Hello There!

I am so excited to be bringing you this set of phonics passages, where everything you and your students need to practice a specific type of phonics skill is on ONE page!

What Is Included:

1. 8 passages focused on understanding and identifying long vowel patterns.
2. 8 complete answer keys.
3. Google Drive digital version
4. Professionally leveled passages with Lexile, Fountas and Pinnell, AR, DRA, and grade level equivalent levels.

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on long vowels.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on long vowels.
5. As a homework review.
6. Practice for taking standardized texts.

Thank you so much to these amazing artists, whose work is found in this resource!







Long Vowels Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
The Apology	Fiction	• Long Vowels	283	430L	J	2.4	20	2.4
Capybara	NF	• Long Vowels	241	620L	O	3.5	30	3.5
A Delicious New Treat	Fiction	• CV Words • CVC-e Words • CCVC-e Words	257	490L	K	2.7	24	2.7
Harriet Tubman	NF	• CV Words • CVC-e Words • CCVC-e Words	227	860L	V	5.7	44	5.7
The Joys of Friendship	Fiction	• CCVCC Words • CCCVC Words • CCCVCC Words	259	530L	L	2.9	28	2.9
Marco Polo	NF	• CCVCC Words • CCCVC Words • CCCVCC Words	261	750L	R	4.5	40	4.5
Dreaming About the Future	Fiction	• Multi-syllable Words	259	550L	M	3.0	28	3.0
Marmosets	NF	• Multi-syllable Words	234	620L	O	3.5	30	3.5

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Long Vowels

CV, CVC-e, CCVC-e

CCVCC, CCCVC, CCCVCC

Multi-syllable Words

Answer Keys

LINKS ACTIVE IN PAID VERSION

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: The Apology	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 2: Capybara	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 3: A Delicious New Treat	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 4: Harriet Tubman	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 5: The Joys of Friendship	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 6: Marco Polo	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 7: Dreaming About the Future	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 8: Marmosets	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: The Apology	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Capybara	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: A Delicious New Treat	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Harriet Tubman	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: The Joys of Friendship	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Marco Polo	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Dreaming About the Future	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Marmosets	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: The Apology	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Capybara	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: A Delicious New Treat	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Harriet Tubman	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: The Joys of Friendship	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Marco Polo	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Dreaming About the Future	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Marmosets	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: The Apology	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Capybara	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: A Delicious New Treat	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Harriet Tubman	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: The Joys of Friendship	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Marco Polo	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Dreaming About the Future	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Marmosets	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: The Apology	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Capybara	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: A Delicious New Treat	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Harriet Tubman	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: The Joys of Friendship	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Marco Polo	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Dreaming About the Future	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Marmosets	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

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Long Vowels

Name: _____ Date: _____

Directions: A long vowel makes a sound that that says the vowel's name. We hear the long vowel sounds in the words *late, leave, like, load,* and *Luke.* Long vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

The Apology

Jimmy and I were playing at his house after school. We were in his backyard playing with his Star Wars toys. We were having a lot of fun. Then I wanted to play with one of the toys that Jimmy had and he wouldn't let me. We began to fight and the toy broke. Jimmy started yelling at me and I yelled back. His mom came out to the yard to see what was going on. Jimmy ran up to her and told her that I broke his toy. I told her that I did not and t… Jimmy broke the toy. His mom told me it was getting … d tha… y mom was coming to get me soon. She said it … …ve a …ck.

After t… k my mo… …e u… nd as v… began … drive … me she asked m… …at happene… I told h… …hat v… …were fi… …ng over a toy … d it broke. She a… …if i… …ologize… Jimm… I told her no because I didn't break the toy. Mom … …ked i… …k the toy. I told her yes, but I wanted to play with it. Mom … …sounds like we both were at fault. She said maybe I should call Jimmy and tell him I am sorry. I was about the pick up the phone when it rang. It was Jimmy. He told me he was sorry for not sharing his toy. I told him I was sorry too. I didn't mean for his toy to break. He said he knew I didn't mean it. I asked if he wanted to come over after school tomorrow. He said yes.



Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a long vowel sound.

_____

_____

_____

_____

_____

Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel /a/ sound as in p*late*?

(a.) snatch
(b.) earth…
(c.) par…
(d.) sp…h

1b. Wha… …rase fr… …m the text …lud… …ith the same …el sound as the word in 1a?

(a.) Mom asked if I took the toy"
(b.) "Jimmy ran up to her"
(c.) "We began to fight"
(d.) "His mom told me it was getting late"

2a. Which word includes the long vowel /e/ sound as in *leave*?

(a.) yelling
(b.) fence
(c.) stem
(d.) wheeze

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

(a.) "I didn't mean for his toy to break"
(b.) "Jimmy started yelling"
(c.) "Jimmy and I were playing"
(d.) "It was getting late"

3a. Which word includes the long vowel /i/ sound as in *like*?

(a.) still
(b.) winter
(c.) bite
(d.) tickle

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

(a.) "We began to drive home"
(b.) "I didn't mean it"
(c.) "It was Jimmy"
(d.) "It broke"

Challenge: Use the codes to identify words with long vowels in the text.

blue /a/ sound
red /e/ sound
green /i/ sound
orange /o/ sound
yellow /u/ sound

Sample

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Long Vowels

Name: _____ Date: _____

Directions: A long vowel makes a sound that that says the vowel's name. We hear the long vowel sounds in the words *late, leave, like, load,* and *Luke.* Long vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

Capybara

Do you know what the biggest rodent in the world is? It is the Capybara. A rodent that kind of looks like a beaver without a tail or a pig without a snout. Capybaras live in Central and South America. Capybaras are very similar to hippos in that their eyes, ears, and nostrils are all found near the top of the animal's head like a hippo. Capybaras also have webbed feet, four toes on each front foot and three on each back one. They use these webb[ed] swim as well as walk. They live near water, which is an[other] way [they] are like hippo. They need to be near water becaus[e] [dry] skin and [be]cause th[ey] is where th[eir] food is. A ca[pybara] can stay underwa[ter] for up [to] five minutes at a time to hide from p[redi]ators.

Capybar[as] water plants and [gra]sses in the water where they live. Capybaras take a sw[im] in sh[allow] water and mud to keep cool during a hot day and their[s] at night. They have long sharp front teeth. They can eat 6-8 pounds of grass per day. During the dry season, when fresh grasses and water plants dry up, capybaras eat reeds, grains, melons, and squashes. Capybaras chew their food from side to side rather than up and down like humans do. This is because they eat tough plant materials. Capybaras are a really unique animal.



Sample

Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a long vowel sound.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify words with long vowels in the text.

blue /a/ sound red /e/ sound green /i/ sound

orange /o/ sound yellow /u/ sound

Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel /a/ sound as in *late*?

(a.) scrape
(b.) chapter
(c.) harp
(d.) quick

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

(a.) "They need to be by water"
(b.) "Capybaras take a swim"
(c.) "they eat grass"
(d.) "they eat tough plant materials"

2a. Which word includes the long vowel /e/ sound as in *leave*?

(a.) planet
(b.) insect
(c.) beast
(d.) question

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

(a.) "the water where they live"
(b.) "A rodent that looks like a beaver"
(c.) "Capybaras can stay underwater"
(d.) "Capybaras chew their food"

3a. Which word includes the long vowel /i/ sound as in *like*?

(a.) limit
(b.) knife
(c.) wiggle
(d.) insist

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

(a.) "hide from predators"
(b.) "similar to a hippo"
(c.) "This is because they eat"
(d.) "Capybaras swim in water"

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Long Vowels

Name: Answer Key **Date:** _____

Directions: A long vowel makes a sound that that says the vowel's name. We hear the long vowel sounds in the words *late, leave, like, load,* and *Luke.* Long vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

The Apology

Jimmy and I were playing at his house after school. We were in his backyard playing with his Star Wars toys. We were having a lot of fun. Then I wanted to play with one of the toys that Jimmy had and he wouldn't let me. We began to fight and the toy broke. Jimmy started yelling at me and I yelled back. His mom came out to the yard to see what was going on. Jimmy ran up to her and told her that I broke his toy. I told her that I did not and that Jimmy broke the toy. His mom told me it was getting late and that my mom was coming to get me soon. She said it was time to have a snack.

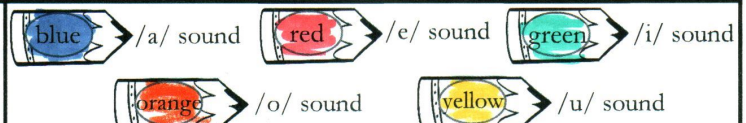
After the snack my mom picked me up and as we began to drive home she asked me what happened. I told her that we were fighting over a toy and it broke. She asked me if I apologized to Jimmy. I told her no because I didn't break the toy. Mom asked if I took the toy. I told her yes, but I wanted to play with it. Mom said it sounds like we both were at fault. She said maybe I should call Jimmy and tell him I am sorry. I was about the pick up the phone when it rang. It was Jimmy. He told me he was sorry for not sharing his toy. I told him I was sorry too. I didn't mean for his toy to break. He said he knew I didn't mean it. I asked if he wanted to come over after school tomorrow. He said yes.



Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a long vowel sound.

Answer should include the most important part of the story with long vowel words circled

Challenge: Use the codes to identify words with long vowels in the text.



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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel /a/ sound as in p*late*?

(a.) snatch
(b.) earthquake
(c.) party
(d.) splash

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

(a.) "Mom asked if I took the toy"
(b.) "Jimmy ran up to her"
(c.) "We began to fight"
(d.) "His mom told me it was getting late"

2a. Which word includes the long vowel /e/ sound as in *leave*?

(a.) yelling
(b.) fence
(c.) stem
(d.) wheeze

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

(a.) "I didn't mean for his toy to break"
(b.) "Jimmy started yelling"
(c.) "Jimmy and I were playing"
(d.) "It was getting late"

3a. Which word includes the long vowel /i/ sound as in *like*?

(a.) still
(b.) winter
(c.) bite
(d.) tickle

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

(a.) "We began to drive home"
(b.) "I didn't mean it"
(c.) "It was Jimmy"
(d.) "It broke"

Long Vowels

Name: Answer Key **Date:** _____

Directions: A long vowel makes a sound that that says the vowel's name. We hear the long vowel sounds in the words *late, leave, like, load,* and *Luke.* Long vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

Capybara

Do you know what the biggest rodent in the world is? It is the Capybara. A rodent that kind of looks like a beaver without a tail or a pig without a snout. Capybaras live in Central and South America. Capybaras are very similar to hippos in that their eyes, ears, and nostrils are all found near the top of the animal's head like a hippo. Capybaras also have webbed feet, four toes on each front foot and three on each back one. They use these webbed feet to swim as well as walk. They live near water, which is another way they are like a hippo. They need to be near water because they have dry skin and because that is where their food is. A capybara can stay underwater for up to five minutes at a time to hide from predators.

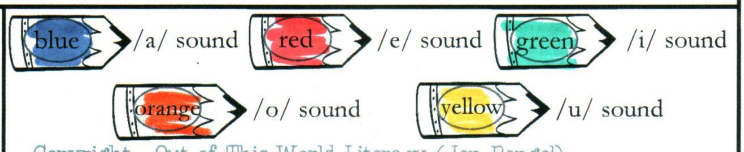
Capybaras eat water plants and grasses in the water where they live. Capybaras take a swim in shallow water and mud to keep cool during a hot day and then they eat at night. They have long sharp front teeth. They can eat 6-8 pounds of grass per day. During the dry season, when fresh grasses and water plants dry up, capybaras eat reeds, grains, melons, and squashes. Capybaras chew their food from side to side rather than up and down like humans do. This is because they eat tough plant materials. Capybaras are a really unique animal.



Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a long vowel sound.

Answer should include the most important part of the story with long vowel words circled.

Challenge: Use the codes to identify words with long vowels in the text.



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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel /a/ sound as in *late*?

- (a.) scrape
- (b.) chapter
- (c.) happen
- (d.) quack

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

- (a.) "They need to be by water"
- (b.) "Capybaras take a swim"
- (c.) "they eat grass"
- (d.) "they eat tough plant materials"

2a. Which word includes the long vowel /e/ sound as in *leave*?

- (a.) planet
- (b.) insect
- (c.) beast
- (d.) question

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

- (a.) "the water where they live"
- (b.) "A rodent that looks like a beaver"
- (c.) "Capybaras can stay underwater"
- (d.) "Capybaras chew their food"

3a. Which word includes the long vowel /i/ sound as in *like*?

- (a.) limit
- (b.) knife
- (c.) wiggle
- (d.) insist

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

- (a.) "hide from predators"
- (b.) "similar to a hippo"
- (c.) "This is because they eat"
- (d.) "Capybaras swim in water"