

FICTION

8TH GRADE

RL. 8.3

an event that occurs within a story

PROVOKE

- spark a decision to be made

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

- Choose specific lines of dialogue between characters or incidents that happen in a story.
- Decide whether the dialogue or incidents propel the action, reveal aspects of the characters, or provoke a decision. Dialogue and incidents may do more than one of these things at once in a story.
- Examine how the dialogue or incidents propel the action, reveal aspects of the characters, and/or provoke a decision by asking questions such as:
 - How does this dialogue or incident advance the story?
 - What new information have I learned about the characters from this dialogue or incident?
 - 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?
- 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.

Impact of Dialogue & Incidents Name: _____

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

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

Impact of Dialogue & Incidents Name: _____

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

- 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 the 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."

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

Part B: Which quote below best supports the answer to Part A?
 - "No one should be without their heart." (paragraph 16)
 - "Okay, fine. You were right. This place does have secrets." (paragraph 25)
 - "These are all genetic combination experiments." (paragraph 32)
 - "There are some things we don't need to know about this place." (paragraph 32)
- 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 this incident, the boys were merely curious about the place, but now they are in a dangerous situation, and the consequences of their actions are becoming clear. The incident also changes the dynamic between the two characters, as they now have to work together to survive and uncover the truth about the experiments taking place in the lab.

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.

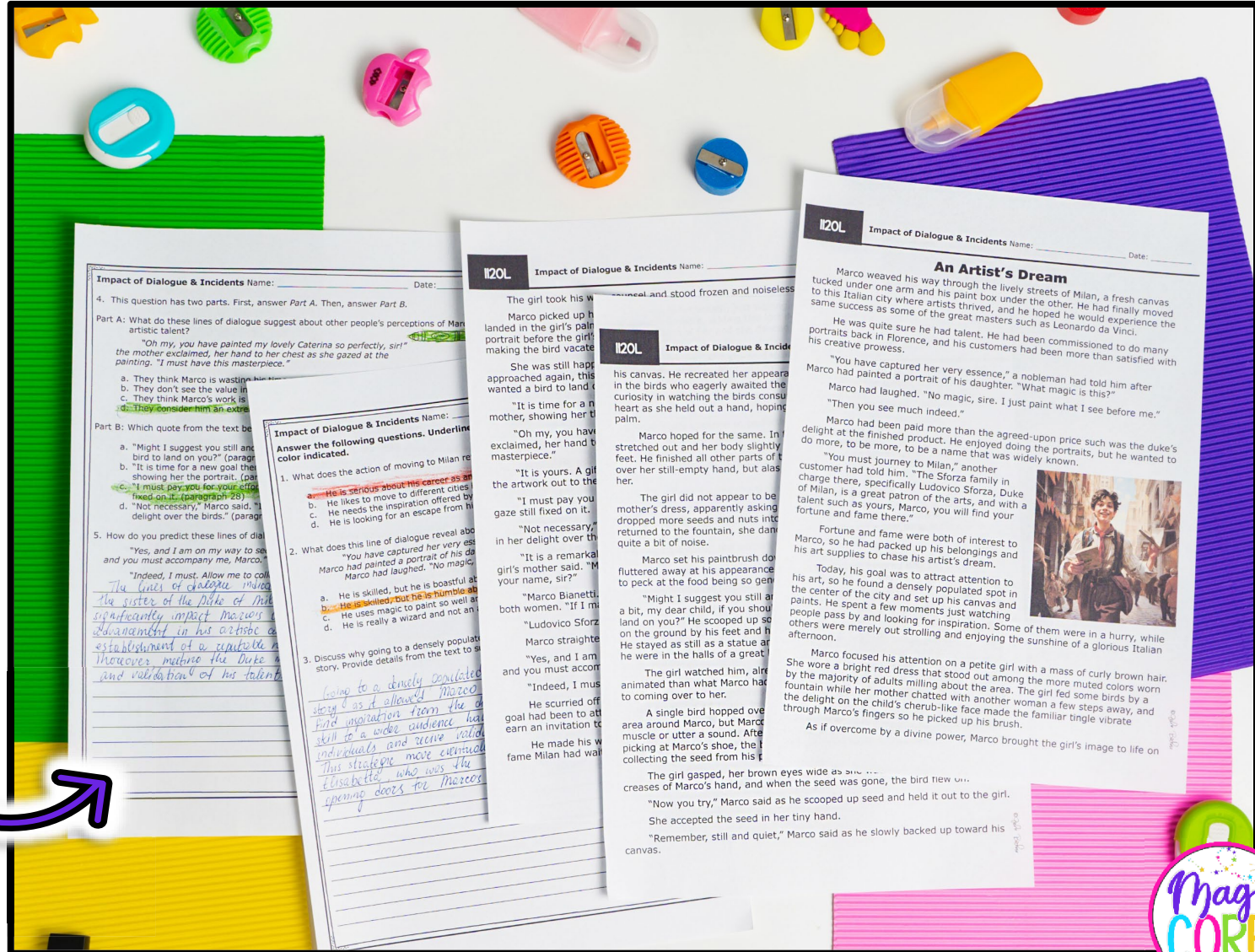
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included



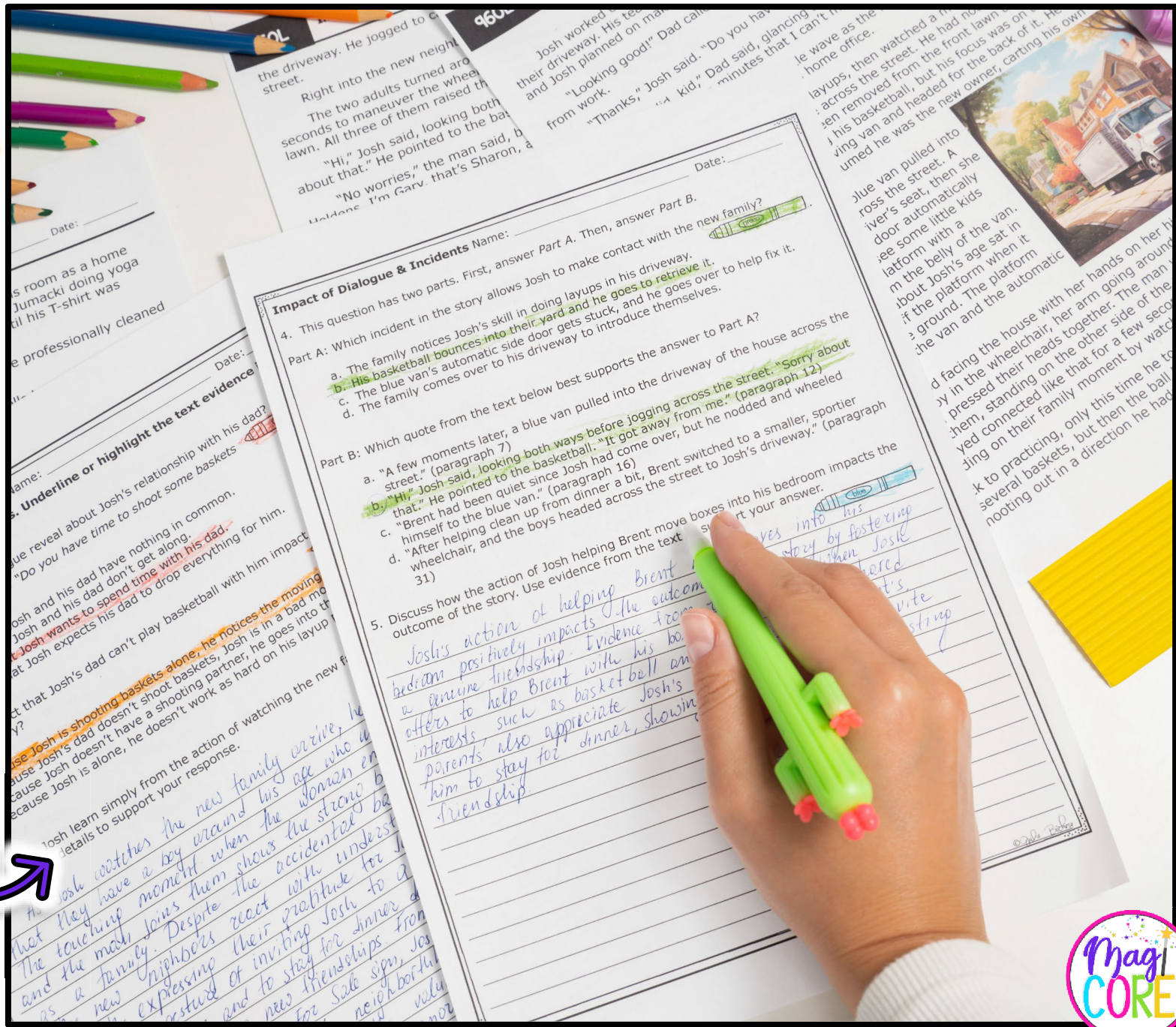
12 FICTION PASSAGES

- 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



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

The anchor chart is a central reference tool for analyzing dialogue and incidents. It includes a diagram showing the relationship between story elements and their impacts, along with a list of guiding questions for students.

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

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

1. Choose specific lines of dialogue between characters or incidents that happen in a story.
2. Decide whether the dialogue or incidents propel the action, reveal aspects of the characters, or provoke a decision. Dialogue and incidents may do more than one of these things at once in a story.
3. Examine how the dialogue or incidents propel the action, reveal aspects of the characters, and/or provoke a decision by asking questions such as:
 - How does this dialogue or incident advance the story?
 - What new information have I learned about the characters from this dialogue or incident?
 - 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.

The anchor chart is surrounded by various worksheets and student work examples, including:

- IMPACT OF DIALOGUE & INCIDENTS** (Top Left): A worksheet with a table for recording text quotes, impacts, and how they affect the story.
- IMPACT OF DIALOGUE & INCIDENTS** (Top Right): A worksheet with a table for recording text quotes, impacts, and how they affect the story.
- IMPACT OF DIALOGUE & INCIDENTS** (Bottom Left): A worksheet with a table for recording text quotes, impacts, and how they affect the story.
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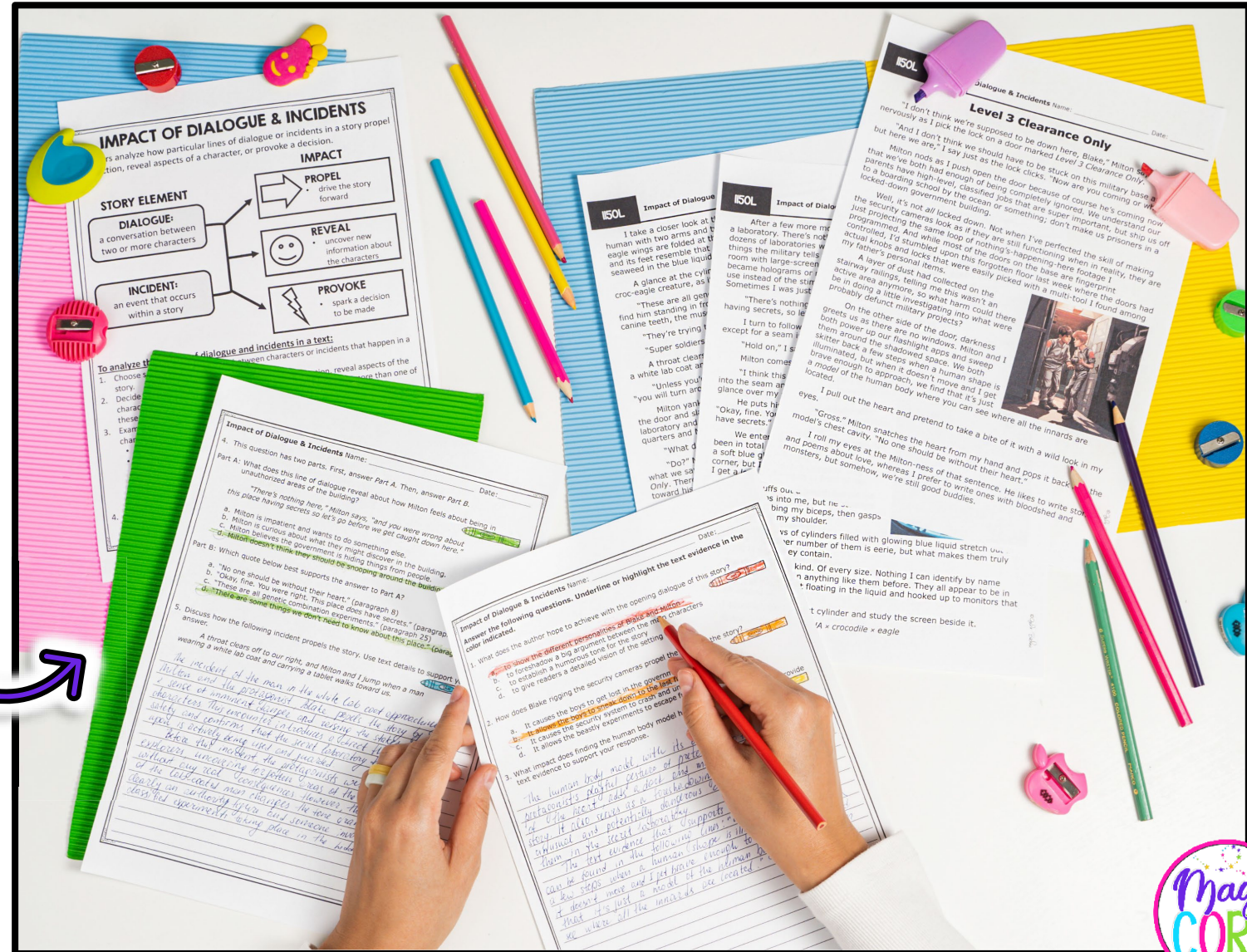
Other visible worksheets include:

- A Summer Escape** (Top Right): A worksheet with a table for recording text quotes, impacts, and how they affect the story.
- Welcome to the Neighborhood** (Bottom Right): A worksheet with a table for recording text quotes, impacts, and how they affect the story.
- An Artist's Dream** (Bottom Left): A worksheet with a table for recording text quotes, impacts, and how they affect the story.

Student work examples are visible on the worksheets, showing handwritten notes and answers to the questions.

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

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.

STORY ELEMENT	IMPACT
DIALOGUE: a conversation between two or more characters	PROPEL • drive the story forward
INCIDENT: an event that occurs within a story	REVEAL • uncover new information about the characters
	PROVOKE • spark a decision to be made

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

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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 some of the great masters such as Leonardo da Vinci.

"I'm sure he had talent. He had been commissioned to do many portraits," said a man. "He had been more than satisfied with his work, and his customers had been more than satisfied with his work."

"I've seen her very essence," a nobleman had told him after looking at his daughter's portrait. "What magic is this?"

"No magic, sire. I just paint what I see before me," Marco replied.

"More than the agreed-upon price such as the duke's portrait. He enjoyed doing the portraits, but he wanted to name that was widely known."

"Another noble family in Milan? Or Sforza, Duke of Milan, with a will find your interest to kings and emperors?"

"Yes, sire. I am to paint the duke's portrait. He has a mass of curly brown hair, the more muted colors worn by a girl fed some birds by a few steps away, and their angle vibrate the girl's image to life on the wall."

Impact of Dialogue & Incidents Name: _____ Date: _____

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

- What does the action of moving to Milan reveal about Marco?
 - a. He likes to move to different cities in Italy.
 - b. He likes to move to different cities in Italy.
 - c. He likes to move to different cities in Italy.
 - d. He likes to move to different cities in Italy.
- What does this line of dialogue reveal about Marco's artistic talent?
 - a. He is skilled, but he is too proud about his talent.
 - b. He is skilled, but he is too proud about his talent.
 - c. He is skilled, but he is too proud about his talent.
 - d. He is skilled, but he is too proud about his talent.
- Why did Marco decide to move to Milan?
 - a. He was tired of his current location.
 - b. He was tired of his current location.
 - c. He was tired of his current location.
 - d. He was tired of his current location.
- Discuss why going to a dinner provided part of the city was an important action in the story. Provide details from the text to support your answer.

going to a dinner provided part of the city was an important action because it was a chance for Marco to meet other artists and learn from them. It also gave him a chance to show off his work and gain recognition. This was a crucial step in his journey to become a famous artist.

Magic CORN

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 exposure 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.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

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

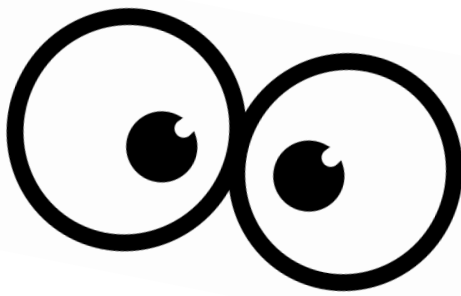
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for 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-1000L
	925L-1085L

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. Common Core Standards, "It is important to recognize that scaffolding is appropriate. The expectation that scaffolding will occur with built into the Standards' grade-by-grade text complexity expectations. In general movement, however, should be toward decreasing scaffolding and independence both within and across the text complexity band."

TAKE A PEEK



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

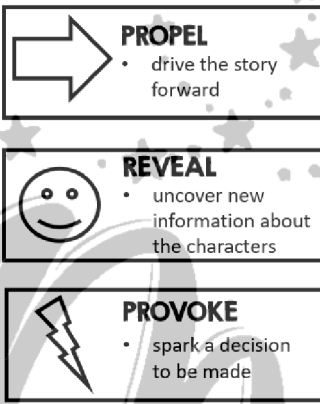
STORY ELEMENT

DIALOGUE:

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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

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



A logo consisting of two large, black-outlined circles positioned side-by-side, touching at their centers. Each circle contains a smaller, solid black circle in its center, which has a small white crescent-shaped cutout on its right side, giving the impression of eyes.

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 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.

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.

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 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.

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but
want to more
literary practice?
Try the THEME &
CENTRAL IDEA unit!

