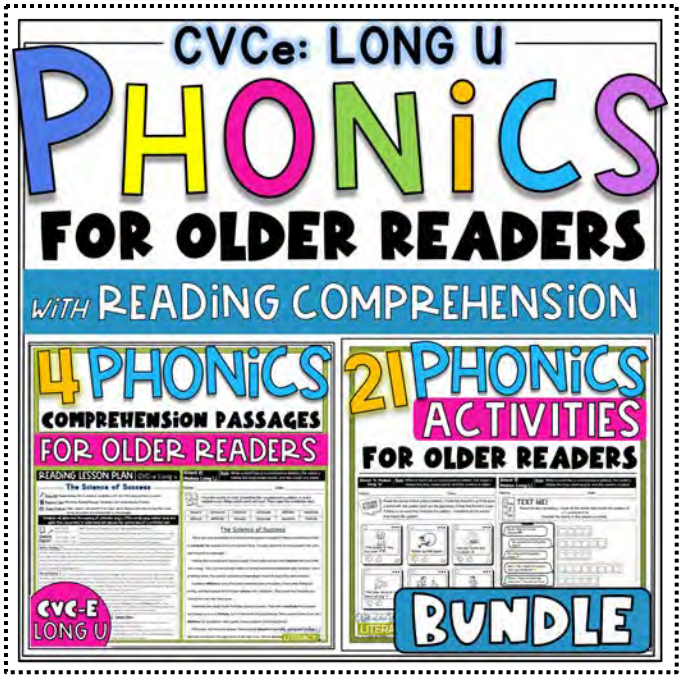

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# 4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

## READING LESSON PLAN | CVC-e Long u

### The Science of Success

**Focus Skill:** Understanding Tier 2 academic vocabulary with the CVCe long u 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-u CVCe words using context clues and apply them accurately to understand and discuss the central idea of a nonfiction text.**

**Standards Alignment:**

| | |
|---|---|
| RL.4.1 / RL.5.1 | Refer to details and examples in a text when explaining and inferring. |
| RI.4.4 / RI.5.4 | Determine the meaning of general academic & domain-specific words or phrases in a text. |
| L.4.4 / L.5.4 / L.6.4 | Determine or clarify the meaning of unknown words using context clues and word parts. |
| L.4.6 / L.5.6 / L.6.6 | Acquire and use grade-appropriate academic and domain-specific vocabulary. |

**Before Reading:** "Today we're going to read a nonfiction passage called *The Science of Success*. It explains what researchers have learned about how people reach their goals. Before we start, let's preview our long-u vocabulary words. These are words with a silent **e** that makes the **u** say its name. Let's read them together: resume, consume, produce, conclude, attitude, absolute, reduce, attribute, dispute, compute, assume, and fortune. As we read, think about how these words help explain the steps and habits people use to succeed. I want you to listen for words that describe *how people think* and *what actions they take* when trying to achieve something important."

**During Reading:** "As I read aloud, follow along and underline or highlight each of our vocabulary words. Stop and notice how the author uses these words to explain success. For example, when you see the word *compute*, ask yourself: what are scientists trying to figure [illegible] *attitude*, think about how it affects success. If you find a word you don't know, don't skip it—use [illegible] infer its meaning. I'll pause a few times to check our understanding and to talk about [illegible] from effort and mindset, not just *fortune*."

[illegible] points us to learn. What did scientists discover about success? Which [illegible] luck? How do words like *attribute* and *conclude* show what [illegible] isn't about **fortune**—it's about **atttitude** and effort. Now, [illegible] graph explaining what helps you succeed at something, using those [illegible] one's examples connect to the text's message."

**Teacher Notes:**

- Review decoding of long-u patterns before reading to [illegible] connect phonics and vocabulary.
- Model context-clue strategies instead of direct definitions.
- Emphasize how nonfiction authors use precise vocabulary [illegible] to make claims or draw conclusions.

## CVC-E LONG U

### Silent e Makes Long U

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

Name: _____ Date: _____

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

| | | | | | |
|---|---|---|---|---|---|
| resume | consume | produce | conclude | attitude | absolute |
| reduce | attribute | dispute | compute | assume | fortune |

### The Science of Success

Have you ever wondered what makes some people successful? Many scientists have tried to **compute** the answer, but it isn't just one thing. Success depends on how people think, work, and respond to challenges.

People who succeed don't give up easily. They might rest and then **resume** their work with new energy. They use time wisely instead of letting distractions **consume** their attention. When problems arise, they look for solutions and **produce** results through effort and creativity.

A positive **attitude** is one of the most important parts of success. Even when things go wrong, confident people don't let fear **reduce** their motivation. They know that mistakes are normal and can help them grow.

Scientists also study habits that help people succeed. They often **conclude** that success isn't based on luck or **fortune**, but on hard work and persistence. Many experts believe we can **attribute** our progress to clear goals, steady practice, and strong focus.

Of course, not everyone agrees. Some people **dispute** these ideas, saying that success depends on being in the right place at the right time. Others **assume**

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 u

### The Treehouse Trouble

**Focus Skill:** Understanding Tier 2 academic vocabulary with the CVCe long u 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 define Tier 2 words with the CVCe long u spelling pattern.**

**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.4.3A | Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words. |

**Before Reading:** "Today we're going to read a story called *The Treehouse Trouble*. It's about friends who have to work together to solve a problem, and along the way we'll come across some new vocabulary words that all have the long *u* sound – words like *refuse*, *excuse*, and *amuse*. Before we start, let's take a quick look at the list of our twelve words and see which ones you already know. As we read, I want you to pay attention to how each word is used in the story and think about what clues help you figure out what it means. The title gives us a hint that something might go wrong in the treehouse, so let's predict what kind of trouble could happen and how the characters might fix it. Our goal today is to understand what these new words mean, how they fit into the story, and how we can use them when we speak and write."

**During Reading:** "As we read, listen closely for our target words and think about what's happening when they appear. When you hear Jamie say, 'I refuse to sit here and listen,' ask yourself—what is she doing? Is she saying yes or no? That will help you understand what *refuse* means. I might pause every few paragraphs so we can check our understanding together. If I stop and reread a sentence, join me in thinking aloud about what the word could mean. As we go, I'll invite you to turn and talk with a partner about what you think certain words mean based on the clues in the text. Keep your minds ready to make connections and your eyes open for those long *u_e* words!"

**Teacher Move:**
* Pause briefly at vocabulary words and model how to infer meaning using context: "Hmm, I notice the word *presume*. It sounds like *assume*. I think it means to believe something before you know for sure."

**After Reading:** "Now that we've finished *The Treehouse Trouble*, let's think back through the story and review our vocabulary words together. Which words describe how Jamie and her friends acted or felt? Let's talk about how each word helped us understand what was happening in the story. I'd like each of you to choose one or two words that stood out to you and share how they connect to your own life. Maybe you've had to *refuse* something that wasn't right, or maybe you've *pursued* a goal like building something special. Great thinking today—these words will keep showing up in stories we read and write, so keep listening for them!"

**Extension Ideas:**
- Assign the related student pages for phonics, comprehension and vocabulary practice.
- Discuss: "Which vocabulary word helped solve the mystery?"
- Sort long *u* words into "one-syllable" and "multi-syllable" categories.
- Create a visual for each word: definition, picture, and sentence.
- Act out the story, emphasizing target words.

**Teacher Notes:**
- Revisit these words often! Post them on a "Word Wall" or "Interactive Word Wall" and refer to them naturally during other subjects ("That was an *astute* observation in science!").
- The more students hear, see, and use these words in different contexts, the more they'll own them as part of their speaking and writing vocabulary.

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

Name: _____ Date: _____

Time To Read

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

| | | | | | |
|---|---|---|---|---|---|
| refuse | confuse | excuse | accuse | amuse | exclude |
| magnitude | solitude | astute | intrude | pursue | presume |

### The Treehouse Trouble

Jamie loved building things, but today she wanted **solitude**—just some quiet time in her treehouse. Her friends were arguing below, and she didn't want to **intrude** on their fight.

"Don't **accuse** me of losing the hammer!" Max shouted.

"I'm not blaming you," said Kayla. "I just don't want to get **confused** about where we left it!"

Jamie rolled her eyes. "I **refuse** to sit here and listen," she said, climbing down. "Let's start over."

Max sighed. "Fine. No more arguing. We just need to fix the ladder before the next storm."

Jamie smiled. "Good. I **presume** we can all work together now."

As they gathered tools, Kayla tripped and made a huge mess of paint. The splash had a **magnitude** that covered nearly the whole tree trunk. Everyone froze, then burst out laughing.

"Okay," said Jamie, still giggling. "Let's not **exclude** anyone from the cleanup. Grab a brush!"

Max tried to make an **excuse** to escape, but Kayla caught him. "Nope! You helped make the mess!"

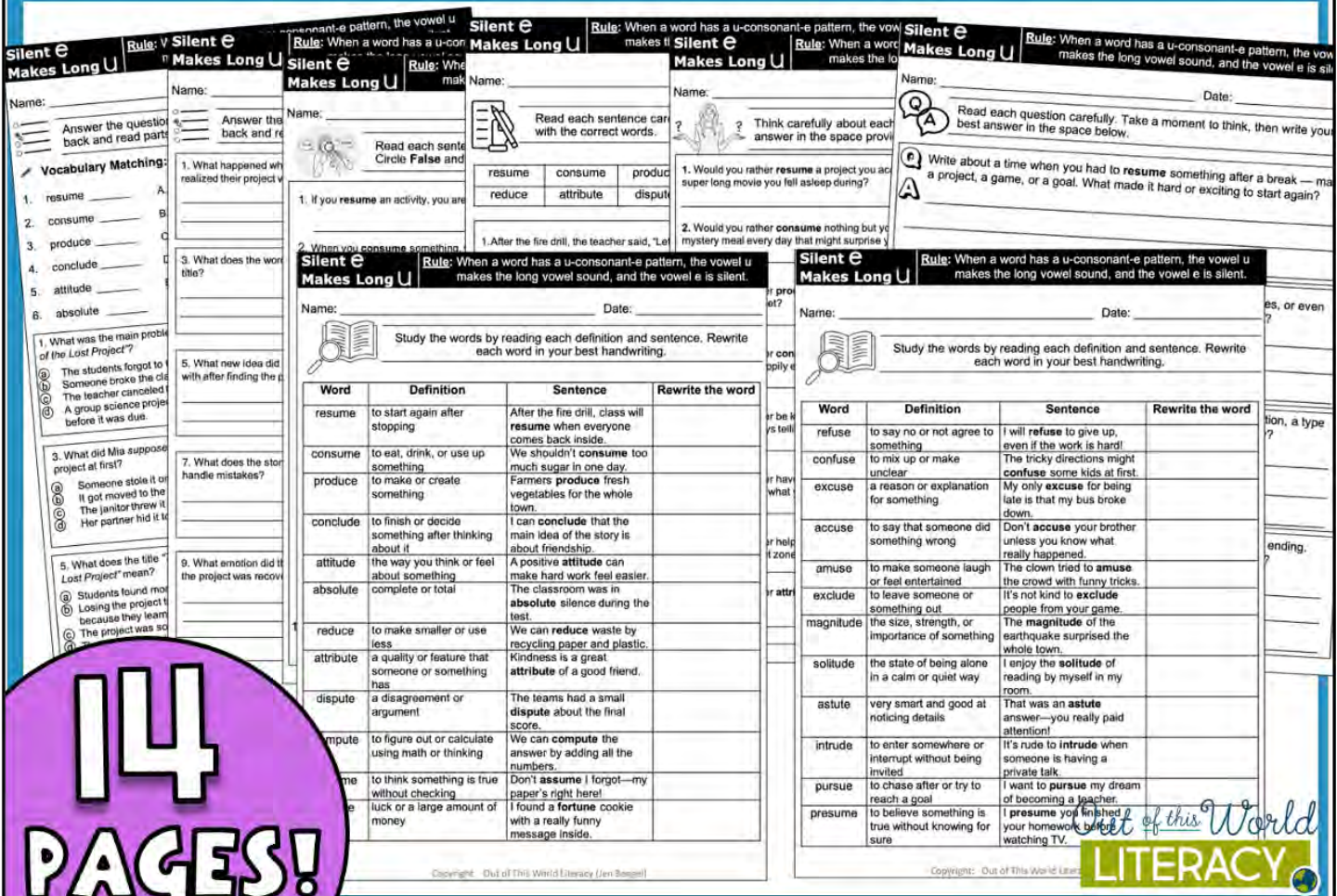
By the time they finished, the treehouse looked better than ever.

## WITH LESSONS!

# 24 PHONICS/VOCAB. WORDS

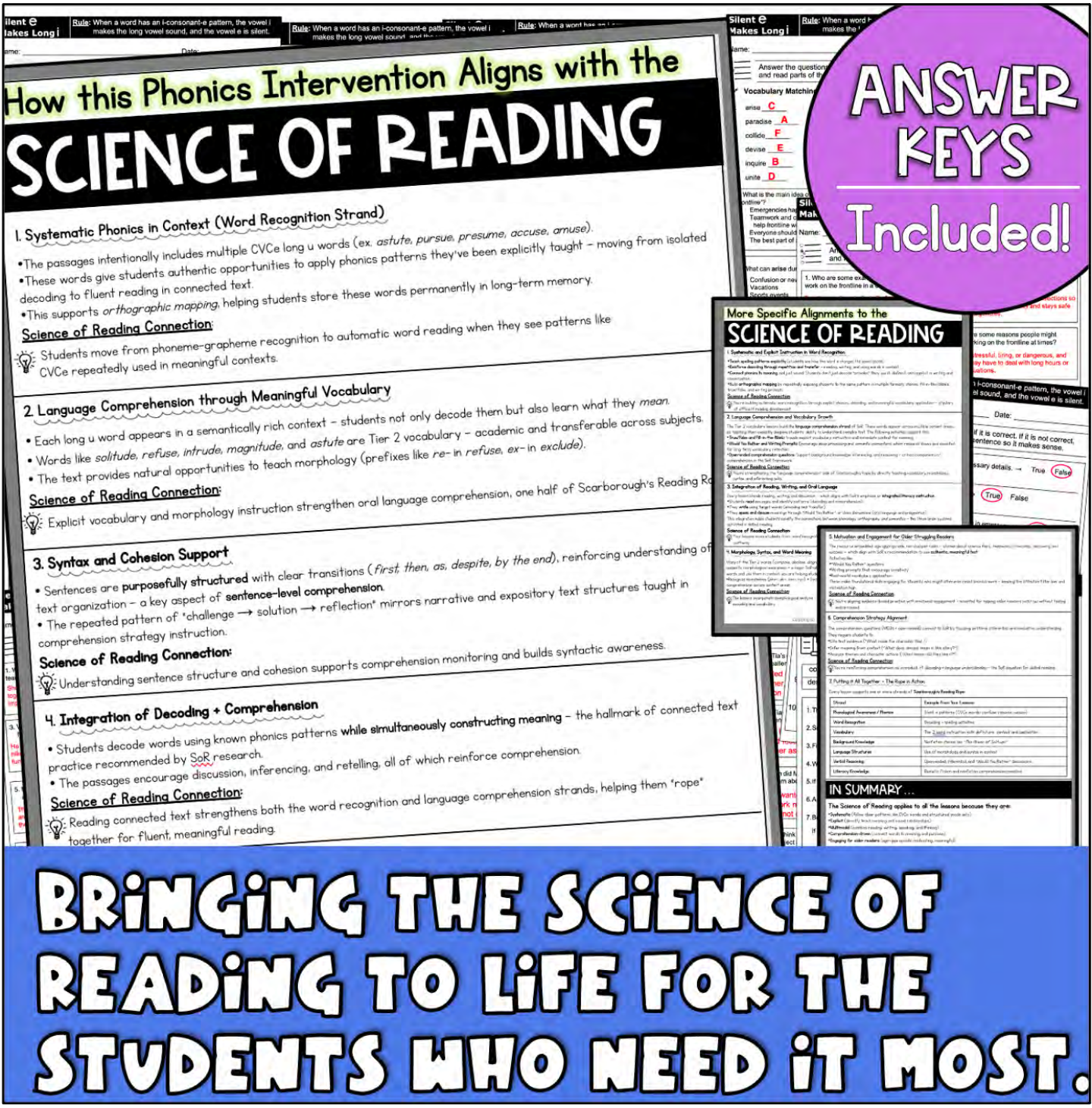
## U- CONSONANT-E

## 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)
•The passages intentionally includes multiple CVCe long u words (ex. astute, pursue, presume, accuse, amuse).
•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 u word appears in a semantically rich context – students not only decode them but also learn what they mean.
• Words like solitude, refuse, intrude, magnitude, and astute are Tier 2 vocabulary – academic and transferable across subjects.
• The text provides natural opportunities to teach morphology (prefixes like re- in refuse, ex- in exclude).
Science of Reading Connection:
Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading
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.
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 u words (ex. *astute, pursue, presume, accuse, amuse*).
- 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 u word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *solitude, refuse, intrude, magnitude,* and *astute* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *re-* in *refuse*, *ex-* in *exclude*).

**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 'amuse' 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: *confuse, resume, excuse*) |
| Word Recognition | Decoding + spelling activities |
| Vocabulary | Tier 2 word instruction with definitions, context, and application |
| Background Knowledge | Nonfiction stories like *"The Power of Solitude"* |
| 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 U**

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

Name: _____ Date: _____

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

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

1. refuse **C**
2. confuse **D**
3. excuse **F**
4. accuse **E**
5. amuse **A**
6. exclude **B**

A. To make someone laugh or have fun.
B. To leave someone or something out.
C. To say no or not agree to something.
D. To mix things up or make unclear.
E. To say that someone did something wrong.
F. A reason or explanation for doing something.

1. Why did Jamie want *solitude* at the beginning of the story?

(a) She was tired of her friends arguing and wanted quiet time alone.
(b) She didn't like building things.
(c) She wanted to surprise her friends.
(d) She didn't feel well that day.

2. What were Max and Kayla arguing about near the beginning of the story?

(a) Who would climb the tree first
(b) Who lost the hammer
(c) Whose turn it was to paint
(d) Whether the ladder was safe

3. What does it mean when Jamie says, "I *refuse* to sit here and listen"?

(a) She is politely asking for help.
(b) She doesn't want to keep listening to the argument anymore.
(c) She wants to stay and solve the problem.
(d) She doesn't know what's happening.

4. How did Jamie help solve the problem in the story?

(a) She fixed the broken ladder by herself.
(b) She decided to leave and work alone.
(c) She encouraged her friends to stop arguing and work together.
(d) She told the teacher about the problem.

5. What happened after Kayla spilled the paint?

(a) Everyone got angry again.
(b) The treehouse was ruined.
(c) Jamie told them to go home.
(d) They laughed together and turned it into a fun moment.

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

(a) Working together can be more fun than working alone.
(b) It's better to stay quiet and not share ideas.
(c) Arguing is part of teamwork.
(d) They should stop building treehouses.

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**Silent e Makes Long u**

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

Name: _____ Date: _____

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

1.Why did Jamie want time alone in her treehouse at the beginning?

She wanted peace and quiet because her friends were arguing and she needed a break from the noise.

2. How did the argument between Max and Kayla begin?

They started arguing because they couldn't agree on who lost the hammer, which caused confusion and frustration.

3. What does the word *refuse* tell us about Jamie's attitude?

It shows that Jamie is firm and strong-minded—she won't keep listening to negative arguing and wants to take action.

4. How did Jamie show leadership in this story?

Jamie stayed calm, helped her friends refocus, and encouraged them to work together instead of arguing.

5. What does the word *magnitude* mean in the story when describing the paint spill?

It means the size or amount of the mess — the spill was huge and surprising.

6. What did the friends do after the paint accident?

Instead of getting upset, they laughed, cleaned it up, and ended up making the treehouse look even better.

7. What does it mean when Max calls Jamie *astute*?

It means she is clever and quick to notice what needs to be done—she's a good problem-solver.

8. How did Jamie *amuse* her friends by the end?

She helped them laugh and have fun again while they worked together on the treehouse.

9. What lesson about friendship does this story teach?

True friends might argue sometimes, but teamwork, kindness, and humor can bring them back together.

10. How did Jamie's feelings change from the beginning to the end of the story?

At first, she wanted to be alone, but by the end, she realized she enjoyed being with her friends and that teamwork made the project more fun.

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**Silent e Makes Long U**

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

Name: _____ Date: _____

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

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

1. magnitude **E**
2. solitude **F**
3. astute **B**
4. intrude **A**
5. pursue **C**
6. presume **D**

A. To enter or interrupt without being invited.
B. Very smart; able to notice and understand things quickly.
C. To chase after or try to reach a goal.
D. To think something is true without knowing for sure.
E. The size, strength, or importance of something.
F. The state of being alone in a calm or peaceful way.

1. What does the word *solitude* mean in the passage?

(a) Working with a large group
(b) Time spent alone in peace and quiet
(c) Talking with friends
(d) Feeling lonely or sad

2. Why did the author say that solitude can be powerful?

(a) It helps people think clearly and recharge their minds.
(b) It keeps people away from everyone forever.
(c) It makes people more popular.
(d) It helps people win contests.

3. According to the passage, what is one benefit of spending quiet time alone?

(a) You can watch more TV
(b) You can gossip about others.
(c) You can daydream and let creative ideas grow.
(d) You can avoid all responsibilities.

4. How is solitude different from loneliness?

(a) Solitude is chosen and positive; loneliness is unwanted and sad.
(b) Loneliness happens only at school
(c) Solitude means having too many friends.
(d) They mean exactly the same thing.

5. What does the passage suggest students can do to find healthy solitude?

(a) Ignore their schoolwork
(b) Talk to as many friends as possible.
(c) Stay alone all the time.
(d) Turn off distractions and take a quiet walk or read a book.

6. What is the main idea of "The Power of Solitude"?

(a) Being alone helps people think, grow, and find peace.
(b) Everyone should spend their time alone.
(c) School is the best place to be quiet.
(d) Working alone is better than teamwork.

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**Silent e Makes Long U**

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Name: _____ Date: _____

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

1. What is one reason the author believes solitude is important?

The author says solitude helps people think deeply, be creative, and understand their own thoughts and feelings.

2. How can solitude help students with their schoolwork?

It gives them quiet time to focus, plan, or solve problems without distractions.

3. What are two examples of healthy solitude mentioned in the passage?

Taking a quiet walk, reading a book, drawing, journaling, or sitting outside to think.

4. What does the passage say about the difference between solitude and loneliness?

Solitude is a peaceful choice to spend time alone, while loneliness is a feeling of being left out or unwanted.

5. Why does the author describe solitude as "powerful"?

Because it can restore energy, inspire creativity, and help people make thoughtful decisions.

6. How might solitude help a person handle stress?

It gives them time to calm down, breathe, and reflect before reacting to a stressful situation.

7. What advice does the author give for balancing solitude and social time?

People need both—spending time with others builds connection, while solitude builds self-awareness.

8. What does the author mean by saying, "Silence can be a teacher"?

Quiet moments help people listen to their own thoughts and learn more about themselves.

9. How can solitude improve creativity?

When people are alone, their minds can wander freely, which helps them come up with new ideas or solutions.

10. What is one personal example of how you could use solitude in your life?

**(Sample):** I could spend ten minutes each evening reading or drawing quietly to relax and clear my mind after a busy day.

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# Silent e Makes Long U

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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. If you **refuse** something, you agree to do it right away. → True (False)

   False — *Refuse means to say no or decline something.*

2. A tricky set of directions can **confuse** students who don't read carefully. → (True) False

3. When you **excuse** someone, you let them go without blame. → (True) False

4. To **accuse** someone means to give them a compliment. → True (False)

   False — *Accuse means to say someone did something wrong.*

5. A funny movie can **amuse** people and make them laugh. → (True) False

6. If you **exclude** someone, you include them in every activity. → True (False)

   False — *Exclude means to leave someone out or not include them.*

7. The **magnitude** of an earthquake describes how powerful or large it is. → (True) False

8. **Solitude** means being alone in a calm, peaceful way. → (True) False

9. An **astute** student is one who is careless and rarely pays attention. → True (False)

   False — *Astute means smart, observant, and quick to understand things.*

10. You **intrude** when you enter a private space without being invited. → (True) False

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# Silent e Makes Long u

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

Name: _____ Date: _____



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

| | | | | | |
|---|---|---|---|---|---|
| refuse | confuse | excuse | accuse | amuse | exclude |
| magnitude | solitude | astute | intrude | pursue | presume |

1. I had to **refuse** the offer to go to the park because I needed to finish my homework.
2. The new math directions might **confuse** some students if they skip a step.
3. Please **excuse** me for bumping into you in the hallway—it was an accident.
4. It's not fair to **accuse** someone of cheating unless you know the truth.
5. The funny video will surely **amuse** everyone in the room and make them laugh.
6. We should never **exclude** anyone from a group project; everyone deserves a chance to join.
7. The earthquake's **magnitude** was so strong that buildings in nearby towns shook.
8. After a busy week, I enjoy quiet **solitude** to relax and think.
9. The **astute** student noticed a small mistake in the teacher's directions and politely corrected it.
10. It's rude to **intrude** in someone's private conversation without being invited.
11. If you want to reach your goal, you must **pursue** it with hard work.
12. I **presume** you've already met my cousin since you both go to the same school.

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**Silent e Makes Long U**

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

Name: _____ Date: _____

Answer the questions from the story, The Fortune of the Lost 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. | resume **D** | A. | To finish or decide something after thinking about it. |
| 2. | consume **E** | B. | The way someone thinks or feels about something. |
| 3. | produce **C** | C. | To make or create something. |
| 4. | conclude **A** | D. | To start again after stopping. |
| 5. | attitude **B** | E. | To eat, drink, or use something up. |
| 6. | absolute **F** | F. | Complete, total, or without any doubt. |

1. What was the main problem in *"The Fortune of the Lost Project"?*

(a) The students forgot to turn in their projects.
(b) Someone broke the class computer
(c) The teacher canceled the presentation.
(d) A group science project disappeared right before it was due.

2. Why was the project so important to the group?

(a) It counted as their final grade.
(b) It was part of the school science fair, and they had worked on it for weeks.
(c) It was going to be shown on TV.
(d) It was just for fun.

3. What did Mia *suppose* happened to the project at first?

(a) Someone stole it on purpose.
(b) It got moved to the art room
(c) The janitor threw it away by mistake.
(d) Her partner hid it to play a prank.

4. What did the group *discover* when they looked for clues about the missing project?

(a) The project had fallen behind a shelf in the science lab.
(b) A teacher borrowed it to show a class.
(c) Another student had taken it home.
(d) It was hidden in the library.

5. What does the title *"The Fortune of the Lost Project"* mean?

(a) Students found money inside the project.
(b) Losing the project turned out to be lucky because they learned something valuable.
(c) The project was sold for a fortune.
(d) They didn't care about a bad grade.

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

(a) It's okay to give up when things go wrong.
(b) Sometimes mistakes can lead to unexpected success.
(c) Teamwork causes more problems.
(d) Keeping secrets helps you to stay calm.

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**Silent e Makes Long U**

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Name: _____ Date: _____

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

1. What happened when the students realized their project was missing?

They panicked and worried they would fail, but quickly decided to work together to figure out what happened.

2. How did the students use teamwork to solve the problem?

Each member took on a role—checking the classroom, asking teachers, and reviewing their notes—until they found the project.

3. What does the word *fortune* mean in the title?

It means "good luck" or "something positive that happened by chance." The lost project actually led to something good.

4. How did Mia show leadership in the story?

She stayed calm, encouraged her group, and came up with the idea to look behind the shelf where the project was eventually found.

5. What new idea did the students come up with after finding the project?

They improved the project's design and added a better explanation for their experiment, making it stronger for the science fair.

6. Why did the students call the experience "good fortune"?

Because losing the project helped them fix mistakes they hadn't noticed before, and they ended up winning an award.

7. What does the story teach about how to handle mistakes?

Mistakes can be frustrating, but they can also help people learn, improve, and discover new solutions.

8. How did the teacher *console* the group when the project was lost?

The teacher reminded them that problems happen to everyone and encouraged them to focus on finding solutions.

9. What emotion did the students feel after the project was recovered?

They felt relief, pride, and happiness for not giving up and working as a team.

10. If you were part of the group, what would you have done differently?

**(Sample):** I would have kept the project in a safe place and made a checklist to make sure everything was ready for the fair.

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**Silent e Makes Long U**

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

Name: _____ Date: _____

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

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

1. reduce **E**
2. attribute **F**
3. dispute **B**
4. compute **C**
5. assume **A**
6. fortune **D**

A. To think something is true without checking first.
B. A disagreement or argument between people.
C. To find an answer by using math or careful thinking.
D. A good outcome or luck; sometimes a large amount of money.
E. To make smaller, lower, or use less of something.
F. A quality or trait that belongs to someone or something.

1. What was the main idea of *"The Science of Success"*?
   - (a) Success is about luck, not effort.
   - (b) Success happens easily overnight.
   - (c) Only scientists can be successful.
   - (d) **Success is a result of curiosity, problem-solving, and learning from failure.**

2. What did the young inventor in the story learn after her first experiment failed?
   - (a) She should give up quickly.
   - (b) **Failure was a chance to observe, learn, and improve.**
   - (c) The experiment didn't matter.
   - (d) Science was too difficult for her.

3. What does the author compare scientific discovery to?
   - (a) **Climbing a mountain one step at a time.**
   - (b) Playing a video game.
   - (c) Running a short race.
   - (d) Building a sandcastle.

4. According to the passage, what role does *failure* play in success?
   - (a) It's something to hide and forget.
   - (b) It's proof that someone isn't good enough.
   - (c) **It's part of learning that helps people**
   - (d) It doesn't matter at all.

5. What can we infer about scientists and inventors based on the passage?
   - (a) They always get things right the first time.
   - (b) **They often make mistakes but keep experimenting until they succeed.**
   - (c) They work alone and never share ideas.
   - (d) They don't enjoy challenges.

6. What lesson does *"The Science of Success"* teach readers?
   - (a) **Real success comes from persistence, curiosity, and learning from mistakes.**
   - (b) People should never take risks.
   - (c) Winning is more important than learning.
   - (d) Only experts can find success in science.

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**Silent e Makes Long U**

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

Name: _____ Date: _____

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

1. What is the main message the author wants readers to understand?

The author wants readers to know that success is built on effort, curiosi

2. How did the young inventor show determination?

She didn't give up after her first experiment failed. Instead, she reviewed her notes, changed her design, and tried again until it worked.

3. What does the title *"The Science of Success"* mean?

It means that success follows a process, just like science—testing ideas, observing results, and improving through practice.

4. How does curiosity help someone become successful?

Curiosity drives people to ask questions, try new things, and explore ideas, which leads to discovery and improvement.

5. Why did the inventor in the story feel proud at the end?

She succeeded after many failures and realized her hard work and persistence paid off.

6. What does the passage suggest people should do when faced with failure?

They should look at what went wrong, learn from it, and use that information to try again instead of giving up.

7. How does the author use science as a metaphor for success?

The author compares success to doing an experiment—testing, adjusting, and learning each time until you reach your goal.

8. What emotion did the young inventor experience during her journey, and how did it change?

She felt frustrated at first when things didn't work, but later she felt confident and proud after learning from her mistakes.

9. What can readers apply from this story to their own lives?

Readers can remember that success takes time, patience, and reflection—whether they're studying, playing sports, or learning new skills.

10. If you were writing the ending, how might you show the inventor's next step toward success?

**(Sample):** I would have her teach other students how to experiment or design something new using what she learned from her first invention.

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# Silent e Makes Long U

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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. If you **resume** an activity, you are starting it for the very first time. → True (False)

   False — *Resume means to start again after stopping.*

2. When you **consume** something, you use it up or eat it. → (True) False

3. Bees **produce** honey by collecting nectar from flowers. → (True) False

4. To **conclude** means to continue something without stopping. → True (False)

   False — *Conclude means to finish or decide something after thinking about it.*

5. A positive **attitude** can help you handle challenges better. → (True) False

6. Something that is **absolute** is uncertain or only partly true. → True (False)

   False — *Absolute means complete, certain, or definite.*

7. If you **reduce** waste, you are making the amount smaller. → (True) False

8. When you **attribute** success to teamwork, you know teamwork cause it. → (True) False

9. A **dispute** is a friendly agreement where everyone gets along. → True (False)

   False — *Dispute means a disagreement or argument.*

10. To **compute** means to solve or calculate something, often with numbers. → (True) False

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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: _____



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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Name: _____ Date: _____



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

| | | | | | |
|---|---|---|---|---|---|
| resume | consume | produce | conclude | attitude | absolute |
| reduce | attribute | dispute | compute | assume | fortune |

1. After the fire drill, the teacher said, "Let's **resume** our lesson right where we left off."
2. It's important not to **consume** too much junk food if you want to stay healthy.
3. Bees help **produce** honey and pollinate flowers that grow in the garden.
4. From all the clues we found, we can **conclude** that the cat knocked over the vase.
5. Your **attitude** toward learning can make a big difference in how much you grow this year.
6. The directions were perfectly clear—there was no **absolute** confusion about what to do.
7. Recycling can help **reduce** the amount of trash that ends up in landfills.
8. We often **attribute** our success to hard work and teamwork
9. The two students got into a **dispute** about whose turn it was to present first.
10. Using mental math, I can **compute** the total cost faster than a calculator!
11. Don't **assume** someone's feelings before you take time to ask how they really feel.
12. Finding that four-leaf clover felt like a sign of good **fortune** for the day ahead.

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