

# ReadRise — Flashcards

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*A Spark & Anvil printable flashcard deck. Quiz yourself on the ReadRise cast's curriculum — one card at a time.*

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## How to use these cards

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**Fold** each sheet down the middle line so the answers are hidden. Read the **question** on the left, say your answer out loud, then **unfold** to check the right side. Testing yourself — then checking — is one of the most powerful ways to remember. Get one wrong? That's the best kind of practice: try it again tomorrow.

*Want real flashcards? Cut along the fold line and the rows into cards — question on one side, answer on the other.*

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### ReadRise — Flashcards

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# 1. Count the Beats

| ⌂ Question (fold →)                                      | Answer                                                                                                                                                            |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How many syllables (beats) are in the word “elephant”?   | <b>3</b> — “elephant” splits into el-e-phant — that's 3 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.     |
| How many syllables (beats) are in the word “understand”? | <b>3</b> — “understand” splits into un-der-stand — that's 3 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing. |
| How many syllables (beats) are in the word “wagon”?      | <b>2</b> — “wagon” splits into wag-on — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.            |
| How many syllables (beats) are in the word “rabbit”?     | <b>2</b> — “rabbit” splits into rab-bit — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “silent”?     | <b>2</b> — “silent” splits into si-lent — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “magnet”?     | <b>2</b> — “magnet” splits into mag-net — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “kitten”?     | <b>2</b> — “kitten” splits into kit-ten — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “robin”?      | <b>2</b> — “robin” splits into rob-in — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.            |
| How many syllables (beats) are in the word “picnic”?     | <b>2</b> — “picnic” splits into pic-nic — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “sunshine”?   | <b>2</b> — “sunshine” splits into sun-shine — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.      |
| How many syllables (beats) are in the word “muffin”?     | <b>2</b> — “muffin” splits into muf-fin — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “invent”?     | <b>2</b> — “invent” splits into in-vent — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
| How many syllables (beats) are in the word “education”?  | <b>4</b> — “education” splits into ed-u-ca-tion — that's 4 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.  |
| How many syllables (beats) are in the word “fantastic”?  | <b>3</b> — “fantastic” splits into fan-tas-tic — that's 3 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.   |
| How many syllables (beats) are in the word “reptile”?    | <b>2</b> — “reptile” splits into rep-tile — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.        |
| How many syllables (beats) are in the word “computer”?   | <b>3</b> — “computer” splits into com-pu-ter — that's 3 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.     |
| How many syllables (beats) are in the word “tiger”?      | <b>2</b> — “tiger” splits into ti-ger — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.            |
| How many syllables (beats) are in the word “spider”?     | <b>2</b> — “spider” splits into spi-der — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.          |
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|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How many syllables (beats) are in the word “wonderful”? | <b>3</b> — “wonderful” splits into won-der-ful — that's 3 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing. |
| How many syllables (beats) are in the word “cupcake”?   | <b>2</b> — “cupcake” splits into cup-cake — that's 2 beats. Chunking a long word into syllables lets you decode it one beat at a time instead of guessing.      |

## 2. Chunk It

| ⌕ Question (fold →)                                        | Answer                                                                                                                                                                          |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Which shows “reptile” chunked into syllables correctly?    | <b>rep-tile</b> — “reptile” = rep-tile. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.            |
| Which shows “adventure” chunked into syllables correctly?  | <b>ad-ven-ture</b> — “adventure” = ad-ven-ture. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.    |
| Which shows “pilot” chunked into syllables correctly?      | <b>pi-lot</b> — “pilot” = pi-lot. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.                  |
| Which shows “education” chunked into syllables correctly?  | <b>ed-u-ca-tion</b> — “education” = ed-u-ca-tion. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.  |
| Which shows “sunshine” chunked into syllables correctly?   | <b>sun-shine</b> — “sunshine” = sun-shine. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.         |
| Which shows “banana” chunked into syllables correctly?     | <b>ba-na-na</b> — “banana” = ba-na-na. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.             |
| Which shows “puppet” chunked into syllables correctly?     | <b>pup-pet</b> — “puppet” = pup-pet. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.               |
| Which shows “robin” chunked into syllables correctly?      | <b>rob-in</b> — “robin” = rob-in. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.                  |
| Which shows “wonderful” chunked into syllables correctly?  | <b>won-der-ful</b> — “wonderful” = won-der-ful. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.    |
| Which shows “understand” chunked into syllables correctly? | <b>un-der-stand</b> — “understand” = un-der-stand. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen. |
| Which shows “butterfly” chunked into syllables correctly?  | <b>but-ter-fly</b> — “butterfly” = but-ter-fly. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.    |
| Which shows “helmet” chunked into syllables correctly?     | <b>hel-met</b> — “helmet” = hel-met. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.               |
| Which shows “invent” chunked into syllables correctly?     | <b>in-vent</b> — “invent” = in-vent. Each chunk has one vowel sound, so you can sound out one beat at a time — that’s how you read a long word you’ve never seen.               |
|                                                            |                                                                                                                                                                                 |

|                                                           |                                                                                                                                                                              |
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| Which shows “important” chunked into syllables correctly? | <b>im-por-tant</b> — “important” = im-por-tant. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen. |
| Which shows “elephant” chunked into syllables correctly?  | <b>el-e-phant</b> — “elephant” = el-e-phant. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.    |
| Which shows “magnet” chunked into syllables correctly?    | <b>mag-net</b> — “magnet” = mag-net. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.            |
| Which shows “cupcake” chunked into syllables correctly?   | <b>cup-cake</b> — “cupcake” = cup-cake. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.         |
| Which shows “rabbit” chunked into syllables correctly?    | <b>rab-bit</b> — “rabbit” = rab-bit. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.            |
| Which shows “muffin” chunked into syllables correctly?    | <b>muf-fin</b> — “muffin” = muf-fin. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.            |
| Which shows “silent” chunked into syllables correctly?    | <b>si-lent</b> — “silent” = si-lent. Each chunk has one vowel sound, so you can sound out one beat at a time — that's how you read a long word you've never seen.            |

### 3. Syllable Types

| ⌘ Question (fold →)                       | Answer                                                                                                                                                                                     |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What kind of syllable is the word “farm”? | <b>R-controlled</b> — “farm” is a R-controlled syllable — the r changes the vowel sound (ar). Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.     |
| What kind of syllable is the word “go”?   | <b>Open</b> — “go” is a Open syllable — the syllable ends in a vowel, so it is long. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.              |
| What kind of syllable is the word “rain”? | <b>Vowel team</b> — “rain” is a Vowel team syllable — ai is two letters, one vowel sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.         |
| What kind of syllable is the word “star”? | <b>R-controlled</b> — “star” is a R-controlled syllable — the r changes the vowel sound (ar). Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.     |
| What kind of syllable is the word “web”?  | <b>Closed</b> — “web” is a Closed syllable — the vowel is short because a consonant closes it in. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess. |
| What kind of syllable is the word “she”?  | <b>Open</b> — “she” is a Open syllable — the syllable ends in a vowel, so it says its name. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.       |
| What kind of syllable is the word “boat”? | <b>Vowel team</b> — “boat” is a Vowel team syllable — oa is two letters, one vowel sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.         |
| What kind of syllable is the word “rope”? | <b>Magic-e (VCe)</b> — “rope” is a Magic-e (VCe) syllable — the silent e makes the o long. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.        |
| What kind of syllable is the word “team”? | <b>Vowel team</b> — “team” is a Vowel team syllable — ea is two letters, one vowel sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.         |
| What kind of syllable is the word “hop”?  | <b>Closed</b> — “hop” is a Closed syllable — the vowel is short because a consonant closes it in. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess. |
| What kind of syllable is the word “seat”? | <b>Vowel team</b> — “seat” is a Vowel team syllable — ea is two letters, one vowel sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.         |
| What kind of syllable is the word “cape”? | <b>Magic-e (VCe)</b> — “cape” is a Magic-e (VCe) syllable — the silent e makes the a long. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.        |
| What kind of syllable is the word “hurt”? | <b>R-controlled</b> — “hurt” is a R-controlled syllable — the r changes the vowel sound (ur). Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.     |

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|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What kind of syllable is the word “bike”? | <b>Magic-e (VCe)</b> — “bike” is a Magic-e (VCe) syllable — the silent e makes the i long. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.          |
| What kind of syllable is the word “pie”?  | <b>Vowel team</b> — “pie” is a Vowel team syllable — ie spells the long i sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.                    |
| What kind of syllable is the word “cube”? | <b>Magic-e (VCe)</b> — “cube” is a Magic-e (VCe) syllable — the silent e makes the u long. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.          |
| What kind of syllable is the word “bird”? | <b>R-controlled</b> — “bird” is a R-controlled syllable — the r changes the vowel sound (ir). Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.       |
| What kind of syllable is the word “corn”? | <b>R-controlled</b> — “corn” is a R-controlled syllable — the r changes the vowel sound (or). Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.       |
| What kind of syllable is the word “cake”? | <b>Magic-e (VCe)</b> — “cake” is a Magic-e (VCe) syllable — the silent e makes the a say its name. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess.  |
| What kind of syllable is the word “cat”?  | <b>Closed</b> — “cat” is a Closed syllable — one vowel followed by a consonant makes a short sound. Knowing the syllable type tells you the vowel sound, so you can decode instead of guess. |

## 4. Front Parts

| ⌕ Question (fold →)                                                          | Answer                                                                                                                                                                            |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does the prefix “re-” mean (as in “rewrite”)?                           | <b>again</b> — “re-” means “again”. So “rewrite” means “write again”. Pulling off the prefix and reading the root is how you unlock a big word's meaning.                         |
| “unhappy” means...                                                           | <b>not happy</b> — “unhappy” = “un” (not / the opposite of) + “happy”, so it means “not happy”.                                                                                   |
| What does the prefix “pre-” mean (as in “preheat”)?                          | <b>before</b> — “pre-” means “before”. So “preheat” means “heat before”. Pulling off the prefix and reading the root is how you unlock a big word's meaning.                      |
| “overcook” means...                                                          | <b>cook too much</b> — “overcook” = “over” (too much) + “cook”, so it means “cook too much”.                                                                                      |
| “preheat” means...                                                           | <b>heat before</b> — “preheat” = “pre” (before) + “heat”, so it means “heat before”.                                                                                              |
| “underpaid” means...                                                         | <b>paid too little</b> — “underpaid” = “under” (too little / below) + “paid”, so it means “paid too little”.                                                                      |
| Put the prefix “re-” together with the word “write”. What word do you get?   | <b>rewrite</b> — “re” + “write” = “rewrite”, which means “write again”. Building words from parts is faster than memorizing every word whole.                                     |
| “nonstop” means...                                                           | <b>not stopping</b> — “nonstop” = “non” (not) + “stop”, so it means “not stopping”.                                                                                               |
| Put the prefix “non-” together with the word “stop”. What word do you get?   | <b>nonstop</b> — “non” + “stop” = “nonstop”, which means “not stopping”. Building words from parts is faster than memorizing every word whole.                                    |
| Put the prefix “un-” together with the word “happy”. What word do you get?   | <b>unhappy</b> — “un” + “happy” = “unhappy”, which means “not happy”. Building words from parts is faster than memorizing every word whole.                                       |
| Put the prefix “mis-” together with the word “read”. What word do you get?   | <b>misread</b> — “mis” + “read” = “misread”, which means “read wrongly”. Building words from parts is faster than memorizing every word whole.                                    |
| What does the prefix “non-” mean (as in “nonstop”)?                          | <b>not</b> — “non-” means “not”. So “nonstop” means “not stopping”. Pulling off the prefix and reading the root is how you unlock a big word's meaning.                           |
| What does the prefix “dis-” mean (as in “disagree”)?                         | <b>not / opposite of</b> — “dis-” means “not / opposite of”. So “disagree” means “not agree”. Pulling off the prefix and reading the root is how you unlock a big word's meaning. |
| Put the prefix “dis-” together with the word “agree”. What word do you get?  | <b>disagree</b> — “dis” + “agree” = “disagree”, which means “not agree”. Building words from parts is faster than memorizing every word whole.                                    |
| “rewrite” means...                                                           | <b>write again</b> — “rewrite” = “re” (again) + “write”, so it means “write again”.                                                                                               |
| Put the prefix “under-” together with the word “paid”. What word do you get? | <b>underpaid</b> — “under” + “paid” = “underpaid”, which means “paid too little”. Building words from parts is faster than memorizing every word whole.                           |
|                                                                              | <b>not agree</b> — “disagree” = “dis” (not / opposite of) + “agree”, so it means “not                                                                                             |

|                                                                             |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "disagree" means...                                                         | agree".                                                                                                                                                                                      |
| What does the prefix "under-" mean (as in "underpaid")?                     | <b>too little / below</b> — "under-" means "too little / below". So "underpaid" means "paid too little". Pulling off the prefix and reading the root is how you unlock a big word's meaning. |
| Put the prefix "over-" together with the word "cook". What word do you get? | <b>overcook</b> — "over" + "cook" = "overcook", which means "cook too much". Building words from parts is faster than memorizing every word whole.                                           |
| What does the prefix "un-" mean (as in "unhappy")?                          | <b>not / the opposite of</b> — "un-" means "not / the opposite of". So "unhappy" means "not happy". Pulling off the prefix and reading the root is how you unlock a big word's meaning.      |

## 5. End Parts

| ⌂ Question (fold →)                                                   | Answer                                                                                                                                                                                           |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does the suffix “-er” mean (as in “teacher”)?                    | <b>one who / more</b> — “-er” means “one who / more”. So “teacher” means “one who teaches”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb).                    |
| What does the suffix “-able” mean (as in “readable”)?                 | <b>able to be</b> — “-able” means “able to be”. So “readable” means “able to be read”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb).                         |
| Add the suffix “-less” to the base word “hope”. What word do you get? | <b>hopeless</b> — “hope” + “-less” = “hopeless”, meaning “without hope”. Building words from parts is faster than memorizing each word whole.                                                    |
| What does the suffix “-ment” mean (as in “payment”)?                  | <b>the act or result of</b> — “-ment” means “the act or result of”. So “payment” means “the result of paying”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb). |
| Add the suffix “-ful” to the base word “hope”. What word do you get?  | <b>hopeful</b> — “hope” + “-ful” = “hopeful”, meaning “full of hope”. Building words from parts is faster than memorizing each word whole.                                                       |
| Add the suffix “-ly” to the base word “slow”. What word do you get?   | <b>slowly</b> — “slow” + “-ly” = “slowly”, meaning “in a slow way”. Building words from parts is faster than memorizing each word whole.                                                         |
| Add the suffix “-ness” to the base word “kind”. What word do you get? | <b>kindness</b> — “kind” + “-ness” = “kindness”, meaning “the state of being kind”. Building words from parts is faster than memorizing each word whole.                                         |
| What does the suffix “-ful” mean (as in “hopeful”)?                   | <b>full of</b> — “-ful” means “full of”. So “hopeful” means “full of hope”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb).                                    |
| “payment” means...                                                    | <b>the result of paying</b> — “payment” = “pay” + “-ment” (the act or result of), so it means “the result of paying”.                                                                            |
| What does the suffix “-ness” mean (as in “kindness”)?                 | <b>the state of being</b> — “-ness” means “the state of being”. So “kindness” means “the state of being kind”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb). |
| What does the suffix “-y” mean (as in “cloudy”)?                      | <b>full of / having</b> — “-y” means “full of / having”. So “cloudy” means “having clouds”. Suffixes tell you the word's meaning AND often its job (noun, adjective, adverb).                    |
| “kindness” means...                                                   | <b>the state of being kind</b> — “kindness” = “kind” + “-ness” (the state of being), so it means “the state of being kind”.                                                                      |
| “slowly” means...                                                     | <b>in a slow way</b> — “slowly” = “slow” + “-ly” (in a ___ way), so it means “in a slow way”.                                                                                                    |
| Add the suffix “-er” to the base word “teach”. What word do you get?  | <b>teacher</b> — “teach” + “-er” = “teacher”, meaning “one who teaches”. Building words from parts is faster than memorizing each word whole.                                                    |
| “hopeless” means...                                                   | <b>without hope</b> — “hopeless” = “hope” + “-less” (without), so it means “without hope”.                                                                                                       |
| “teacher” means...                                                    | <b>one who teaches</b> — “teacher” = “teach” + “-er” (one who / more), so it means “one who teaches”.                                                                                            |

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| Add the suffix “-able” to the base word “read”. What word do you get? | <b>readable</b> — “read” + “-able” = “readable”, meaning “able to be read”. Building words from parts is faster than memorizing each word whole.   |
| “hopeful” means...                                                    | <b>full of hope</b> — “hopeful” = “hope” + “-ful” (full of), so it means “full of hope”.                                                           |
| Add the suffix “-ment” to the base word “pay”. What word do you get?  | <b>payment</b> — “pay” + “-ment” = “payment”, meaning “the result of paying”. Building words from parts is faster than memorizing each word whole. |
| Add the suffix “-y” to the base word “cloud”. What word do you get?   | <b>cloudy</b> — “cloud” + “-y” = “cloudy”, meaning “having clouds”. Building words from parts is faster than memorizing each word whole.           |

## 6. Word Roots

| ⌕ Question (fold →)                                                            | Answer                                                                                                                                                               |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using the root “aud” (hear), what does “audible” most likely mean?             | <b>able to be heard</b> — “audible” is built on “aud” (hear) → “able to be heard”. Roots let you figure out a brand-new word without a dictionary.                   |
| Using the root “graph” (write / draw), what does “autograph” most likely mean? | <b>write your own name</b> — “autograph” is built on “graph” (write / draw) → “write your own name”. Roots let you figure out a brand-new word without a dictionary. |
| Which word is built on the root “bio” (life)?                                  | <b>biography</b> — “biography” contains the root “bio” (life). Spotting a shared root tells you words are related in meaning.                                        |
| Which word is built on the root “vis” (see)?                                   | <b>visible</b> — “visible” contains the root “vis” (see). Spotting a shared root tells you words are related in meaning.                                             |
| Which word is built on the root “dict” (say / tell)?                           | <b>predict</b> — “predict” contains the root “dict” (say / tell). Spotting a shared root tells you words are related in meaning.                                     |
| The root “graph” (as in “autograph”) means...                                  | <b>write / draw</b> — “graph” means “write / draw”. So “autograph” means “write your own name”. One root unlocks a whole family of words.                            |
| The root “port” (as in “transport”) means...                                   | <b>carry</b> — “port” means “carry”. So “transport” means “carry across”. One root unlocks a whole family of words.                                                  |
| Which word is built on the root “graph” (write / draw)?                        | <b>autograph</b> — “autograph” contains the root “graph” (write / draw). Spotting a shared root tells you words are related in meaning.                              |
| The root “dict” (as in “predict”) means...                                     | <b>say / tell</b> — “dict” means “say / tell”. So “predict” means “say before it happens”. One root unlocks a whole family of words.                                 |
| Using the root “dict” (say / tell), what does “predict” most likely mean?      | <b>say before it happens</b> — “predict” is built on “dict” (say / tell) → “say before it happens”. Roots let you figure out a brand-new word without a dictionary.  |
| The root “struct” (as in “construct”) means...                                 | <b>build</b> — “struct” means “build”. So “construct” means “build together”. One root unlocks a whole family of words.                                              |
| Using the root “port” (carry), what does “transport” most likely mean?         | <b>carry across</b> — “transport” is built on “port” (carry) → “carry across”. Roots let you figure out a brand-new word without a dictionary.                       |
| The root “aud” (as in “audible”) means...                                      | <b>hear</b> — “aud” means “hear”. So “audible” means “able to be heard”. One root unlocks a whole family of words.                                                   |
| Which word is built on the root “aud” (hear)?                                  | <b>audible</b> — “audible” contains the root “aud” (hear). Spotting a shared root tells you words are related in meaning.                                            |
| Using the root “struct” (build), what does “construct” most likely mean?       | <b>build together</b> — “construct” is built on “struct” (build) → “build together”. Roots let you figure out a brand-new word without a dictionary.                 |
| Which word is built on the root “struct” (build)?                              | <b>construct</b> — “construct” contains the root “struct” (build). Spotting a shared root tells you words are related in meaning.                                    |
| The root “vis” (as in “visible”) means...                                      | <b>see</b> — “vis” means “see”. So “visible” means “able to be seen”. One root unlocks a whole family of words.                                                      |
| Using the root “bio” (life), what does “biography” most likely mean?           | <b>the writing of a life</b> — “biography” is built on “bio” (life) → “the writing of a life”. Roots let you figure out a brand-new word without a dictionary.       |

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| Which word is built on the root “tele” (far)?   | <b>telescope</b> — “telescope” contains the root “tele” (far). Spotting a shared root tells you words are related in meaning.   |
| Which word is built on the root “port” (carry)? | <b>transport</b> — “transport” contains the root “port” (carry). Spotting a shared root tells you words are related in meaning. |

## 7. The Big Idea

| ⌕ Question (fold →)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Answer                                                                                                                                                                                                                                                                            |
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| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat's ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. Which would make the BEST title for this passage?                  | <b>Bats use echoes to find their way and hunt in the dark.</b> — The best title captures the main idea — the one thing the whole passage is about, not just one small detail.                                                                                                     |
| Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. Why did the author most likely write this passage? | <b>To explain how something works or happens.</b> — This is informational text — the author's purpose is to EXPLAIN real facts, so you learn how something works.                                                                                                                 |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. What does the bee's dance tell the other bees?                                                                                    | <b>Which direction to fly and how far to go.</b> — Good readers point to the exact words in the text that answer the question — that's citing evidence, not guessing.                                                                                                             |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. What is the MAIN IDEA of this passage?                                                                                            | <b>Honeybees share where food is by dancing instead of speaking.</b> — The whole passage is about honeybees share where food is by dancing instead of speaking. A wrong choice may be true of one line but doesn't cover the whole text — the main idea holds up all the details. |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat's ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. Why did the author most likely write this passage?                 | <b>To explain how something works or happens.</b> — This is informational text — the author's purpose is to EXPLAIN real facts, so you learn how something works.                                                                                                                 |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat's ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. What is the MAIN IDEA of this passage?                             | <b>Bats use echoes to find their way and hunt in the dark.</b> — The whole passage is about bats use echoes to find their way and hunt in the dark. A wrong choice may be true of one line but doesn't cover the whole text — the main idea holds up all the details.             |
| Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The                                                                                                                                                                                                                                                                           | <b>slowly goes away</b> — The nearby sentences                                                                                                                                                                                                                                    |

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| tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. In this passage, the word “fades” means...                                                                                                                                                                                                          | show that “fades” means “slowly goes away”. Context clues let you learn a word without stopping to look it up.                                                                                                 |
| Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. What makes the tiny drops fall back down as rain?                        | <b>The drops grow heavy.</b> — Good readers point to the exact words in the text that answer the question — that’s citing evidence, not guessing.                                                              |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat’s ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. According to the passage, what comes back to the bat’s ears? | <b>The echoes of its squeaks.</b> — Good readers point to the exact words in the text that answer the question — that’s citing evidence, not guessing.                                                         |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. Why did the author most likely write this passage?                                                                          | <b>To explain how something works or happens.</b> — This is informational text — the author’s purpose is to EXPLAIN real facts, so you learn how something works.                                              |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat’s ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. In this passage, the word “echolocation” means...            | <b>finding things by listening to echoes</b> — The nearby sentences show that “echolocation” means “finding things by listening to echoes”. Context clues let you learn a word without stopping to look it up. |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. In this passage, the word “hive” means...                                                                                   | <b>the home where a group of bees lives</b> — The nearby sentences show that “hive” means “the home where a group of bees lives”. Context clues let you learn a word without stopping to look it up.           |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. Which would make the BEST title for this passage?                                                                           | <b>Honeybees share where food is by dancing instead of speaking.</b> — The best title captures the main idea — the one thing the whole passage is about, not just one small detail.                            |
| Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into                                                                                                                                       | <b>Water keeps moving between the sea, the sky, and the land in a repeating cycle.</b> — The best title captures the main idea — the one thing the whole passage is about, not                                 |

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| <p>rivers and back to the sea, and the whole trip starts again. Which would make the BEST title for this passage?</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>just one small detail.</p>                                                                                                                                                                                                                                                                                                |
| <p>Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. In this passage, the word “cycle” means...</p>                                    | <p><b>something that repeats in the same order</b> — The nearby sentences show that “cycle” means “something that repeats in the same order”. Context clues let you learn a word without stopping to look it up.</p>                                                                                                         |
| <p>Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. What is the MAIN IDEA of this passage?</p>            | <p><b>Leaves change color in fall because the green fades and hidden colors show.</b> — The whole passage is about leaves change color in fall because the green fades and hidden colors show. A wrong choice may be true of one line but doesn't cover the whole text — the main idea holds up all the details.</p>         |
| <p>Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. What is the MAIN IDEA of this passage?</p>                                        | <p><b>Water keeps moving between the sea, the sky, and the land in a repeating cycle.</b> — The whole passage is about water keeps moving between the sea, the sky, and the land in a repeating cycle. A wrong choice may be true of one line but doesn't cover the whole text — the main idea holds up all the details.</p> |
| <p>Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. Which would make the BEST title for this passage?</p> | <p><b>Leaves change color in fall because the green fades and hidden colors show.</b> — The best title captures the main idea — the one thing the whole passage is about, not just one small detail.</p>                                                                                                                     |
| <p>Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. Why did the author most likely write this passage?</p>                            | <p><b>To explain how something works or happens.</b> — This is informational text — the author's purpose is to EXPLAIN real facts, so you learn how something works.</p>                                                                                                                                                     |
| <p>Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. Why are leaves green in the summer?</p>               | <p><b>They are full of a green helper that makes food from sunlight.</b> — Good readers point to the exact words in the text that answer the question — that's citing evidence, not guessing.</p>                                                                                                                            |

## 8. Reading Tools

| ⌕ Question (fold →)                                                                                                                                                                                                                                                                                                                                                                            | Answer                                                                                                                                                                                                                                                      |
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| What is the purpose of a glossary at the back in an information book?                                                                                                                                                                                                                                                                                                                          | <b>gives the meanings of important words</b> — A glossary at the back gives the meanings of important words. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.                         |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. First the bee finds flowers. What happens NEXT? | <b>It flies home and does a dance.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.                                                            |
| What is the purpose of a subheading inside a section in an information book?                                                                                                                                                                                                                                                                                                                   | <b>breaks a big section into smaller topics</b> — A subheading inside a section breaks a big section into smaller topics. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.            |
| What is the purpose of an index at the back in an information book?                                                                                                                                                                                                                                                                                                                            | <b>lists topics and the pages where you can find them</b> — An index at the back lists topics and the pages where you can find them. Text features are tools that help you find and understand information — using them is a reading skill, not decoration. |
| What is the purpose of a bold word in the text in an information book?                                                                                                                                                                                                                                                                                                                         | <b>signals an important term to notice</b> — A bold word in the text signals an important term to notice. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.                            |
| What is the purpose of a map with a key in an information book?                                                                                                                                                                                                                                                                                                                                | <b>shows where things are and what the symbols mean</b> — A map with a key shows where things are and what the symbols mean. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.         |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat's ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark          | <b>So the echoes can tell it where things are.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how                                                                 |

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| without ever seeing it. Why does a bat make squeaks as it flies?                                                                                                                                                                                                                                                                                                                                                                                                             | something works.                                                                                                                                                                                                                               |
| What is the purpose of a diagram with labels in an information book?                                                                                                                                                                                                                                                                                                                                                                                                         | <b>shows the parts of something and names them</b> — A diagram with labels shows the parts of something and names them. Text features are tools that help you find and understand information — using them is a reading skill, not decoration. |
| Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. What causes the tree to slow down in the fall? | <b>The days get shorter and cooler.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.                                              |
| Read: “How Bats Find Their Way”. Bats fly and hunt at night, but they do not bump into things in the dark. A bat makes tiny squeaks as it flies. The squeaks bounce off walls, trees, and bugs and come back to the bat's ears. From the echoes, the bat learns where things are and how far away they sit. This trick is called echolocation. It lets a bat catch a moth in the dark without ever seeing it. What is echolocation, based on the passage?                    | <b>Finding things by listening to echoes bounce back.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.                            |
| What is the purpose of a caption under a photo in an information book?                                                                                                                                                                                                                                                                                                                                                                                                       | <b>explains what the picture shows</b> — A caption under a photo explains what the picture shows. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.                       |
| What is the purpose of a ‘did you know?’ box in an information book?                                                                                                                                                                                                                                                                                                                                                                                                         | <b>adds an interesting extra fact</b> — A ‘Did You Know?’ box adds an interesting extra fact. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.                           |
| What is the purpose of a heading at the top of a section in an information book?                                                                                                                                                                                                                                                                                                                                                                                             | <b>tells you what that section is about</b> — A heading at the top of a section tells you what that section is about. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.   |
| Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. What is the FIRST thing that happens in the water cycle?                   | <b>The sun warms the water and some turns into gas.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>shows a real example of what the</b>                                                                                                                                                                                                        |

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| What is the purpose of a photograph with a label in an information book?                                                                                                                                                                                                                                                                                                                                                                                                | <b>text describes</b> — A photograph with a label shows a real example of what the text describes. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.   |
| What is the purpose of a timeline in an information book?                                                                                                                                                                                                                                                                                                                                                                                                               | <b>shows events in the order they happened</b> — A timeline shows events in the order they happened. Text features are tools that help you find and understand information — using them is a reading skill, not decoration. |
| Read: “Why Leaves Change Color”. In summer, leaves are green because they are full of a green helper that turns sunlight into food for the tree. When fall comes, the days get shorter and cooler. The tree slows down and the green helper fades away. Once the green is gone, other colors that were hiding in the leaf all along — yellow, orange, and red — finally show. Then the leaves dry up and drift to the ground. What happens once the green helper fades? | <b>The hidden yellow, orange, and red colors show.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.            |
| What is the purpose of a table of contents in an information book?                                                                                                                                                                                                                                                                                                                                                                                                      | <b>shows where to find each section</b> — A table of contents shows where to find each section. Text features are tools that help you find and understand information — using them is a reading skill, not decoration.      |
| Read: “The Water Cycle”. Water is always on the move. The sun warms lakes and oceans, and some water turns into an invisible gas that rises into the sky. High up where it is cold, the gas cools and forms tiny drops that gather into clouds. When the drops grow heavy, they fall back down as rain or snow. The water flows into rivers and back to the sea, and the whole trip starts again. What happens AFTER the gas cools high in the sky?                     | <b>It forms tiny drops that gather into clouds.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.               |
| Read: “How Honeybees Talk”. When a honeybee finds a patch of flowers, it flies home and does a little dance. The way it wiggles and turns tells the other bees which direction to fly and how far to go. Soon the whole hive knows where the food is, even though not one bee said a word. The dance is how bees share a map without speaking. Why is the bee's dance useful to the whole hive?                                                                         | <b>It tells the other bees where to find the food.</b> — Information text often follows an order (first, next, then). Tracking that order — with evidence from the text — is how you follow how something works.            |

## 9. Read Between the Lines

| ⌕ Question (fold →)                                                                                                                                                                                                                                                                                                                                                                                                                                     | Answer                                                                                                                                                                                                                                                            |
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| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. Which detail shows that Mia looked hard for the mitten?         | <b>She looked under the bed, behind the door, and inside her boots.</b> — Good readers back up an inference with the exact detail that supports it — that's citing evidence.                                                                                      |
| Read: “Race Day”. Sam's heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn't come in first, but he crossed the finish line grinning from ear to ear. Which phrase shows Sam was nervous at the start?                                                                     | <b>His heart was a drum in his chest.</b> — Good readers back up an inference with the exact detail that supports it — that's citing evidence.                                                                                                                    |
| Read: “Race Day”. Sam's heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn't come in first, but he crossed the finish line grinning from ear to ear. What does the writer really mean by “his legs felt like jelly”?                                                      | <b>his legs felt weak and shaky</b> — “his legs felt like jelly” isn't literal — it means “his legs felt weak and shaky”. Figuring out nonliteral language is part of reading between the lines.                                                                  |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat straightened up and kept going, all the way to the far shore of the puddle. How does Theo feel about the little paper boat?                            | <b>He cares about it and is rooting for it to make it.</b> — You learn a character's traits from their actions and words — the story shows, and you infer, with evidence.                                                                                         |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat straightened up and kept going, all the way to the far shore of the puddle. What is this story mostly trying to show?                                  | <b>He cares about it and is rooting for it to make it.</b> — The message of a story comes from what the characters do and how they change — supported by details, not guessed.                                                                                    |
| Read: “Grandpa's Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” What is this story mostly trying to show?                                                                  | <b>He is patient and caring.</b> — The message of a story comes from what the characters do and how they change — supported by details, not guessed.                                                                                                              |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat straightened up and kept going, all the way to the far shore of the puddle. What does the writer really mean by “like a tiny ship on a wide gray sea”? | <b>the puddle seemed as big as an ocean to the little boat</b> — “like a tiny ship on a wide gray sea” isn't literal — it means “the puddle seemed as big as an ocean to the little boat”. Figuring out nonliteral language is part of reading between the lines. |

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| Read: “Grandpa’s Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” What does Grandpa most likely believe about growing plants?                                   | <b>Plants grow best with patience and care.</b> — An inference is a smart guess built on text clues. The passage shows it without saying it — you read between the lines using evidence.                                          |
| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. What kind of person is Mia, based on how she acts? | <b>She keeps a good attitude even when things go wrong.</b> — You learn a character’s traits from their actions and words — the story shows, and you infer, with evidence.                                                        |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat straightened up and kept going, all the way to the far shore of the puddle. Which detail shows the boat almost failed?                    | <b>For a moment it tipped.</b> — Good readers back up an inference with the exact detail that supports it — that’s citing evidence.                                                                                               |
| Read: “Grandpa’s Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” Which detail shows the garden did well?                                                       | <b>It burst into tomatoes, beans, and sunflowers taller than Lena.</b> — Good readers back up an inference with the exact detail that supports it — that’s citing evidence.                                                       |
| Read: “Race Day”. Sam’s heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn’t come in first, but he crossed the finish line grinning from ear to ear. Why does Sam grin at the end even though he didn’t win?                                                 | <b>He is proud that he finished the race.</b> — An inference is a smart guess built on text clues. The passage shows it without saying it — you read between the lines using evidence.                                            |
| Read: “Grandpa’s Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” What is Grandpa like, based on how he tends his garden?                                       | <b>He is patient and caring.</b> — You learn a character’s traits from their actions and words — the story shows, and you infer, with evidence.                                                                                   |
| Read: “Grandpa’s Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” What does the writer really mean by “the garden burst into a rainbow”?                        | <b>the garden filled with many bright colors</b> — “the garden burst into a rainbow” isn’t literal — it means “the garden filled with many bright colors”. Figuring out nonliteral language is part of reading between the lines. |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat                                                                                                                                           | <b>He is worried the boat might tip over and sink.</b> — An inference is a smart guess built on text clues. The passage shows it without saying it — you read                                                                     |

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| straightened up and kept going, all the way to the far shore of the puddle. Why does Theo hold his breath?                                                                                                                                                                                                                                                                                                                                       | between the lines using evidence.                                                                                                                                                       |
| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. What does the writer really mean by “the white morning”? | <b>the snowy morning</b> — “the white morning” isn’t literal — it means “the snowy morning”. Figuring out nonliteral language is part of reading between the lines.                     |
| Read: “Race Day”. Sam’s heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn’t come in first, but he crossed the finish line grinning from ear to ear. What is this story mostly trying to show?                                                                     | <b>He values doing his best more than winning.</b> — The message of a story comes from what the characters do and how they change — supported by details, not guessed.                  |
| Read: “Race Day”. Sam’s heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn’t come in first, but he crossed the finish line grinning from ear to ear. What can you tell about Sam from how he ends the race?                                                        | <b>He values doing his best more than winning.</b> — You learn a character’s traits from their actions and words — the story shows, and you infer, with evidence.                       |
| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. How does Mia most likely feel at the end?                | <b>Disappointed but making the best of it.</b> — An inference is a smart guess built on text clues. The passage shows it without saying it — you read between the lines using evidence. |
| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. What is this story mostly trying to show?                | <b>She keeps a good attitude even when things go wrong.</b> — The message of a story comes from what the characters do and how they change — supported by details, not guessed.         |

## 10. What It Really Means

| ⌕ Question (fold →)                                                                                                                                                                                                                                                                                                                                                                                  | Answer                                                                                                                                                                                                                                            |
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| What does this really mean: “The stars were diamonds in the sky.”?                                                                                                                                                                                                                                                                                                                                   | <b>The stars were bright and sparkly.</b> — “The stars were diamonds in the sky.” is a metaphor; it means “The stars were bright and sparkly.”. Figurative language paints a picture — you read the meaning, not just the literal words.          |
| What does this really mean: “Time flew by at the party.”?                                                                                                                                                                                                                                                                                                                                            | <b>The time seemed to pass very fast.</b> — “Time flew by at the party.” is an idiom; it means “The time seemed to pass very fast.”. Figurative language paints a picture — you read the meaning, not just the literal words.                     |
| What does this really mean: “He was as busy as a bee.”?                                                                                                                                                                                                                                                                                                                                              | <b>He was working very hard.</b> — “He was as busy as a bee.” is a simile; it means “He was working very hard.”. Figurative language paints a picture — you read the meaning, not just the literal words.                                         |
| Read: “Race Day”. Sam’s heart was a drum in his chest as he stepped up to the starting line. The other runners looked as fast as arrows. When the whistle blew, his legs felt like jelly for one scary second — then they remembered how to run. He didn’t come in first, but he crossed the finish line grinning from ear to ear. What does the phrase “his legs felt like jelly” really mean here? | <b>his legs felt weak and shaky</b> — “his legs felt like jelly” is nonliteral language — it means “his legs felt weak and shaky”. Writers use comparisons to help you picture and feel a moment.                                                 |
| What does this really mean: “The snow was a soft white blanket.”?                                                                                                                                                                                                                                                                                                                                    | <b>The snow covered everything smoothly.</b> — “The snow was a soft white blanket.” is a metaphor; it means “The snow covered everything smoothly.”. Figurative language paints a picture — you read the meaning, not just the literal words.     |
| What does this really mean: “The wind whispered through the trees.”?                                                                                                                                                                                                                                                                                                                                 | <b>The wind made a soft, quiet sound.</b> — “The wind whispered through the trees.” is a personification; it means “The wind made a soft, quiet sound.”. Figurative language paints a picture — you read the meaning, not just the literal words. |
| What does this really mean: “They were two peas in a pod.”?                                                                                                                                                                                                                                                                                                                                          | <b>They were very close and alike.</b> — “They were two peas in a pod.” is an idiom; it means “They were very close and alike.”. Figurative language paints a picture — you read the meaning, not just the literal words.                         |
| Read: “The Lost Mitten”. Mia searched every pocket twice. She looked                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |

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| under the bed, behind the door, and even inside her boots. Her one red mitten was gone. Outside, the snow kept falling, and her fingers were already turning cold. She sighed and pulled her sleeve down over her hand. “I guess one warm hand is better than none,” she said, and stepped into the white morning. What does the phrase “the white morning” really mean here?                                                                             | <b>the snowy morning</b> — “the white morning” is nonliteral language — it means “the snowy morning”. Writers use comparisons to help you picture and feel a moment.                                                                                                          |
| What does this really mean: “The cold water bit at his toes.”?                                                                                                                                                                                                                                                                                                                                                                                            | <b>The cold water hurt with a sharp, stinging feeling.</b> — “The cold water bit at his toes.” is a personification; it means “The cold water hurt with a sharp, stinging feeling.”. Figurative language paints a picture — you read the meaning, not just the literal words. |
| Read: “The Brave Little Boat”. The paper boat bobbed at the edge of the puddle, waiting. Theo gave it a gentle push, and off it sailed across the water like a tiny ship on a wide gray sea. A breeze tugged at its sail. For a moment it tipped, and Theo held his breath — but the little boat straightened up and kept going, all the way to the far shore of the puddle. What does the phrase “like a tiny ship on a wide gray sea” really mean here? | <b>the puddle seemed as big as an ocean to the little boat</b> — “like a tiny ship on a wide gray sea” is nonliteral language — it means “the puddle seemed as big as an ocean to the little boat”. Writers use comparisons to help you picture and feel a moment.            |
| What does this really mean: “The moon smiled down on the town.”?                                                                                                                                                                                                                                                                                                                                                                                          | <b>The moon shone gently over the town.</b> — “The moon smiled down on the town.” is a personification; it means “The moon shone gently over the town.”. Figurative language paints a picture — you read the meaning, not just the literal words.                             |
| What does this really mean: “The old car coughed and died.”?                                                                                                                                                                                                                                                                                                                                                                                              | <b>The car stopped working.</b> — “The old car coughed and died.” is a personification; it means “The car stopped working.”. Figurative language paints a picture — you read the meaning, not just the literal words.                                                         |
| What does this really mean: “The classroom was as quiet as a library.”?                                                                                                                                                                                                                                                                                                                                                                                   | <b>It was very quiet.</b> — “The classroom was as quiet as a library.” is a simile; it means “It was very quiet.”. Figurative language paints a picture — you read the meaning, not just the literal words.                                                                   |
| What does this really mean: “He was a couch potato all weekend.”?                                                                                                                                                                                                                                                                                                                                                                                         | <b>He was lazy and sat around.</b> — “He was a couch potato all weekend.” is an idiom; it means “He was lazy and sat around.”. Figurative language paints a picture — you read the meaning, not just the literal words.                                                       |
| What does this really mean: “Her smile was sunshine.”?                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Her smile was warm and cheerful.</b> — “Her smile was sunshine.” is a metaphor; it means “Her smile was warm and cheerful.”. Figurative language paints a                                                                                                                  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                       | picture — you read the meaning, not just the literal words.                                                                                                                                                                                        |
| What does this really mean: “The news spread like wildfire.”?                                                                                                                                                                                                                                                                                                                                                         | <b>The news spread very quickly.</b> — “The news spread like wildfire.” is a simile; it means “The news spread very quickly.”. Figurative language paints a picture — you read the meaning, not just the literal words.                            |
| What does this really mean: “She ran like the wind.”?                                                                                                                                                                                                                                                                                                                                                                 | <b>She ran very fast.</b> — “She ran like the wind.” is a simile; it means “She ran very fast.”. Figurative language paints a picture — you read the meaning, not just the literal words.                                                          |
| What does this really mean: “The thunder grumbled far away.”?                                                                                                                                                                                                                                                                                                                                                         | <b>The thunder made a low rumbling sound.</b> — “The thunder grumbled far away.” is a personification; it means “The thunder made a low rumbling sound.”. Figurative language paints a picture — you read the meaning, not just the literal words. |
| Read: “Grandpa's Garden”. Every spring, Grandpa knelt in the dirt and whispered to his seeds like they were old friends. Lena thought it was silly — until summer, when the garden burst into a rainbow of tomatoes, beans, and sunflowers taller than she was. “See?” Grandpa said, winking. “They just needed someone to believe in them.” What does the phrase “the garden burst into a rainbow” really mean here? | <b>the garden filled with many bright colors</b> — “the garden burst into a rainbow” is nonliteral language — it means “the garden filled with many bright colors”. Writers use comparisons to help you picture and feel a moment.                 |
| What does this really mean: “Her room was a disaster zone.”?                                                                                                                                                                                                                                                                                                                                                          | <b>Her room was extremely messy.</b> — “Her room was a disaster zone.” is a metaphor; it means “Her room was extremely messy.”. Figurative language paints a picture — you read the meaning, not just the literal words.                           |

# 11. Read It Like You Mean It

| ⌕ Question (fold →)                                                                  | Answer                                                                                                                                                              |
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| Which reading sounds most fluent (smooth)?                                           | <b>Reading in phrases: “The big brown dog / ran to the gate.”</b> — Fluent reading groups words into meaningful phrases at a comfortable, natural pace.             |
| “I can’t believe it!” Which reading fits the exclamation point best?                 | <b>With surprise and energy in your voice.</b> — The exclamation point signals strong feeling — surprise, excitement, or shock.                                     |
| You read: “Watch out!” How should your voice sound?                                  | <b>Loud and urgent, like a warning.</b> — An exclamation point (!) tells you to read with strong feeling — here, urgency.                                           |
| You read: “Are you coming with us?” How should the end sound?                        | <b>Your voice goes UP at the end, like a question.</b> — A question mark (?) signals a rising tone at the end — that’s how a listener hears a question.             |
| When you hit a period at the end of a sentence, your voice should...                 | <b>drop a little and pause before the next sentence.</b> — A period is a full stop: your tone settles and you take a small breath before the next idea.             |
| If you read a word wrong, a fluent reader will...                                    | <b>notice it doesn’t make sense and fix it.</b> — Self-correcting when something sounds off is part of accurate, fluent reading.                                    |
| You see words in <i>italics</i> : “I <i>never</i> said that.” This tells you to...   | <b>stress the italic word (never).</b> — Italics (like bold) mark a word to emphasize — press on it to carry the meaning.                                           |
| The dog barked ALL night. Which word should you stress (say stronger)?               | <b>ALL — the writer put it in capitals for emphasis.</b> — Emphasis (capitals, bold, or italics) tells you which word to press on to carry the meaning.             |
| Where should you take a short pause: “After lunch, we went to the park.”?            | <b>Right after the comma (After lunch,).</b> — A comma marks a natural short pause that groups the words into a phrase, so it sounds smooth.                        |
| Reading “The tiny, sleepy kitten yawned.” — which fits best?                         | <b>Soft and gentle, matching a sleepy kitten.</b> — Match your tone to the words: soft, gentle words call for a soft, gentle voice.                                 |
| The most important reason to read with expression is to...                           | <b>help yourself and others understand the meaning.</b> — Expression (prosody) carries meaning — it’s the bridge from just decoding to truly understanding.         |
| You read: “Wow, look at that huge kite!” How should it sound?                        | <b>Full of excitement and wonder.</b> — The exclamation point plus ‘Wow’ signal excitement — let your voice show it.                                                |
| You read a sad part of a story. Your voice should be...                              | <b>Slower and softer, to match the mood.</b> — Matching your tone to the mood (prosody) helps a listener FEEL the story.                                            |
| Reading fluently means reading...                                                    | <b>accurately, at a smooth pace, with expression.</b> — Fluency = accuracy + a natural rate + expression (prosody). It’s the bridge from decoding to understanding. |
| Reading dialogue, you switch your voice a little for each speaker so the listener... | <b>can tell who is talking.</b> — Giving each character a slightly different voice helps a listener follow the conversation.                                        |
| “Stop,” she said quietly. How should “Stop” sound?                                   | <b>Gentle and quiet, because the text says ‘quietly’.</b> — The tag ‘she said quietly’ is a stage direction for your voice — read the clue and match it.            |

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| A comma in “Yes, I will help you.” tells you to...                      | <b>pause briefly after ‘Yes’.</b> — A comma is a short breath that groups the words so the sentence sounds natural.                                      |
| “Once upon a time...” at the start of a tale should sound...            | <b>warm and inviting, setting the mood.</b> — Your opening tone sets the mood — a story-starter invites the listener in.                                 |
| Which sentence should you read a little FASTER for effect?              | <b>“He ran and ran and ran to catch the bus.”</b> — Reading rate can match the action — quick words can be read a touch quicker.                         |
| Ellipsis dots “...” at the end of “And then... nothing.” tell you to... | <b>pause and let the moment hang before going on.</b> — An ellipsis (...) marks a trailing pause — it builds suspense, so you slow down and let it hang. |

# Keep going

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