Hello there!

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

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

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

My Educational Background Includes:

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

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

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

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

Happy Teaching!

Jen Bengel



Professional Development Inquiries

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

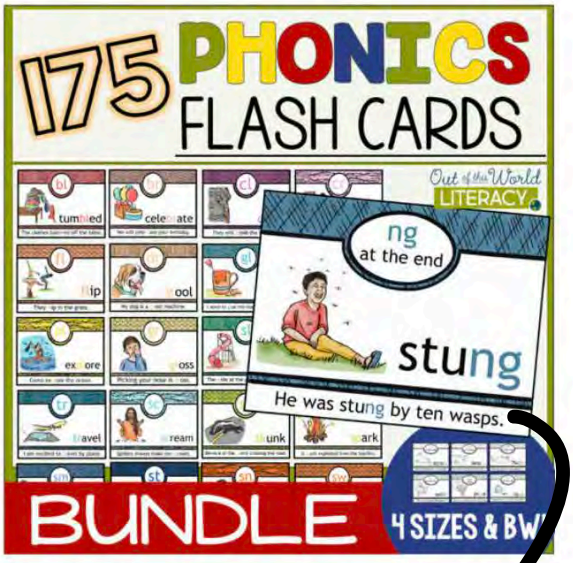
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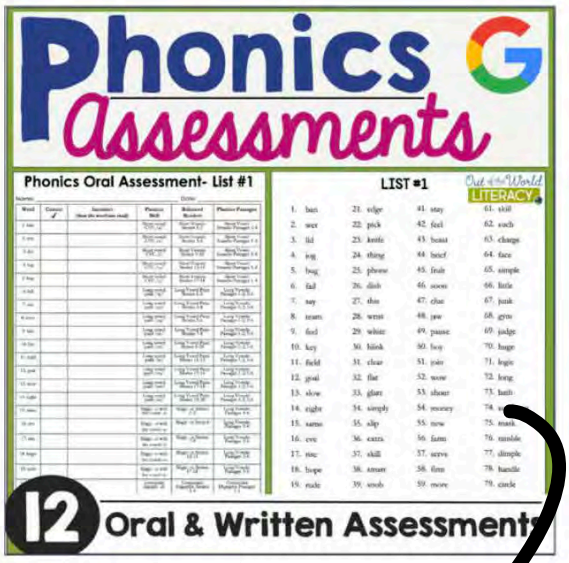
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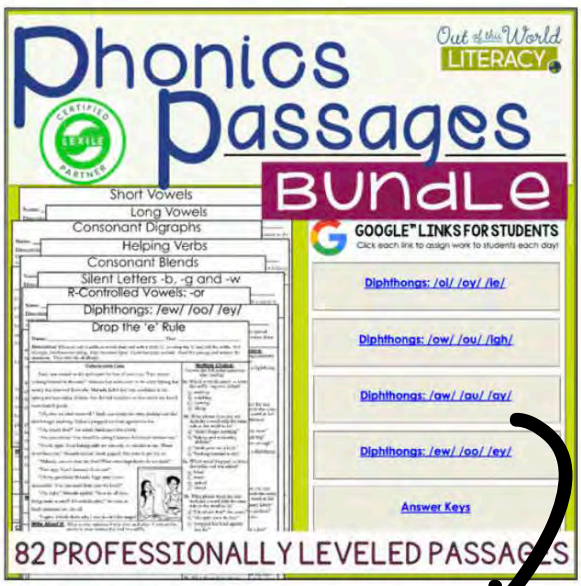


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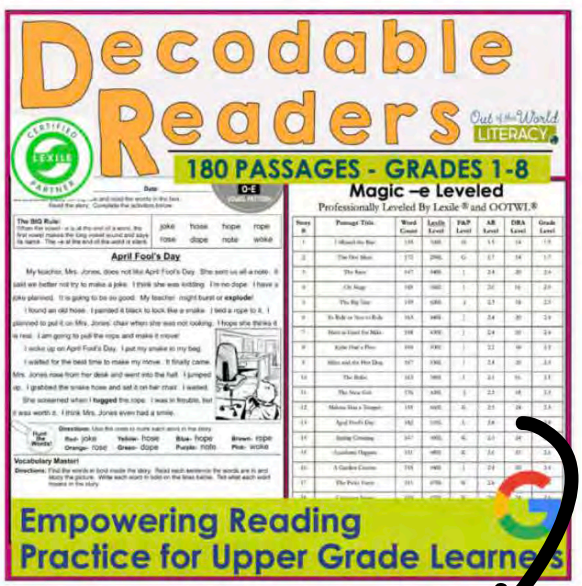


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Phonics Support for Older Readers

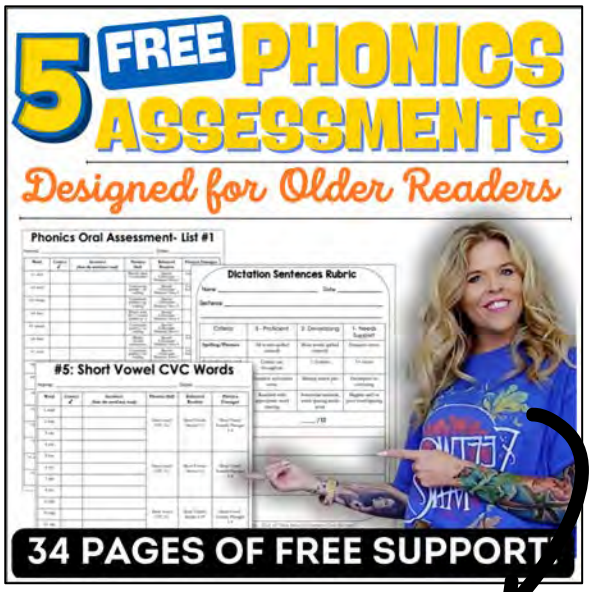


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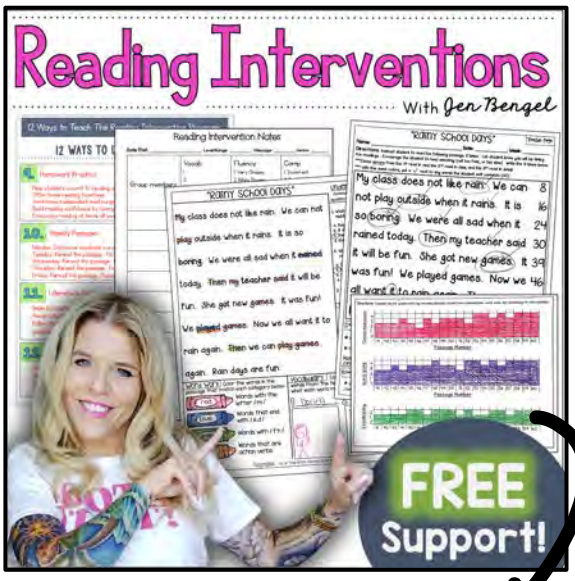


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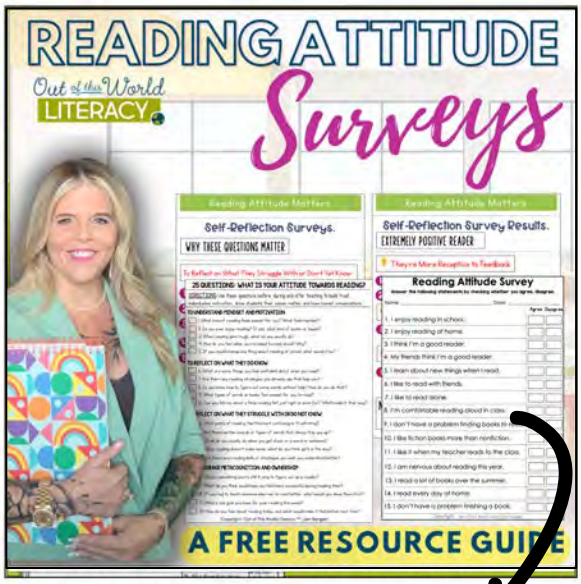


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FREE Support to Help Older Readers

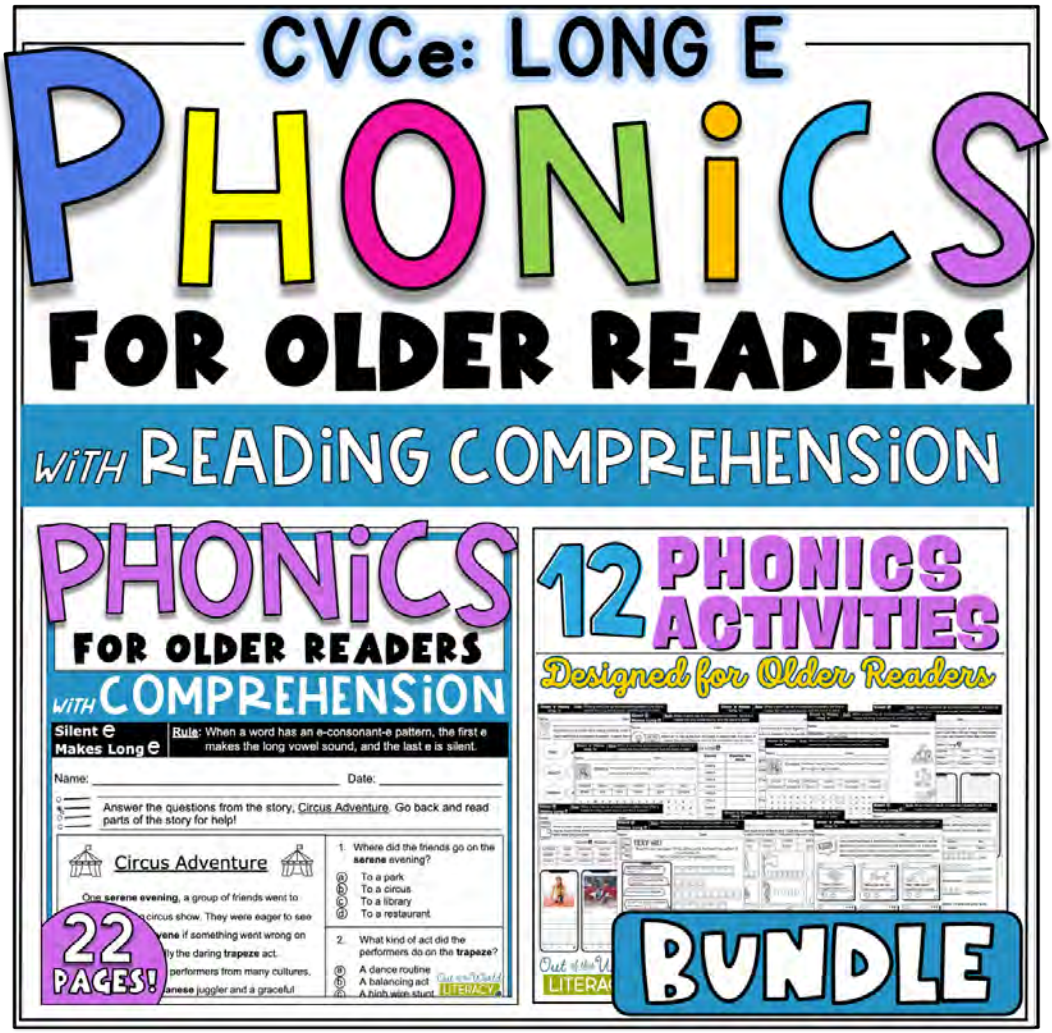


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SEE MORE PHONICS ACTIVITIES



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READING LESSON PLAN | CVC-e Long a

The Great Garden Escape

Focus Skill: Long A (Vce) Pattern in Context

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will identify and understand words with the long A (VCe) spelling pattern while reading a short, engaging passage.

Standards Alignment:
- RF.3.3, RF.4.3 – Phonics & Word Recognition
- RL.3.1, RL.4.1 – Reading Comprehension
- L.3.4, L.4.4 – Vocabulary Acquisition

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

Before Reading: "Today we're going to read a story called *The Great Garden Escape*. Just from the title, what do you think might happen? (pause for a few guesses)This story takes place in a garden – but it's not just about plants. It's about problem-solving, teamwork, and quick thinking. You'll notice the characters use creativity to handle challenges that come their way.

As we read, I want you to keep an eye out for words that follow the long A pattern – words like *chase, graze,* and *shade*. These words will help us connect what we know about phonics to what we understand in the story. Also, think about this question: *If you were stuck in a situation like the characters, what would you do to escape?* Let's find out how they handle it!"

During Reading: "As we read, picture what's happening in your mind – what does the garden look like? What do the characters feel as they try to escape? When you come to a bolded long A word, take a second to notice it.

- What clues in the story help you understand what it means?
- Does it describe something happening, like a movement or feeling? Let's pay attention to how the characters solve problems.
- What steps do they take to get out of the garden?
- How do they work together?

If we get to a part that seems confusing, we'll stop and reread. Good readers do that to make sure everything makes sense."

After Reading: "Wow – that was quite an adventure! Let's talk about what happened in *The Great Garden Escape*. What was the problem the characters faced? How did they solve it? (pause for discussion) This story teaches us that even when things get tricky, staying calm, thinking creatively, and working together can help us find a way out. Let's look back at some of those long A words – *graze, scrape, chase, escape, amaze*. Each of these words connects to the story's events and emotions. Which one do you think best describes the most exciting part of the escape? Finally, I want you to think about this: *What does this story teach us about teamwork and problem-solving?* Write one or two sentences explaining what lesson the characters learned – and how you might use that lesson in your own life."

Extension Ideas:
- Assign the related student pages for phonics, comprehension and vocabulary practice
- Rewrite the story from Max's point of view.
- Create a garden map labeling each event.
- Write a short sequel using at least five new long A words.

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4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN CVC-e Long a

The Great Garden Escape

Focus Skill: Long A (Vce) Pattern in Context

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will identify and understand words with the long A (VCe) spelling pattern while reading a short, engaging passage.

Standards Alignment:
- RF.3.3, RF.4.3 – Phonics & Word Recognition
- RL.3.1, RL.4.1 – Reading Comprehension
- L.3.4, L.4.4 – Vocabulary Acquisition

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

Before Reading: "Today we're going to read a story called *The Great Garden Escape*. Just from the title, what do you think might happen? (pause for a few guesses) This story takes place in a garden – but it's not just about plants. It's about problem-solving, teamwork, and quick thinking. You'll notice the characters use creativity to handle challenges that come their way.

As we read, I want you to keep an eye out for words that follow the long A pattern – words like *chase*, *graze*, and *shade*. These words will help us connect what we know about phonics to what we understand in the story. Also, think about this question: *If you were stuck in a situation like the characters, what would you do to escape?* Let's find out how they handle it!

During Reading: "As we read, picture what's happening in your mind – what does the garden look like? What do the characters feel as they try to escape? When you come to a bolded long A word, take a second to notice it.

- What clues in the story help you understand what it means?
- Does it [illegible] like a movement or feeling? Let's pay attention to how the characters solve problems.
- [illegible] garden?

[illegible] reread. Good readers do that to make sure everything makes sense."

[illegible] t's talk about what happened in *The Great Garden Escape*. What [illegible] (pause for discussion) This story teaches us that even when [illegible] gether can help us find a way out. Let's look back at some of [illegible] f these words connects to the story's events and emotions. [illegible] e escape? Finally, I want you to think about this: *What does* [illegible] e or two sentences explaining what lesson the characters

[illegible] omprehension and vocabulary practice

CVC-E LONG A

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

Name: _____ Date: _____

Time To Read

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

scrape	rotate	update	haze	insane	escape
stale	frustrate	fade	chase	grace	invade

The Great Garden Escape

One warm morning, Mia went outside to help her grandma in the garden. The air was filled with a light **haze**, and the smell of flowers made her smile.

Grandma said, "Let's start by watering the plants. We'll **rotate** jobs — I'll water while you pull the weeds."

Mia knelt down and tried to pull out a stubborn weed, but she got a little **scrape** on her arm. "Ow! Gardening can be tough!" she said.

"Don't get **frustrated**, dear," Grandma said kindly. "We'll take our time. Gardening is all about patience and **grace**."

After a while, Mia noticed some old bread on the bird feeder. "This bread is **stale**, Grandma! The birds won't eat it!"

"You're right," Grandma laughed. "Let's **update** the bird feeder with some fresh seeds instead."

Just then, they heard a loud rustling sound. "What was that?" Mia whispered. Out from the bushes came their dog, Max, in full speed — trying to **chase** a squirrel!

"Max, stop! Don't **invade** the garden again!" Grandma shouted as Max ran in circles like a wild tornado. "That dog is **insane** sometimes!" Mia giggled.

Finally, Max tripped on the watering hose, giving the squirrel just enough time to **escape** up a tall tree. The commotion made Grandma and Mia laugh so hard their sides hurt.

When the excitement calmed down, they looked at the garden. "O[illegible] color from the flowers started to **fade** after Max ran through them."

Grandma smiled. "That's okay, sweetie. We'll fix it together. That's part of the fun — and next

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 a

The Science of Gardening

Focus Skill: Long A (Vce) 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 read an informational text and identify words with the long A (VCe) pattern while improving comprehension and vocabulary.

Standards Alignment:
- RF.4.3 – Phonics and Word Recognition
- RI.4.1, RI.4.2 – Reading Comprehension
- L.4.4 – Vocabulary Acquisition

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

Before Reading: "Today we're going to read a passage called *The Science of Gardening*. Even if you've never planted a garden, you might know that plants need sunlight, water, and soil to grow. But there's actually a lot of science happening behind the scenes! As we read, we'll explore how gardeners use observation and problem-solving to help their plants thrive. You'll see that gardening is really about testing ideas and learning from mistakes – just like science experiments. We're also going to focus on words with the long A spelling pattern – words like *fade*, *rotate*, and *update*. These words are going to help us notice how phonics connects to real reading and real information."

During Reading: "While we read, I want you to pay close attention to what happens in each part of the passage.
- Think about how science connects to gardening decisions – like when to water, what to plant, or how to protect plants from bugs.
- When you come across a bolded long A word, pause for a moment. What does it mean in this sentence? How does it help you understand what's happening in the garden?

If something feels confusing, that's okay – good readers stop, think, and reread to make meaning. Let's practice doing that together as we go."

After Reading: "Great job, everyone! Let's take a moment to reflect on what *The Science of Gardening* taught us.
Gardening isn't just about planting seeds – it's about learning from mistakes, observing changes, and having patience. The passage showed how science helps gardeners make decisions and solve problems.
Let's look back at some of those long A words – *fade, frustrate, rotate, update, escape*. Each one connects to what gardeners do: they make adjustments, stay calm when things don't go as planned, and keep trying.
Think about this question: *How does gardening teach us about learning and life?*
Take a minute to write one sentence about what lesson you think gardening – or this passage – teaches us about growth."

Extension Ideas:
- Assign the related student pages for phonics, comprehension and vocabulary practice
- Research a common garden pest and write a short report.
- Create a "How-To Care for a Garden" guide using the vocabulary words.
- Write a reflection: *What does gardening teach about patience and grace?*

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

Name: _____ Date: _____

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

scrape	rotate	update	haze	insane	escape
stale	frustrate	fade	chase	grace	invade

The Science of Gardening

Staying Safe While You Work

Gardening is a great way to connect with nature, but it also requires care. You might get a small **scrape** if you brush against rough branches or dig in dry soil. The air can sometimes hold a light **haze** early in the morning, making the world look calm and soft. This is the best time to water your plants before the bright sun makes their color **fade**.

Keeping Plants Fresh and Healthy

Just like food can get **stale** if it sits out too long, plants can lose energy without the right balance of light and nutrients. If your plants don't grow well, don't get **frustrated**—just **update** your plan! You may need to **rotate** where your plants grow each season so the soil doesn't wear out.

Pests and Problems

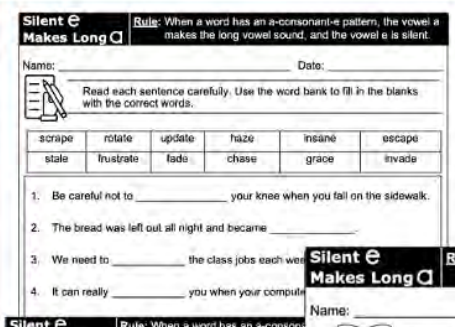
Sometimes bugs or animals try to **invade** your garden. Rabbits might **chase** each other through the plants, or insects might eat the leaves. It can feel a little **insane**, but remember—every creature plays a part in nature. You can build small fences or plant certain flowers to protect your garden safely.

WITH LESSONS!

24 PHONICS/VOCAB. WORDS

A- CONSONANT-E

BUILD VOCABULARY WHILE STUDYING PHONICS



Silent e Makes Long a

Rule: When a word has an a-consonant-e pattern, the vowel a 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.

scrape	rotate	update	haze	insane	escape
stale	frustrate	fade	chase	grace	invade

1. Be careful not to _____ your knee when you fall on the sidewalk.
2. The bread was left out all night and became _____.
3. We need to _____ the class jobs each wee
4. It can really _____ you when your compute



Silent e Makes Long a

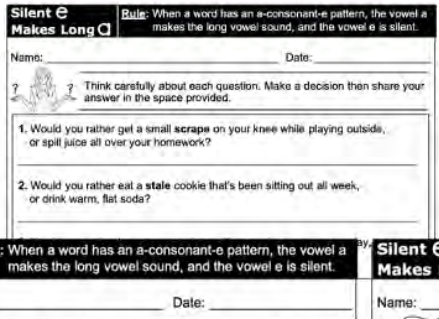
Rule: When a word has an a-consona makes the long vowel sound, a

Name: _____ Dat

Read each sentence. Circle **True** if it is corr Circle **False** and then rewrite the sentence

1. A **scrape** is a deep hole in the ground. → True Fal
2. If something is **stale**, it is not fresh anymore. → True
3. To **rotate** means to stay still and never move. → Tru
4. You might feel **frustrated** when something doesn't go you
5. To **update** something means to make it older and less u
6. When colors **fade**, they become brighter and easier to s

light. → Tru



Silent e Makes Long a

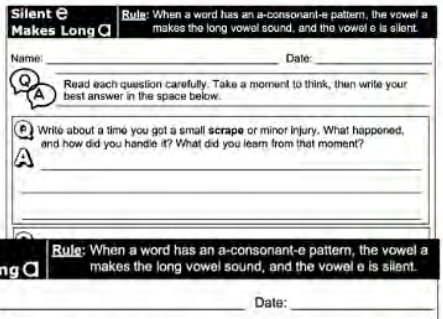
Rule: When a word has an a-consonant-e pattern, the vowel a makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Think carefully about each question. Make a decision then share your answer in the space provided.

1. Would you rather get a small **scrape** on your knee while playing outside, or spill juice all over your homework?

2. Would you rather eat a **stale** cookie that's been sitting out all week, or drink warm, flat soda?



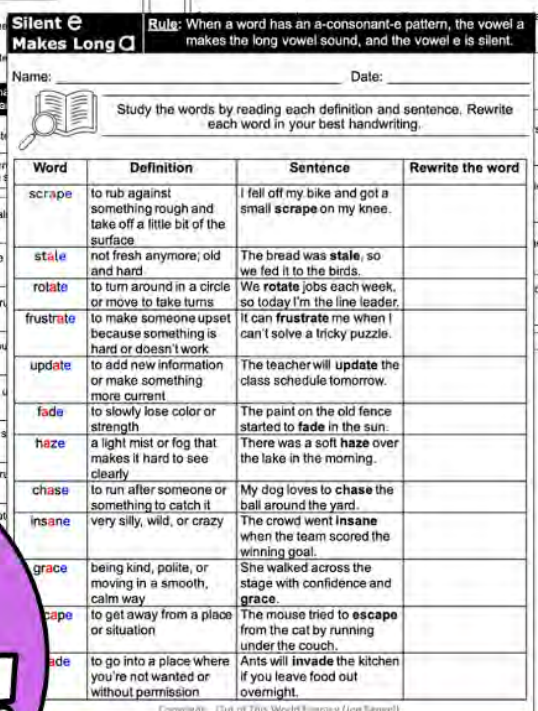
Silent e Makes Long a

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Name: _____ Date: _____

Read each question carefully. Take a moment to think, then write your best answer in the space below.

Write about a time you got a small **scrape** or minor injury. What happened, and how did you handle it? What did you learn from that moment?



Silent e Makes Long a

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

Name: _____ Date: _____

Study the words by reading each definition and sentence. Rewrite each word in your best handwriting.

Word	Definition	Sentence	Rewrite the word
scrape	to rub against something rough and take off a little bit of the surface	I fell off my bike and got a small **scrape** on my knee.	
stale	not fresh anymore; old and hard	The bread was **stale**, so we fed it to the birds.	
rotate	to turn around in a circle or move to take turns	We **rotate** jobs each week, so today I'm the line leader.	
frustrate	to make someone upset because something is hard or doesn't work	It can **frustrate** me when I can't solve a tricky puzzle.	
update	to add new information or make something more current	The teacher will **update** the class schedule tomorrow.	
fade	to slowly lose color or strength	The paint on the old fence started to **fade** in the sun.	
haze	a light mist or fog that makes it hard to see clearly	There was a soft **haze** over the lake in the morning.	
chase	to run after someone or something to catch it	My dog loves to **chase** the ball around the yard.	
insane	very silly, wild, or crazy	The crowd went **insane** when the team scored the winning goal.	
grace	being kind, polite, or moving in a smooth, calm way	She walked across the stage with confidence and **grace**.	
cape	to get away from a place or situation	The mouse tried to **escape** from the cat by running under the couch.	
ade	to go into a place where you're not wanted or without permission	Ants will **invade** the kitchen if you leave food out overnight.	

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

Name: _____ Date: _____

Study the words by reading each definition and sentence. Rewrite each word in your best handwriting.

Word	Definition	Sentence	Rewrite the word
translate	to change words from one language into another	I can help you translate that Spanish word into English	
celebrate	to do something fun or special for a happy event	We will celebrate your birthday with cake and balloons!	
elevate	to lift something up or make it higher	Please elevate your arm if it's hurt so it doesn't swell.	
shake	to move quickly back and forth	Don't forget to shake the bottle before you drink it.	
tame	to train an animal to not be wild	The zookeeper worked hard to tame the lion.	
shape	the outline of something; how it looks	The cookie was in the shape of a star.	
relate	to make a connection or understand someone's feelings	I can relate to you because I've felt that way too.	
equate	to think two things are the same or equal	You can't equate being smart with always getting good grades.	
dictate	to say something so someone else can write it down	The teacher will dictate the spelling words to the class.	
debate	to talk about different opinions on a topic	We had a debate about whether homework is really needed.	
amaze	to surprise someone in a great or wonderful way	The magic trick will amaze everyone watching!	
became	to change into something or someone new	The caterpillar became a butterfly aft	

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14 PAGES!

Out of this World LITERACY

APPLY SKILLS IN WRITING

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

Name: _____ Date: _____

Read each question carefully. Take a moment to think, then write your best answer in the space below.

Q: Write about a time you got a small **scrape** or minor injury. What happened, and how did you handle it? What did you learn from that moment?

A: _____

Q: If you could **update** one thing in your life — like your bedroom, your school rules, or your daily routine — what would you change and why?

A: _____

Q: Write a story or poem about something that begins to **fade** — a color, a sound, or even a memory. How does it make you feel to see it fade away?

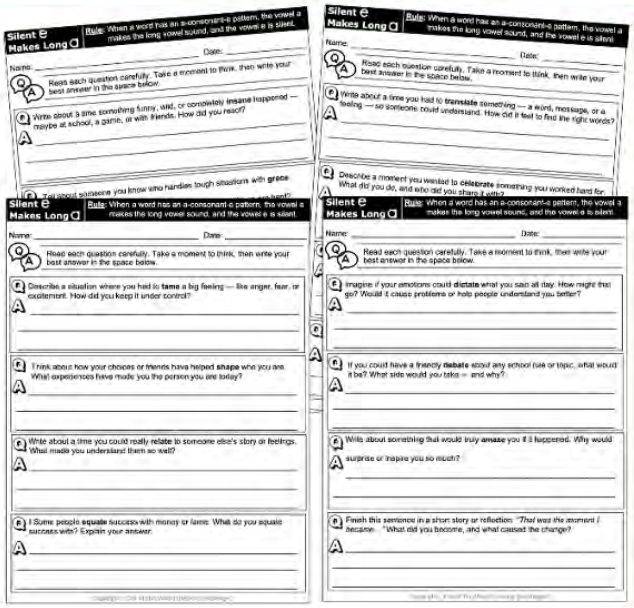
A: _____

Q: Describe what it might feel like to walk through a morning **haze**. What do you see, hear, or smell? Use lots of sensory details to make the scene come alive.

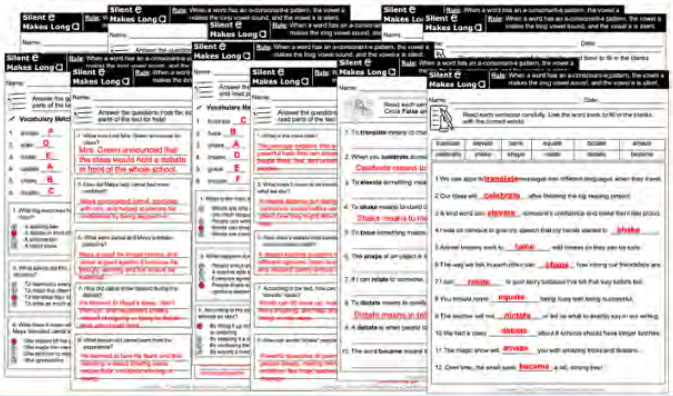
A: _____

Q: If you could **chase** any dream or goal, what would it be? What steps would you take to reach it, and how would you feel once you caught it?

A: _____



ANSWER KEYS TOO!



Out of this World LITERACY

Out of This World Literacy (Jen Bengel)

Silent e Makes Long a

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

Name: _____ Date: _____

Answer the questions from the story, The Great Garden Escape. Go back and read parts of the text for help!

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

1.	scrape **F**	A.	To change or add new information.
2.	stale **D**	B.	To run after something to catch it.
3.	rotate **E**	C.	To go into a place where you are not wanted.
4.	update **A**	D.	Not fresh anymore.
5.	chase **B**	E.	To turn around or take turns.
6.	invade **C**	F.	A small injury caused by rubbing against something rough.

1. What were Mia and Grandma doing in the garden at the beginning of the story?

(a) Building a treehouse
(b) Watering plants and pulling weeds
(c) Picking apples
(d) Planting vegetables

2. Why did Mia get a scrape on her arm?

(a) She tripped over the hose
(b) She climbed a tree
(c) She tried to pull out a stubborn weed
(d) She was playing with Max

3. What word(s) best describes how Grandma handled the problems in the garden?

(a) Angry
(b) Patient and graceful
(c) Confused
(d) Silly

4. What caused the most excitement in the garden?

(a) The flowers started to fade
(b) Max chased a squirrel through the garden
(c) The bread in the bird feeder was stale
(d) Mia got confused

5. What lesson did Grandma teach Mia at the end?

(a) Gardening is too hard to try again
(b) The garden was ruined forever
(c) They can fix problems together
(d) Never let the dog outside

6. Which word from the story shows movement?

(a) Rotate
(b) Stale
(c) Grace
(d) Insane

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Silent e Makes Long a

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

Name: _____ Date: _____

Answer the questions from the story, The Great Garden Escape. Go back and read parts of the text for help!

1. What two jobs did Mia and Grandma do in the garden?

Mia and Grandma watered the plants and pulled weeds in the garden.

2. How did Mia get a scrape?

Mia got a scrape when she tried to pull out a stubborn weed.

3. Why was Mia frustrated at first?

Mia was frustrated because gardening was harder than she expected.

4. What did Mia notice about the bird feeder?

Mia noticed that the bread in the bird feeder was stale and old.

5. What did Max do when he ran into the garden?

Max ran through the garden chasing a squirrel and caused a mess.

6. What does the word *invade* mean in this story?

It means to go into a place where you don't belong or aren't supposed to be.

7. How did the squirrel escape?

The squirrel escaped by running up a tall tree.

8. What lesson did Grandma and Mia learn at the end?

Grandma and Mia learned that it's okay when things go wrong—they can fix problems together and have fun.

9. Find two words in the story that show movement.

The words 'rotate' and 'chase' show movement in the story.

10. Why do you think Grandma said gardening takes patience and grace?

Grandma said gardening takes patience and grace because it requires calmness, kindness, and time to do it well.

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Silent e Makes Long a

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

Name: _____ Date: _____

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

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

1. frustrate **C**
2. haze **B**
3. chase **A**
4. insane **D**
5. grace **E**
6. escape **F**

A. To move quickly after someone or something to try and catch it.

B. A thin mist of light fog that makes it hard to see clearly.

C. To feel annoyed or upset because something is hard or not working.

D. Wild, crazy, or not thinking clearly.

E. Calmness, kindness, or moving in a smooth and polite way.

F. To get away from a place or situation.

1. What can happen if you don't wear gloves while gardening?

(a) You might get a scrape
(b) You'll stay clean
(c) You'll grow taller
(d) You'll pant faster

2. Why should plants be rotated?

(a) To make them look better
(b) To confuse the animals
(c) to keep the soil healthy
(d) To water them faster

3. What does it mean to update your garden?

(a) Stop planting new things
(b) Let the weeds grow
(c) Pick all the flowers
(d) Change or improve how you take care of it

4. What might invade your garden?

(a) Rain
(b) Bugs or animals
(c) Wind
(d) Sunshine

5. What does 'fade' mean in the passage?

(a) To grow faster
(b) To lose color or strength
(c) To become stale
(d) To bloom brightly

6. Gardeners should show grace because…

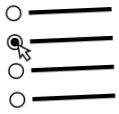
(a) gardening takes patience.
(b) flowers can talk.
(c) gardening is easy.
(d) gardeners never make mistakes.

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Name: _____ Date: _____



Answer the questions from the story, The Great Garden Escape. Go back and read parts of the text for help!

1. What does the word “grace” mean in the context of gardening?

Grace means showing kindness and calmness when things go wrong.

2. Why might it be important to wear gloves while gardening?

Gloves protect your hands from dirt, scrapes, and insects.

3. What are two ways to keep your plants from becoming stale or unhealthy?

Water regularly and make sure your plants get sunlight and good soil.

4. How can rotating your plants help the soil?

Rotating plants gives soil time to rest and stay full of nutrients.

5. What does it mean to update your garden plan?

Updating your garden means improving how you care for it or trying new methods.

6. How might it feel to get frustrated while gardening? What can you do about it?

It can be frustrating when plants die, but you can take a break and try again.

7. What animals might invade a garden, and why?

Rabbits, bugs, or deer might invade a garden because they want food.

8. What might cause flowers to fade faster?

Too much sun, not enough water, or poor soil can cause flowers to fade.

9. What lesson does gardening teach about patience?

Gardening teaches that patience helps you succeed even when it takes time.

10. Which word from the passage best describes what you would do to improve your garden each season? Explain why.

“Update” fits best because each season you can change your methods to grow better plants.

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

1. A **scrape** is a deep hole in the ground. → True (False)

   A scrape is a small cut or scratch on the skin.

2. If something is **stale**, it is not fresh anymore. → (True) False

3. To **rotate** means to stay still and never move. → True (False)

   Rotate means to turn or take turns, not stay still.

4. You might feel **frustrated** when something doesn't go your way. → (True) False

5. To **update** something means to make it older and less useful. → True (False)

   Update means to make something newer or better.

6. When colors **fade**, they become brighter and easier to see. → True (False)

   Fade means to lose color or strength, not become brighter.

7. A **haze** is a thick, dark storm that blocks all light. → True (False)

   A haze is a light mist or fog, not a dark storm.

8. When you **chase** something, you run after it to try to catch it. → (True) False

9. If someone is acting **insane**, they are being calm and serious. → True (False)

   Insane means wild or acting crazy, not calm.

10. To **escape** means to get away from a place or situation. → (True) False

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Name: _____ Date: _____



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

scrape	rotate	update	haze	insane	escape
stale	frustrate	fade	chase	grace	invade

1. Be careful not to **scrape** your knee when you fall on the sidewalk.
2. The bread was left out all night and became **stale**.
3. We need to **rotate** the class jobs each week, so everyone gets a turn.
4. It can really **frustrate** you when your computer stops working.
5. Please **update** your notes after we learn something new.
6. The paint on the fence began to **fade** after a few months in the sun.
7. A light morning **haze** made it hard to see the mountains.
8. My dog will **chase** the ball every time I throw it.
9. The crowd went **insane** when the team won the game.
10. She handled the mistake with **grace** and stayed calm.
11. The mouse tried to **escape** from the cat by hiding under the table.
12. Ants will **invade** your picnic if you leave food on the blanket.

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

Name: _____ Date: _____

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

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

1.	scrape **F**	A.	To change or add new information.
2.	stale **D**	B.	To run after something to catch it.
3.	rotate **E**	C.	To go into a place where you are not wanted.
4.	update **A**	D.	Not fresh anymore.
5.	chase **B**	E.	To turn around or take turns.
6.	invade **C**	F.	A small injury caused by rubbing against something rough.

1. What big event was happening in Jamal's class?

(a) A spelling bee
(b) A debate in front of the school
(c) A science fair
(d) A talent show

2. Why did Jamal feel nervous at first?

(a) He forgot his notes
(b) He didn't understand the topic
(c) He was afraid of losing
(d) He didn't like speaking in front of people

3. What advice did Mrs. Green give the students?

(a) To memorize everything word-for-word
(b) To make the other team look wrong
(c) To translate their ideas into words
(d) To write as much as possible

4. What did Jamal and Maya learn from this debate?

(a) That one of them was completely right
(b) That they didn't like public speaking
(c) That they could disagree respectfully
(d) That debates are easy to win

5. What does it mean when they story says Maya 'elevated' Jamal's confidence?

(a) She helped lift his confidence higher
(b) She made him nervous
(c) She told him to stop talking
(d) She ignored him

6. What happened at the end of the story?

(a) Jamal forgot his speech
(b) Maya won the debate
(c) The principal cancelled the debate
(d) The class celebrated their success together

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Name: _____ Date: _____

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

1. What event did Mrs. Green announce for class?

Mrs. Green announced that the class would hold a debate in front of the whole school.

2. Why was Jamal nervous about the debate?

Jamal was nervous because he didn't like speaking in front of a big audience and worried his voice would shake.

3. How did Maya help Jamal feel more confident?

Maya encouraged Jamal, practiced with him, and helped to elevate his confidence by being supportive.

4. What advice did Mrs. Green give about preparing for the debate?

She told the students to translate their ideas into clear words that everyone could understand and not just memorize them.

5. What were Jamal and Maya's debate positions?

Maya argued for longer recess, and Jamal argued against it because he thought learning and fun should be balanced.

6. What does it mean that Jamal and Maya's ideas didn't equate?

It means they didn't have the same opinion or answer, but they still respected each other's points of view.

7. How did Jamal show respect during the debate?

He listened to Maya's ideas, didn't interrupt, and responded politely instead of arguing or trying to dictate what she should think.

8. What surprised Jamal during the debate?

Jamal was amazed that his voice didn't shake and that he spoke confidently in front of the audience.

9. What lesson did Jamal learn from the experience?

He learned to face his fears and that debating is about sharing ideas respectfully, not about winning or losing.

10. Why did the class celebrate after the debate?

Because everyone worked hard, showed teamwork, and successfully completed a big challenge together.

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Name: _____ Date: _____

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

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

1. frustrate **C**
2. haze **B**
3. chase **A**
4. insane **D**
5. grace **E**
6. escape **F**

A. To move quickly after someone or something to try and catch it.

B. A thin mist of light fog that makes it hard to see clearly.

C. To feel annoyed or upset because something is hard or not working.

D. Wild, crazy, or not thinking clearly.

E. Calmness, kindness, or moving in a smooth and polite way.

F. To get away from a place or situation.

1. What is the main idea of the text?

(a) Words are only useful when translated into other languages.
(b) People use words to win arguments
(c) Words can shape how we think and feel
(d) Words are more important than actions

2. What does it mean to translate something?

(a) To make something louder
(b) To express words in another language
(c) To repeat words the exact same way
(d) To copy words into a notebook

3. What happens during a debate?

(a) People shout until one side wins
(b) A teacher tells students what to believe
(c) Everyone agrees on one answer
(d) People share and discuss different opinions respectfully

4. What does it mean to let your emotions dictate what you say?

(a) To hide your emotions completely
(b) To use kind and calm words
(c) To let your feelings control your words and actions
(d) To write your thoughts down quietly

5. According to the passage, how can words elevate an idea?

(a) By lifting it up making it more powerful or inspiring
(b) By keeping it a secret
(c) By confusing the listener
(d) By saying it over and over again

6. What lesson does the passage teach about using words?

(a) It's best to win every argument
(b) Talking is more important than listening
(c) You should speak your mind
(d) Words should be used kindly to connect and understand others

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Name: _____ Date: _____

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

1. What is the main idea?

The passage explains that words are powerful tools that can shape how people think, feel, and understand one another.

2. How can translation help people communicate?

People can connect and relate even if they come from different countries

3. What does it mean to let emotions 'dictate' what we say?

It means allowing our feelings to control our words before we think about how they might affect someone else.

4. Why does the author say people should think before they speak?

The author reminds readers that words can hurt or help, so it's important to choose them carefully to show kindness and respect.

5. How does a debate help students practice communication skills?

A debate teaches students to share different opinions, listen respectfully, and respond calmly without arguing.

6. What does it mean by people should not "equate disagreement with disrespect"?

It means that people can have different opinions and still be respectful — disagreeing doesn't have to lead to conflict.

7. According to the text, how can words "elevate" ideas?

Words can lift ideas up, make them more inspiring, and help others see things in new ways.

8. What does the passage say about how words can "shape" relationships?

Words can strengthen or weaken relationships depending on how we use them — kind words can build trust and understanding.

9. How can words "shake" people's emotions?

Powerful speeches or poems can move people deeply, making them feel strong emotions like hope, sadness, or courage.

10. What lesson does the author want readers to learn about the power of words?

The author wants readers to understand that words have real impact, and when used wisely, they can bring peace, connection, and positive change.

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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. To **translate** means to change words into another language. → (True) False

2. When you **celebrate** something, you are unhappy about it. → True (False)
   Celebrate means to be happy about something.

3. To **elevate** something means to lift it up or make it stronger. → (True) False

4. To **shake** means to stand completely still without moving. → True (False)
   Shake means to move quickly back and forth.

5. To **tame** something means to calm or control something wild. → (True) False

6. The **shape** of an object is its form or outline. → (True) False

7. If I can **relate** to someone, it means I understand how they feel. → (True) False

8. To **dictate** means to quietly listen to others' ideas. → True (False)
   Dictate means to tell or command someone what to do.

9. A **debate** is when people talk about different opinions. → (True) False

10. The word **became** means to change into something different. → (True) False

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Name: _____ Date: _____



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

translate	elevate	tame	equate	dictate	amaze
celebrate	shake	shape	relate	debate	became

1. We use apps to **translate** messages into different languages when they travel.
2. Our class will **celebrate** after finishing the big reading project.
3. A kind word can **elevate** someone's confidence and make them feel proud.
4. I was so nervous to give my speech that my hands started to **shake**.
5. Animal trainers work to **tame** wild horses so they can be safe.
6. The way we talk to each other can **shape** how strong our friendships are.
7. I can **relate** to your story because I've felt that way before too.
8. You should never **equate** being busy with being successful.
9. The teacher will not **dictate** or tell us what to exactly say in our writing.
10. We had a class **debate** about if schools should have longer lunches.
11. The magic show will **amaze** you with amazing tricks and illusions.
12. Over time, the small seed **became** a tall, strong tree!

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