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:

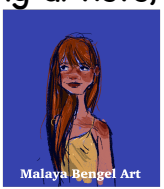
1. 8 passages focused on understanding and identifying words while comprehending a text.
2. 8 complete answer keys.
3. Google Drive digital version
4. Professionally leveled passages with Lexile, Fountas and Pinnell, AR, DRA, and grade level equivalent levels.

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on phonics and comprehension.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on phonics and comprehension.
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!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Synonyms and Antonyms

Prefixes and Suffixes

Onset/Rime

Word and Mood

Answer Keys

Phonics and Comprehension® 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
Out for Ice Cream	Fiction	• Synonyms and Antonyms	231	690L	Q	3.4	48	3.4
Bald Eagle	NF	• Synonyms and Antonyms	229	850L	U	5.6	44	5.6
Geronimo!	Fiction	• Prefixes and Suffixes	200	580L	M	3.2	28	3.2
Peanut Butter	NF	• Prefixes and Suffixes	212	1040L	Z	8.4	-	8.4
Throwing Darts	Fiction	• Onset/Rime	225	620L	O	3.5	30	3.5
Pocket Monsters	NF	• Onset/Rime	199	1030L	Z	7.8	-	7.8
We're Late!	Fiction	• Word and Mood	279	790L	S	4.8	42	4.8
The Wright Brothers	NF	• Word and Mood	236	870L	V	5.8	44	5.8

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Out for Ice Cream	CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
Passage 2: Bald Eagle	CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
Passage 3: Geronimo!	CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 4: Peanut Butter	CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 5: Throwing Darts	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aiii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.
Passage 6: Pocket Monsters	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aiii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.
Passage 7: We're Late!	CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	2.10C Discuss the author's use of print and graphic features to achieve specific purposes.
Passage 8: The Wright Brothers	CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	2.10C Discuss the author's use of print and graphic features to achieve specific purposes.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Out for Ice Cream	CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
Passage 2: Bald Eagle	CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
Passage 3: Geronimo!	CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Peanut Butter	CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Throwing Darts	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 6: Pocket Monsters	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 7: We're Late!	CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	3.10F Discuss how the author's use of language contributes to voice.
Passage 8: The Wright Brothers	CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	3.10F Discuss how the author's use of language contributes to voice.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Out for Ice Cream	CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 2: Bald Eagle	CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 3: Geronimo!	CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4.2Aiv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Peanut Butter	CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4.2Aiv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Throwing Darts	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 6: Pocket Monsters	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 7: We're Late!	CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4.10F Discuss how the author's use of language contributes to voice.
Passage 8: The Wright Brothers	CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4.10F Discuss how the author's use of language contributes to voice.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Out for Ice Cream	CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 2: Bald Eagle	CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 3: Geronimo!	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 4: Peanut Butter	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 5: Throwing Darts	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2A Demonstrate and apply phonetic knowledge.
Passage 6: Pocket Monsters	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2A Demonstrate and apply phonetic knowledge.
Passage 7: We're Late!	CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5.10F Discuss how the author's use of language contributes to voice.
Passage 8: The Wright Brothers	CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5.10F Discuss how the author's use of language contributes to voice.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Out for Ice Cream	CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 2: Bald Eagle	CCSS.ELA-LITERACY.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 3: Geronimo!	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 4: Peanut Butter	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 5: Throwing Darts	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 6: Pocket Monsters	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 7: We're Late!	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.9F Analyze how the author's use of language contributes to mood and voice.
Passage 8: The Wright Brothers	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.9F Analyze how the author's use of language contributes to mood and voice.

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Synonyms and Antonyms

Name: _____ Date: _____

Directions: A synonym is another word that means the same thing. An antonym is another word that means the opposite. Readers can decode new, tricky words and think about other words they know to help them solve the new word. Read the passage and answer the questions. Then take the challenge!

Out for Ice Cream

Going to the ice cream parlor had become a tradition for Grandpa and me. Each Saturday I looked forward to our outing because it brought me happiness. Today was no different, but the scorching heat made the visit to the ice cream shop even more appealing.

We chatted during the short drive from my house to the store. As always, Grandpa tried to make me laugh and smile with his jokes and goofy riddles. Grandpa was silly. The time we spent together he felt young and

Grandpa opened the door to the ice cream establi and eyes m the cool refreshment behind the clear gl d for fav flavo while Gran arched for h s lab uickly ped o beca always lo ed in the san lace be d th ounter he buc et of cream sitting bel as emp Disapp men led me. I scanned the parlor for the clerk to h

"Do you h ve a more of this flavor?" I asked with sadness in my voice. The clerk quickly marched to the back of the shop. It seemed like an eternity before she returned. Grandpa had time to order his ice cream and crack a hilarious joke with the other clerk.



"Look what I found!" announced the clerk returning from the back. I smiled and enjoyed the outing to the parlor with Grandpa once again.

Sample

Write About It: What is your opinion of this story? Give reasons for your opinion.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify synonyms and antonyms.

blue — Synonyms for *shop*

red — Synonyms for *funny*

green — Antonyms for *happiness*

Multiple Choice:

Answer the following questions after reading:

1a. Which word is a synonym for *shop*?

ⓐ counter ⓑ chatted
ⓒ parlor ⓓ ice cream

1b. Which phrase includes the word from your answer in 1a?

ⓐ The cream melted inside the
ⓑ They chatted during the ride to the game.
ⓒ The parlor had many choices for me.
ⓓ The counter was covered with clear glass..

2a. Which word is a synonym for *funny*?

ⓐ favorite ⓑ silly
ⓒ beautiful ⓓ boring

2b. What phrase includes the word from your answer in 2a?

ⓐ His favorite TV show was about to start.
ⓑ Her silly stories made us laugh.
ⓒ The baby had beautiful skin.
ⓓ The boring movie ended in a strange way.

3a. Which word is an antonym for *happiness*?

ⓐ disappointment ⓑ smile
ⓒ courage ⓓ shyness

3b. What phrase includes the word from your answer in 3a?

ⓐ Losing was a huge disappointment.
ⓑ She flashed a big smile.
ⓒ His courage showed in his actions.
ⓓ The preschooler's shyness showed when he didn't want his mom to leave.

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Onset and Rime

Name: Answer Key Date: _____

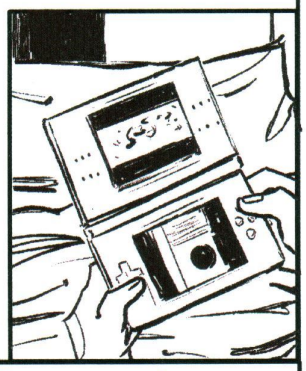
Directions: Words can be broken into two big parts. The onset is the first sound in a word. The rime is the spelling pattern in the rest of the word. Readers can sound out the onset and rime in new words to help them solve and understand words as they read. Read the passage and answer the questions. Then take the challenge!

Pocket Monsters

The game, anime characters, movie, and trading cards have been all the rage for years. They are popular with many ages, but did you know that the original Japanese name for Pokémon was Pocket Monsters? Satoshi Tajiri and Ken Sugimori took a risk developing Pocket Monsters, and they later changed it to Pokémon.

Tajiri and Sugimori thought they should create a role-playing game that could take the player to a new level. The players of the original game acted as Pokémon trainers who moved throughout the world. On the travels of the trainer, he or she would collect the little monsters and train them. Children, teens, and adult participants grew to be fanatics of the Pokémon characters.

With the invention of smart phones came new opportunities for the creators to take. They developed Pokémon Go that was more interactive for people who owned these devices. The game allowed participants to explore banks of a lake, parks, beaches, and many more places to locate and capture Pokémon.



While Pokemon has used plenty of new thoughts and ideas to make changes with changing world around us, it only brings us to a new question. What will the creators think of next?

Multiple Choice:

Answer the following questions after reading:

1a. Which word includes an onset that makes the sound /th/?

ⓐ social ● thermal
ⓒ creepy ⓓ chemical

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

ⓐ "invention of smart phones..."
ⓑ "Children, teen, and adult participants..."
● "plenty of new thoughts and ideas..."
ⓓ "should create a role playing game..."

2a. Which word includes an onset that makes the sound /p/?

● pocket ⓑ normal
ⓒ cavity ⓓ jumping

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

ⓐ "the original Japanese name..."
ⓑ "it only brings us to a new question."
ⓒ "would collect the little monsters and train them."
● "name for Pokémon was Pocket Monsters."

3a. Which word includes a rime that matches the word *bake*?

ⓐ brink ⓑ lame
ⓒ should ● fake

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

● "explore banks of a lake,"
ⓑ "would collect little monsters and train them."
ⓒ "the creators think of next?
ⓓ "create a role-playing game"

Write About It: What is your opinion of this text? Give reasons for your opinion.

Answer should include an opinion of the story with reasons.

Challenge: Use the codes to identify words with certain onsets.

blue Words with the onset sound /th/ red Words with the onset sound /p/ green Words with the rime sound /ake/

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