

FICTION

8TH GRADE

RL. 8.3

Impact of Dialogue & Incidents Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence indicated.

1. What does the author hope to achieve with the opening dialogue or incident?
a. to show the different personalities of Blake and Milton
b. to foreshadow a big argument between the main characters
c. to establish a humorous tone for the story
d. to give readers a detailed vision of the setting
2. How does Blake rigging the security cameras propel the action?
a. It causes the boys to get lost in the government laboratory
b. It allows the boys to sneak down to the last floor
c. It causes the security system to crash and unlock the door
d. It allows the boys to sneak down to the last floor
3. What impact does finding the human body model have on the story?
a. It causes the boys to get lost in the government laboratory
b. It allows the boys to sneak down to the last floor
c. It causes the security system to crash and unlock the door
d. It allows the boys to sneak down to the last floor

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This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What does this line of dialogue reveal about how Milton feels about being in this place having secrets so let's go before we get caught down here."
"There's nothing here," Milton says, "and you were wrong about this place having secrets so let's go before we get caught down here."
a. Milton is impatient and wants to do something else.
b. Milton is curious about what they might discover in the building.
c. Milton believes the government is hiding things from people.
d. Milton doesn't think they should be snooping around the building.

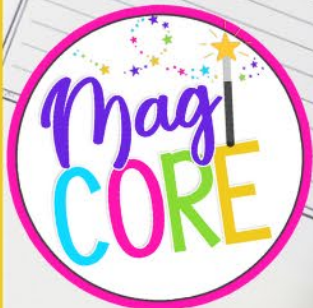
Part B: Which quote below best supports the answer to Part A?
a. "No one should be without their heart." (paragraph 8)
b. "Okay, fine. You were right. This place does have secrets." (paragraph 25)
c. "These are all genetic combination experiments." (paragraph 32)
d. "There are some things we don't need to know about this place." (paragraph 32)

5. Discuss how the following incident propels the story. Use text details to support your answer.
A throat clears off to our right, and Milton and I jump when a man wearing a white lab coat and carrying a tablet walks toward us.
The incident of the man in the white lab coat approaching Milton and the protagonist Blake propels the story by adding a sense of imminent danger and raising the stakes for the characters. This encounter introduces a direct threat to their safety and confirms that the secret laboratory they stumbled upon is actively being used and monitored. Before that incident, the explorers uncovering forgotten consequences of the lab's past misdeeds and some clearly an authority figure and some classified experiments taking place in

Propel	an event that occurs within a story	PROVOKE • spark a decision to be made
Reveal		
Propel		
Circle one to focus on:		
Propel		
Reveal		
Propel		
Circle one to focus on:		
Propel		
Reveal		
Propel		

To analyze the impact of dialogue and incidents in a text:

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 - How does this dialogue or incident cause the characters to change?
 - What decisions have the characters made as a result of this dialogue or incident?
4. Summarize your thoughts about how dialogue between characters and incidents that occur contribute to the development of the story's plot, characters, and overall theme.



ANALYZE THE IMPACT OF DIALOGUE & INCIDENTS



WHAT'S INSIDE?

IMPACT OF DIALOGUE & INCIDENTS

8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 8th Grade Common Core Text Complexity Band (the range for 8th grade is 925-1185).

1. Impact of Dialogue and Incidents Anchor Chart
2. Impact of Dialogue and Incidents Practice Work
3. Avery Braxton Steals (930L)
4. Welcome to the Neighborhood (960L)
5. One Rainy Night (960L)
6. Total Rush (960L)
7. Another World (970L)
8. The Right Time (1010L)
9. Playing for Portals (1020L)
10. A Summer Escape (1030L)
11. Blue Skies (1120L)
12. Level 3 Clearance Only (1150L)
13. Test
 - The Birthday Save (980L)
 - An Artist's Dream (1120L)



PRINTABLE PDFs covering the 8th grade text complexity band with Certified Lexile Levels.

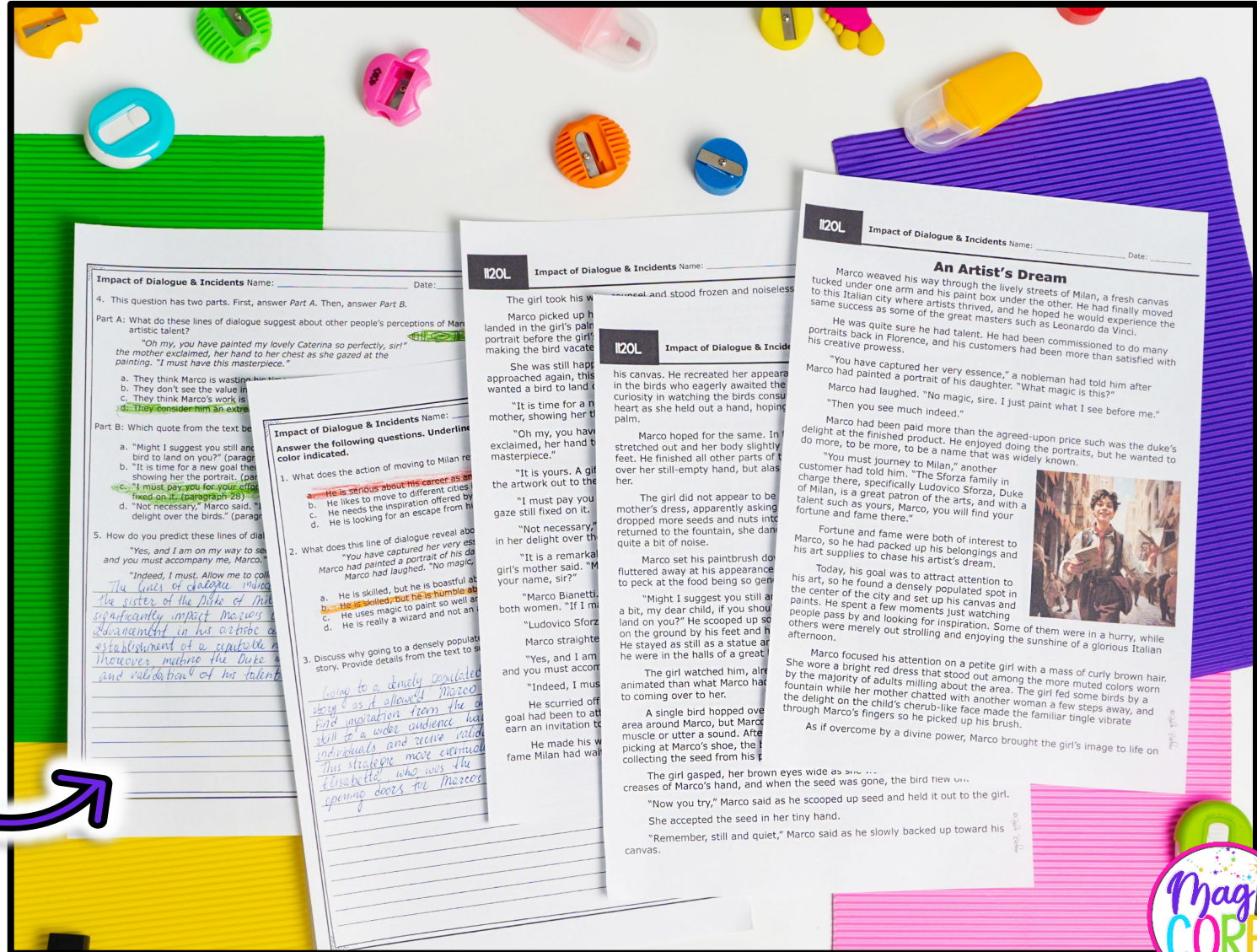
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides
Included



12 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Dive into literary texts including realistic, historical, and fantasy.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The image shows a collage of educational materials. At the top, there are several colored pencils (blue, green, purple, yellow). Below them is a reading passage with a date line. The passage describes a scene where Josh and his dad are in a driveway, and a blue van pulls into the driveway. Josh notices the van and goes to retrieve it. The passage includes dialogue and descriptions of the van and the family's reaction.

Below the passage is a worksheet titled "Impact of Dialogue & Incidents Name: _____ Date: _____". The worksheet has two parts, A and B. Part A asks which incident in the story allows Josh to make contact with the new family. The options are: a. The family notices Josh's skill in doing layups in his driveway. b. His basketball bounces into their yard and he goes to retrieve it. c. The blue van's automatic side door gets stuck, and he goes over to help fix it. d. The family comes over to his driveway to introduce themselves. Part B asks which quote from the text best supports the answer to Part A. The options are: a. "A few moments later, a blue van pulled into the driveway of the house across the street." (paragraph 7) b. "Hi," Josh said, looking both ways before jogging across the street. "Sorry about that." He pointed to the basketball. "It got away from me." (paragraph 12) c. "Brent had been quiet since Josh had come over, but he nodded and wheeled himself to the blue van." (paragraph 16) d. "After helping clean up from dinner a bit, Brent switched to a smaller, sportier wheelchair, and the boys headed across the street to Josh's driveway." (paragraph 31)

Below the worksheet is a student's handwritten response. The student has written: "Josh's action of helping Brent positively impacts the outcome of the story by fostering a genuine friendship. Evidence from the text shows that Josh's parents also appreciate Josh's interests, such as basketball and him to stay for dinner, showing friendship."

In the bottom right corner, there is a logo for "Magi CORE" with a starburst effect.

ANCHOR CHART

- Anchor chart breaking down the impact of dialogue and incidents in a text.
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

IMPACT OF DIALOGUE & INCIDENTS
Readers analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.

IMPACT

- PROPEL**
 - drive the story forward
- REVEAL**
 - uncover new information about the characters
- PROVOKE**
 - spark a decision to be made

STORY ELEMENT

- DIALOGUE:** a conversation between two or more characters
- INCIDENT:** an event that occurs within a story

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IMPACT OF DIALOGUE & INCIDENTS
Fill in the graphic organizer to analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.

Text Quote	Impact	How?
"Until a paper airplane landed across the open pages. The words on the page were embossed on the wings in bright purple marbles."	Circle one to focus on: Propel Reveal Provoke	The incident interrupts Chelsea's reading and reveals her intentions.
"I'm absolutely sure to take you to the museum, Chelsea. I've been coming on the weekends since preschool and have basically done everything on the list since then."	Circle one to focus on: Propel Reveal Provoke	Chelsea's determination to take her friend to the museum today reveals her character as someone who has been consistent in her actions and has treated her friend well.

A Summer Escape
The air smelled of lilacs and fresh summer rain as the convertible wound its way up the flower-lined driveway to Aunt Frankie's cottage on the hill. Fortunately, the brief rainstorm had passed, and the sky was now orange-pink with the setting sun. To the left of the driveway, the Atlantic Ocean stretched out, the blue and white waves crashing against the shore. May had had a great summer, and she was looking forward to spending the month of July at her grandparents' house. She had been excited to get away from the city, and she was looking forward to spending every moment of the trip with her father. Aunt Frankie had been so kind to let her drive the convertible in the program. Aunt Frankie had been so kind to let her drive the convertible in the program. Aunt Frankie had been so kind to let her drive the convertible in the program.

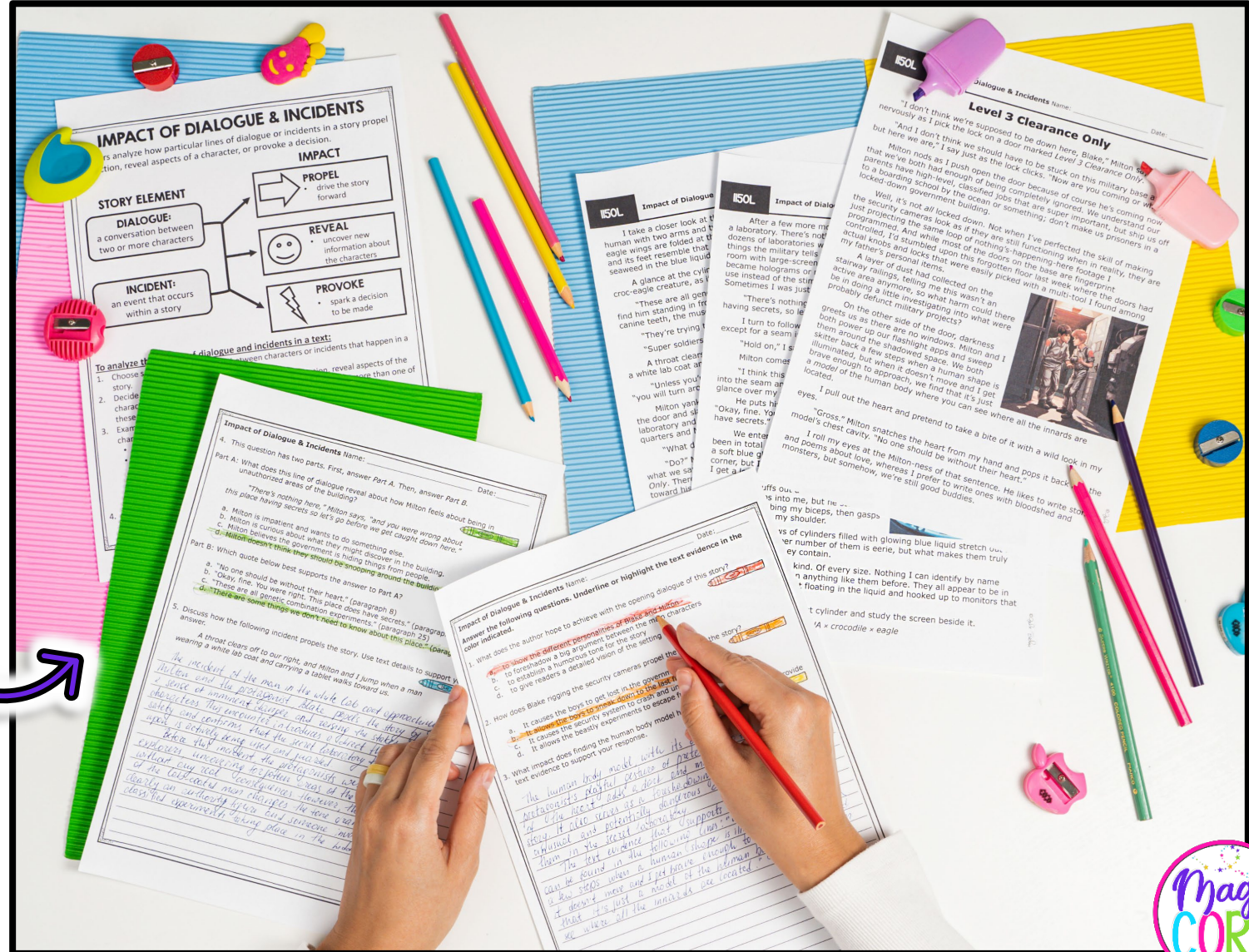
Welcome to the Neighborhood
Josh worked on his layout using the basketball net his dad had installed in their driveway. His team had a game against their biggest rival this weekend, and Josh planned on making sure their team won. "Locking good!" Dad called as he got out of his car after arriving home from work. "Thanks," Josh said. "Do you have time to shoot some baskets with me?" "I wish I did, kid," Dad said, glancing at his phone. "but I have a virtual meeting for work in ten minutes that I can't miss, but maybe later, okay?" "Okay," Josh gave his dad a little wave as the man busted into the house. "Josh," Josh gave his dad a little wave as the man busted into the house. "Josh," Josh gave his dad a little wave as the man busted into the house. "Josh," Josh gave his dad a little wave as the man busted into the house.

An Artist's Dream
Marco weaved his way through the lively streets of Milan, a fresh breeze tucked under one arm and his paint box under the other. He had just returned from his trip to the Italian city where he had spent the summer. He had just returned from his trip to the Italian city where he had spent the summer. He had just returned from his trip to the Italian city where he had spent the summer.



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

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An Artist's Dream

Marco weaved his way through the lively streets of Milan, a fresh canvas tucked under one arm and his paint box under the other. He had finally moved to this city where artists thrived, and he hoped he would experience the same success as some of the great masters such as Leonardo da Vinci. He had been commissioned to do many portraits, and his customers had been more than satisfied with his work. He was sure he had talent. He had been more than satisfied with his work. He was sure he had talent. He had been more than satisfied with his work. He was sure he had talent.

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ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

CERTIFIED LEXILE PARTNER

ABOUT LEXILE LEVELS


MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

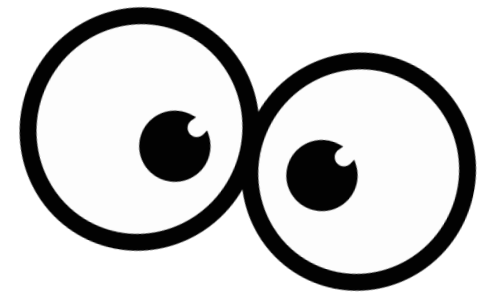
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. It is important to recognize that the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.

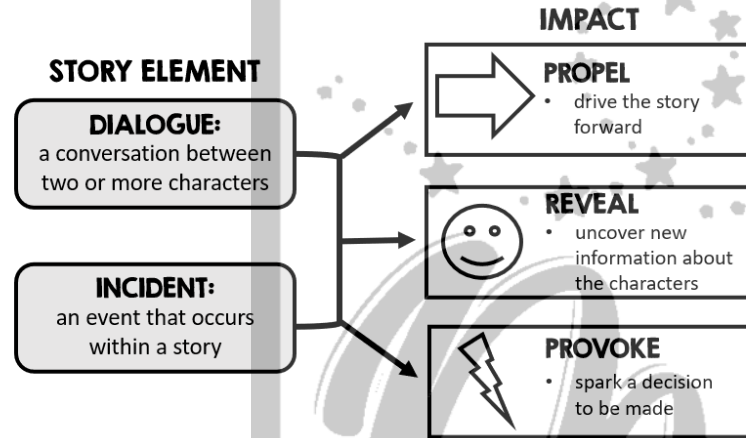


TAKE A PEEK



IMPACT OF DIALOGUE & INCIDENTS

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IMPACT OF DIALOGUE & INCIDENTS

Let's try! Read the passage "Best Friends and Barbecues" below, then answer the questions on the graphic organizer.

"I don't care if you dump a bucket of spiders on me," Chelsea said. "I'm not leaving this chair and going to the Roddens' barbecue." She folded her arms across her chest and glared up at her father.

"C'mon, Chelsea," her father said in that soothing voice he pulled out when he was trying to negotiate with her. "I know you and Maggie had a disagreement—"

"You call her getting invited to go backstage to meet our favorite band and *not* asking me to join her a *disagreement*?" Chelsea let out a loud huff, wiggling in the lounge chair she'd chosen as her base for today. "I call it absolute and utter betrayal, a complete denial of our best friend status that we've had for years, and a wrong that can't ever be righted! Especially because she posted a bazillion photos of meeting them online where I'd be sure to see them!"

Her father held up his hands. "Okay, okay. Take it easy. I can see you're still upset over Maggie's choices, but avoiding her isn't going to fix your friendship."

"Maybe I don't want to fix it because it's beyond repair," Chelsea shot back.

"You don't really believe that, do you?"

Chelsea's only answer was another glare.

"What if Maggie came over and apologized?"

Chelsea gestured around the backyard. "I don't see her dying to have my forgiveness. In fact, she told me she had nothing to apologize for and said that just because we're best friends, it doesn't mean we have to do everything together. I happen to even agree with that, but when it's meeting your mutually favorite band that you've enjoyed together for years, different rules apply. That's a once-in-a-lifetime experience that should be shared between besties, and I would never meet anyone famous without including Maggie."

Her father rubbed his forehead and sighed. "Your mother and I will be at the barbecue if you change your mind." He rose from the other lounge chair, hesitating and no doubt hoping Chelsea would stop him from leaving to say she wanted to attend the party too.

"I'm not going to change my mind." Chelsea picked up the book in her lap, and her father left the backyard.

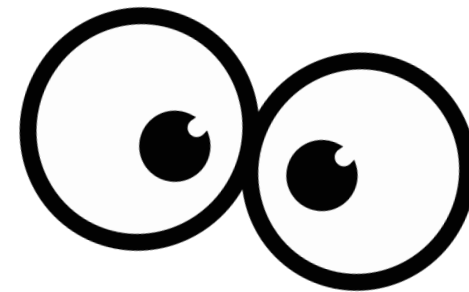
IMPACT OF DIALOGUE & INCIDENTS

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	Circle one to focus on: ★ Propel Reveal Provoke	
	Circle one to focus on: Propel Reveal Provoke	
	Circle one to focus on: Propel Reveal Provoke	



AND ANOTHER PEEK



960L

Impact of Dialogue & Incidents Name: _____ Date: _____

One Rainy Night

The rain sounded like thousands of thumbtacks being dropped onto the copper roof of our house. Eventually, I gave up trying to watch TV, turned it off, and read my book instead.

After about a chapter, my younger brother, Ethan, whom I was babysitting while our parents were out, came rushing into the living room.

"Sydney, there's so much water!" he screeched.

"Well, yeah, it's raining hard, bud," I replied, barely looking up from my book.

Ethan launched himself on top of my stomach, making the air gush out of me and my book tumble to the floor.

"You gotta come see!" he yelled over the still tap-dancing rain on the roof.

"See what? It's just rain, Ethan." I picked up my book and lucky for my brother, the cover hadn't gotten creased when it had fallen.

"No, you gotta come see!" he shouted again.

I hauled myself off the couch and jogged behind him as he yanked me through the living room, the dining room, and the French doors that led to the backyard. We lived near a major river, so our backyard was one of our favorite spots to hang out on a nice day.



Except today wasn't a nice day.

And the river had turned into an ocean back there.

"Holy cow!"

"Told you that you had to come see, Sydney!" Ethan pressed his palms and his nose to the glass of the door, leaving greasy smudges there. "I don't see any grass anymore!"

The kid was right because our lawn was completely submerged, water covering our flagstone patio and hitting the bottom of the French doors. I half expected to see dolphin fins poking up from the water's surface back there.

A soccer ball rushed by on the swiftly moving current, and the plastic Adirondack chairs Ethan and I sat on just this morning were totally gone.

I rushed to the front of the house, alarmed when I saw water pouring

Impact of Dialogue & Incidents Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What impact do Ethan's repeated "you gotta come see" pleas have on his sister, Sydney?

- a. She doesn't budge from the couch where she is reading.
- b. She immediately calls her parents for help with Ethan.
- c. She makes snacks to keep Ethan from bothering her.
- d. She hauls herself off the couch to see all the water in the yard.



2. What does this line of dialogue reveal about how Sydney is feeling when Mom calls?

"Are you on your way home?" I asked immediately upon answering.

- a. Sydney is angry that her parents went out in this weather.
- b. Sydney is upset with Ethan and wants her parents to deal with him.
- c. Sydney is worried about being home alone with Ethan during the storm.
- d. Sydney is annoyed that her parents are calling to check up on her.



3. How does seeing the flooded backyard propel the story forward? Provide evidence from the text to support your response.



Impact of Dialogue & Incidents Name: _____ Date: _____

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What does this line of dialogue reveal about Sydney?



I couldn't admit to the same and add to his fear, so instead I said, "Why don't we have a campout in the living room? Go find our sleeping bags, and I'll get some snacks, then we can have a video game battle."

- a. She is a caring big sister who is strong for her little brother.
- b. She crumbles in the face of a difficult situation.
- c. She only thinks of her own feelings.
- d. She depends on her parents to solve all her problems.

Part B: What impact does the answer in Part A have on the rest of the passage?

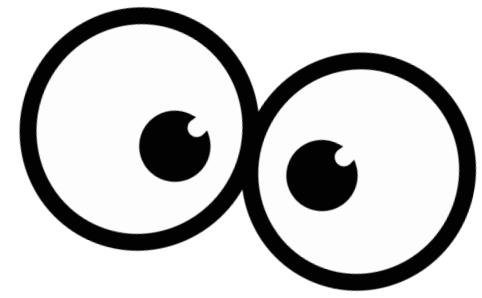
- a. Sydney and Ethan spend the night trembling in fear over the storm.
- b. Sydney is successful in keeping Ethan calm until their parents return.
- c. Sydney displays that she is not responsible enough to be a babysitter.
- d. Sydney's parents are disappointed by what they find when they return.

5. Discuss how this story would have been different if Sydney panicked over the storm. What impact would that have had on the events/feelings of the characters? Include text details to support your answer.





CHECK THIS OUT TOO!



1020L

Impact of Dialogue & Incidents Name: _____ Date: _____

Playing for Portals

Ash's stomach rumbled for the millionth time, and he slapped his hands to his gut as if that would quiet the thunder inside him somehow.

He crouched in the brush at the edge of the forest, eyeing Braebury Castle ahead of him. He'd never been inside its walls, but he'd heard the stories about the ill prince who presided over the castle. Folks said he was mad, often seen wandering the great rooms of the castle and mumbling something about portals.

Mad or not, the prince had to have food in that castle, and Ash aimed to get his hands on some before he traveled on, so he grabbed his sitar, his only important possession, intending to play it to earn some food.

He emerged from the trees only to be yanked off his feet by two, burly soldiers with muscles their armor could barely contain. He struggled against their hold, but it was a wasted effort because their grips were like iron clamps around his puny biceps.

"Maybe if we bring this one to the prince, it'll give him something else to focus his attention on," the soldier on Ash's left said.



"It's worth the attempt," the right soldier replied. "He hasn't had the pleasure of a good beheading in an age."

A *beheading*? Ash was rather fond of having his head attached to his body.

"Listen, my good men, I assure you the prince will not want to worry himself over a nobody like myself." Ash didn't like how his feet didn't touch the ground when the two soldiers lifted him and marched toward the castle.

"Better he worry over a real, live nobody than the imagined phantoms he chases all day," Left Soldier said sadly.


So the stories were true then. The prince was mad and obsessed over things that were not of this reality.

The journey to the castle didn't take long, and before Ash could devise a proper plan of escape, he found himself dragged into the prince's throne room.

"Sire," Right Soldier said, after pushing Ash to his knees, "we found this one skulking around near the tree line outside the castle walls."

Impact of Dialogue & Incidents Name: _____ Date: _____

Answer the following questions. **Underline or highlight** the text evidence in the color indicated.

1. What condition provokes Ash to make the decision to go to the castle? 

- a. fatigue
- b. illness
- c. loneliness
- d. hunger

2. How does Ash emerging from the trees propel the action in the story? 

- a. It leads to Ash being captured by the soldiers.
- b. It leads to Ash's sitar being lost in the forest.
- c. It leads to the prince becoming mad.
- d. It leads to a portal being opened to India.


3. Explain the impact of this conversation between the guards on the tone of the story. 

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"It's worth the attempt," the right soldier replied. "He hasn't had the pleasure of a good beheading in an age."

Impact of Dialogue & Incidents Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.


Part A: What does this line of dialogue reveal about Ash? 

Ash felt the prince's sorrow in his own chest, then his gaze landed on his sitar still in Left Soldier's hand. "Allow me to play for you, Your Highness, to ease your soul."

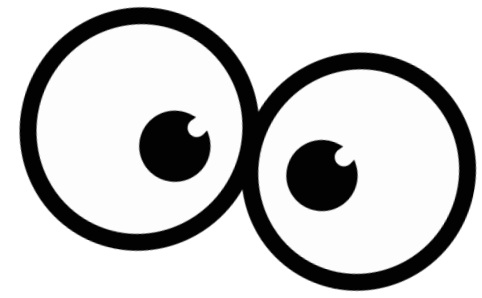
- a. Ash has empathy for the prince's sadness.
- b. Ash is only concerned with his hunger.
- c. Ash doesn't believe in his own talent.
- d. Ash thinks the prince is crazy.

Part B: What impact does the answer in Part A have on the rest of the passage?

- a. Ash is banished from the kingdom and continues to starve.
- b. Ash is rewarded with food and a position as court minstrel.
- c. Ash is thrown in the dungeon and awaits a beheading.
- d. Ash is sucked into a portal and never heard from again.

5. Discuss how Ash's sitar playing propels the action in this story. Use details from the text to support your answer. 

DON'T FORGET THIS!



150L

Impact of Dialogue & Incidents Name: _____ Date: _____

Level 3 Clearance Only

"I don't think we're supposed to be down here, Blake," Milton says nervously as I pick the lock on a door marked *Level 3 Clearance Only*.

"And I don't think we should have to be stuck on this military base all day, but here we are," I say just as the lock clicks. "Now are you coming or what?"

Milton nods as I push open the door because of course he's coming now that we've both had enough of being completely ignored. We understand our parents have high-level, classified jobs that are super important, but ship us off to a boarding school by the ocean or something; don't make us prisoners in a locked-down government building.

Well, it's not *all* locked down. Not when I've perfected the skill of making the security cameras look as if they are still functioning when in reality, they are just projecting the same loop of nothing's-happening-here footage I programmed. And while most of the doors on the base are fingerprint controlled, I'd stumbled upon this forgotten floor last week where the doors had actual knobs and locks that were easily picked with a multi-tool I found among my father's personal items.

A layer of dust had collected on the stairway railings, telling me this wasn't an active area anymore, so what harm could there be in doing a little investigating into what were probably defunct military projects?

On the other side of the door, darkness greets us as there are no windows. Milton and I both power up our flashlight apps and sweep them around the shadowed space. We both skitter back a few steps when a human shape is illuminated, but when it doesn't move and I get brave enough to approach, we find that it's just a *model* of the human body where you can see where all the innards are located.

I pull out the heart and pretend to take a bite of it with a wild look in my eyes.

"Gross." Milton snatches the heart from my hand and pops it back into the model's chest cavity. "No one should be without their heart."

I roll my eyes at the Milton-ness of that sentence. He likes to write stories and poems about love, whereas I prefer to write ones with bloodshed and monsters, but somehow, we're still good buddies.



Impact of Dialogue & Incidents Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What does the author hope to achieve with the opening dialogue of this story?

- a. to show the different personalities of Blake and Milton
- b. to foreshadow a big argument between the main characters
- c. to establish a humorous tone for the story
- d. to give readers a detailed vision of the setting



2. How does Blake rigging the security cameras propel the action in the story?

- a. It causes the boys to get lost in the government building.
- b. It allows the boys to sneak down to the last floor of the building.
- c. It causes the security system to crash and unlock all the doors.
- d. It allows the beastly experiments to escape from the cylinders.



3. What impact does finding the human body model have on the tone of the story? Provide text evidence to support your response.



Impact of Dialogue & Incidents Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What does this line of dialogue reveal about how Milton feels about being in unauthorized areas of the building?



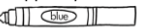
"There's nothing here," Milton says, "and you were wrong about this place having secrets so let's go before we get caught down here."

- a. Milton is impatient and wants to do something else.
- b. Milton is curious about what they might discover in the building.
- c. Milton believes the government is hiding things from people.
- d. Milton doesn't think they should be snooping around the building.

Part B: Which quote below best supports the answer to Part A?

- a. "No one should be without their heart." (paragraph 8)
- b. "Okay, fine. You were right. This place *does* have secrets." (paragraph 16)
- c. "These are all genetic combination experiments." (paragraph 25)
- d. "There are some things we don't need to know about this place." (paragraph 32)

5. Discuss how the following incident propels the story. Use text details to support your answer.



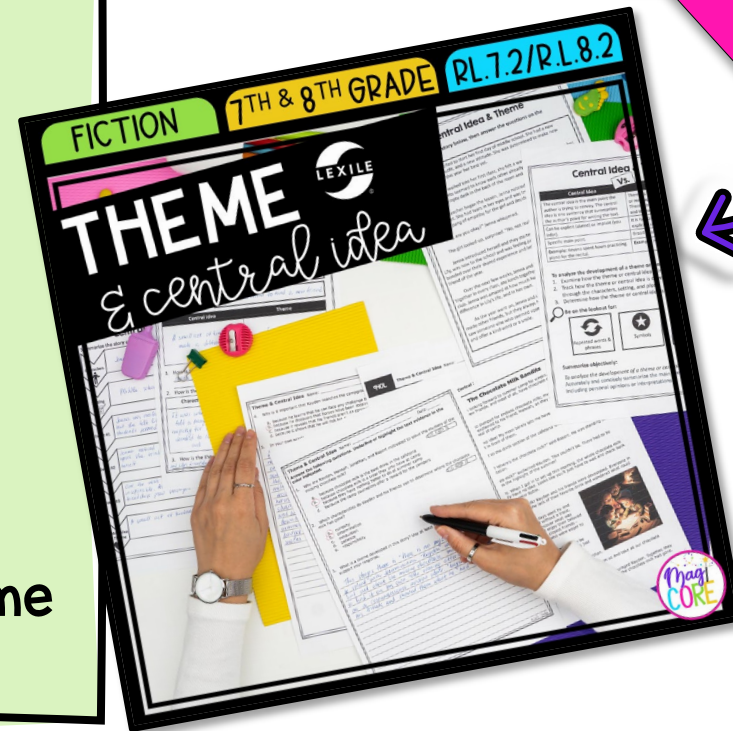
A throat cleaves off to our right, and Milton and I jump when a man wearing a white lab coat and carrying a tablet walks toward us.



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