

RL. 7.4/8.4

MEANING OF WORDS & PHRASES



WHAT'S INSIDE?

MEANING OF WORDS & PHRASES

7th & 8th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

1. Meaning of Words & Phrases Anchor Chart
2. Meaning of Words & Phrases Practice Work
3. The Key (950L)
4. Caught Between (960L)
5. Wendy's Warning (990L)
6. Gone (Poem)
7. Real-life RPG (Drama)
8. A Dog's Love (Poem)
9. The Cabin (1010L)
10. Puppy Love (1010L)
11. The Not-So-Autumn Autumn Fair (1040L)
12. Our Savior (1120L)
13. Test
 - The Cupcake Dream (960L)
 - Timekeeper (1160L)



PRINTABLE PDFs covering the 7th & 8th grade text complexity band with Certified Lexile Levels.

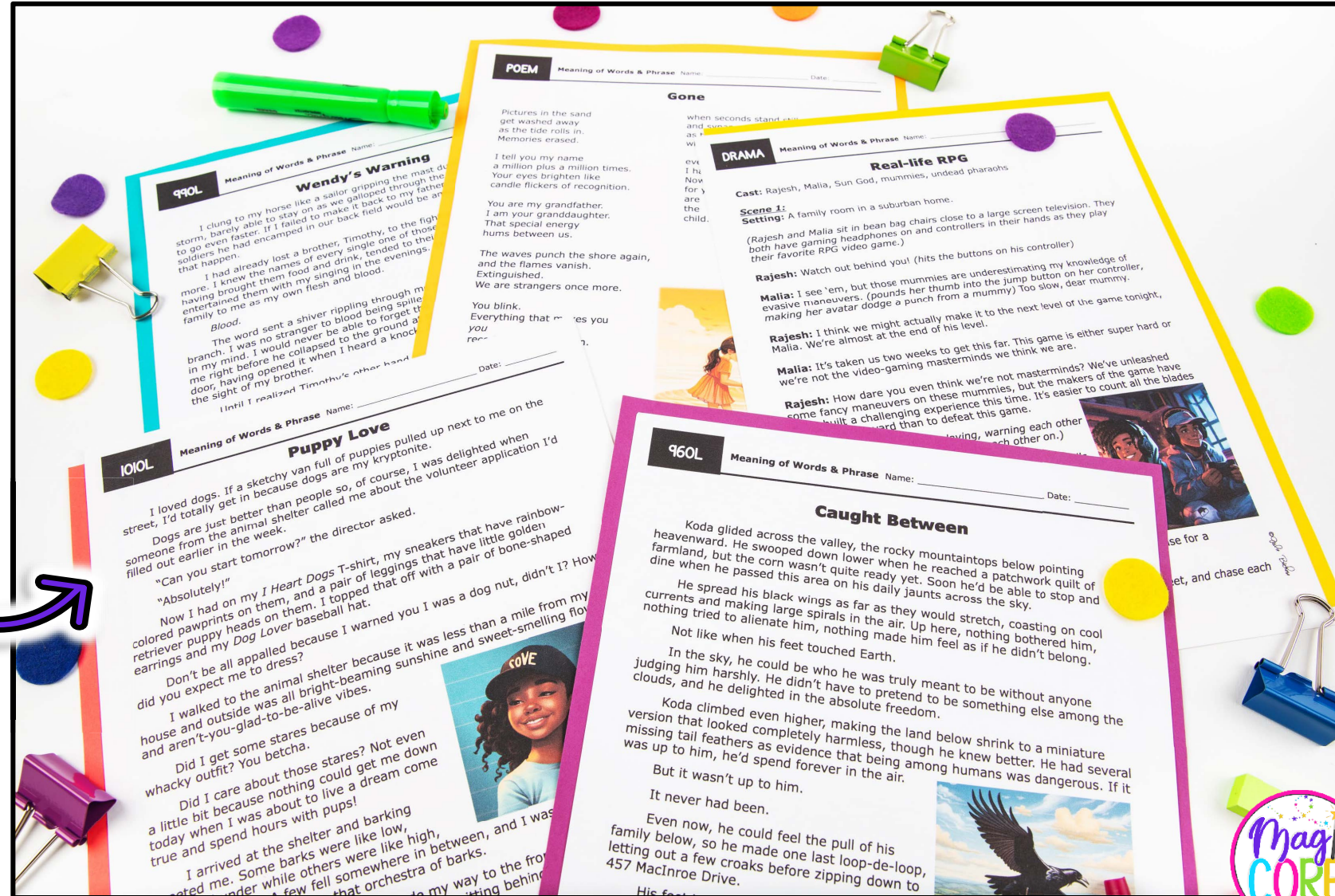
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included



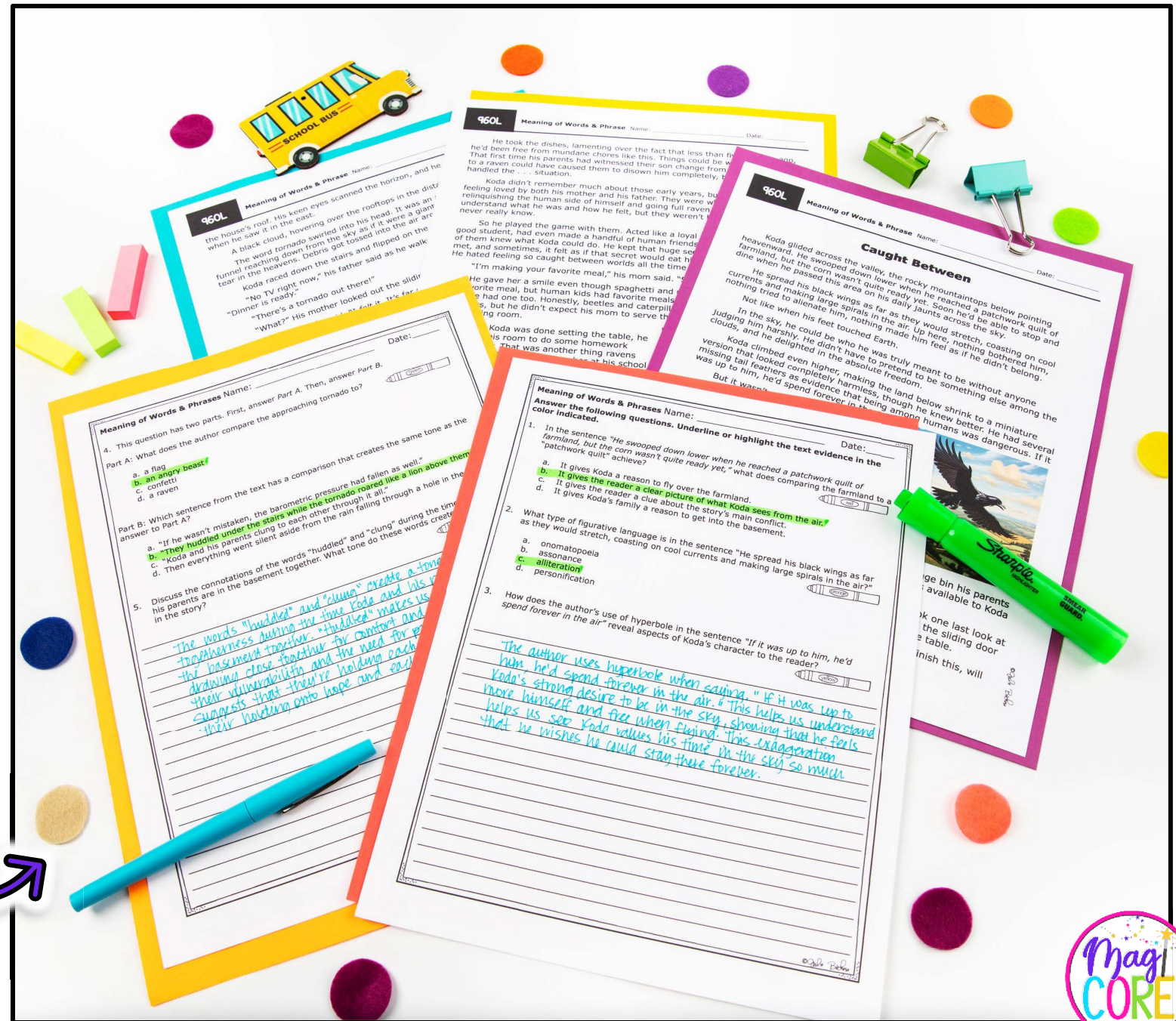
12 FICTION PASSAGES

- 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 words & phrases
- 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 large sheet of paper with a white background, decorated with colorful paper clips and markers. It features two main sections: a 'Meaning of Words and Phrases' chart and a 'Wendy's Warning' passage.

Meaning of Words and Phrases Chart:

Readers analyze how word choice impacts the meaning and tone of the text to deepen comprehension.

Types of Word Choice

Context Clues	Connotations	Figurative Language	Repetitive Language	Analogies	Allusions
Use the surrounding text to make sense of unfamiliar words.	Consider the cultural/emotional associations of words.	Identify metaphors, similes, hyperbole, personification, onomatopoeia, and idioms.	Note rhyming schemes, repetition, alliteration, and assonance.	Recognize comparisons to explain ideas.	Identify references to other texts or famous works.

Meaning and Tone of the Text

To analyze how word choice impacts the meaning and tone of a text:

1. Carefully read the text.
2. Consider the types of word choice the author uses to convey their ideas.
3. Ask:
 - How does this specific word choice contribute to the reader's perception and understanding of a character, setting, or event?
 - How does the author's word choice contribute to the tone of a particular scene, an entire story, or a poem?
 - How does word choice emphasize certain ideas or feelings?
 - How does the author's word choice shape the reader's understanding of the main theme or message of the story or poem?
4. Summarize your thoughts about how specific word choice impacts the text overall.

Wendy's Warning

I clung to my horse like a sailor gripping the mast during a tumultuous storm, barely able to stay on as we galloped through the woods, but I urged her to go even faster. I had to make it back to my father, the entire company of soldiers in our back field would be ambushed. I could not let another, Timothy, to the fighting, and I would lose no every single one of these men on our property, and drink, tended to their minor injuries, and hanging in the evenings. They were just as much and blood.

plunging through me as I ducked under a low tree to forget the way he'd reached out a hand to the ground at my feet. I had stood at our front door a knock. Joy had flowed like a waterfall at my hand was pressed to his gut, covering a wound between his fingers. but it had not on our side meet.

heels. legs. I d I n I

panicked. were on a short furlough after my brekked north to join up I wanted to attack them

Meaning of Words and Phrases

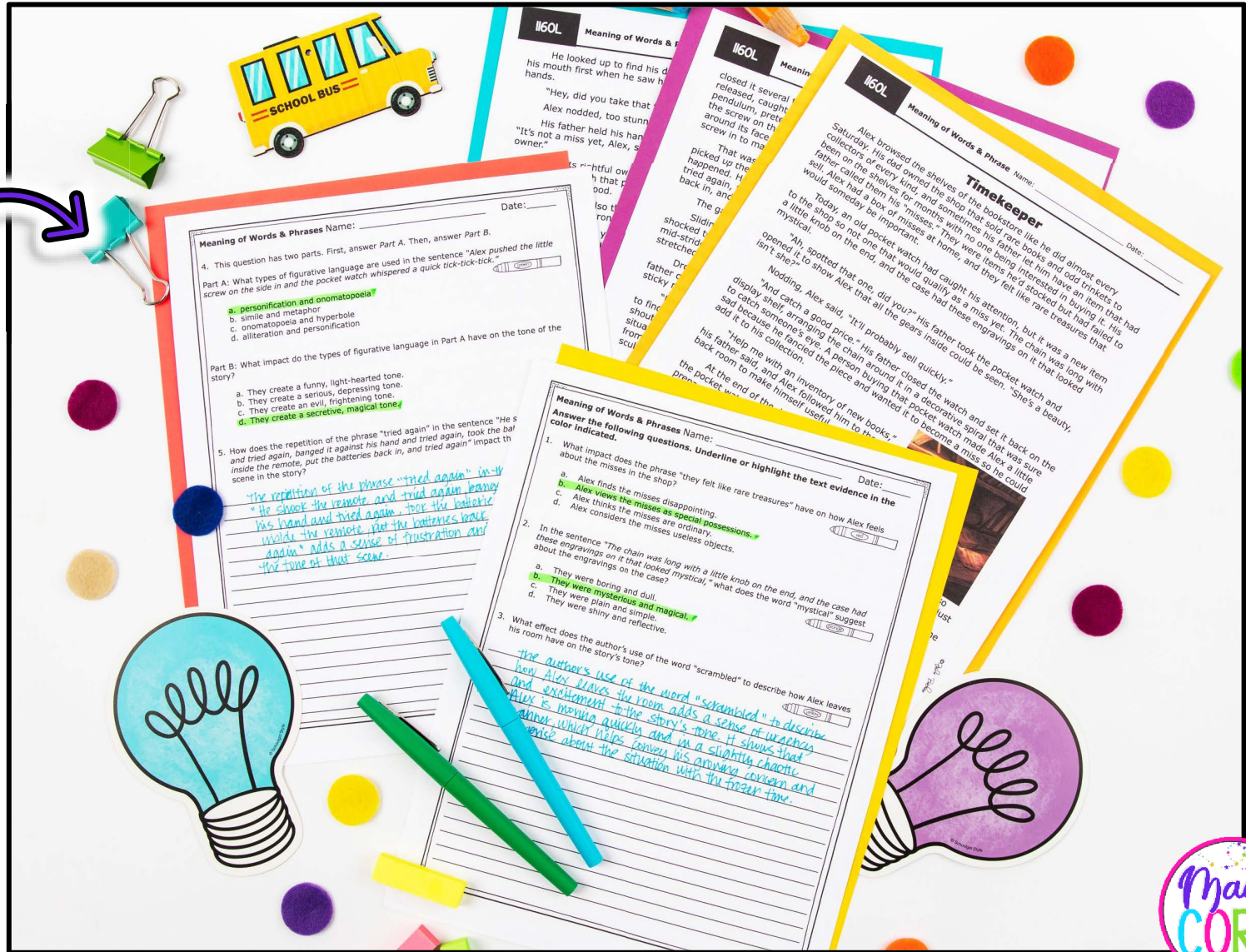
Fill in the graphic organizer to analyze how word choice impacts the meaning and tone of the text.

Title of Text: *No Drawing*

Quote from the Text	Type of Word Choice	Impact Meaning
"I glanced at the time on my phone, knowing I only had 10 minutes to get to swim practice."	Context Clues	The use of the time
"I rubbed the back of my neck. I didn't have time this week, but I'll get to them this weekend and have them in on Monday."	Repetitive Language	The use of the time
"I pulled my science textbook from my backpack, but Jesse shook his head. 'We won't be needing that!'"	Analogies	The use of the time

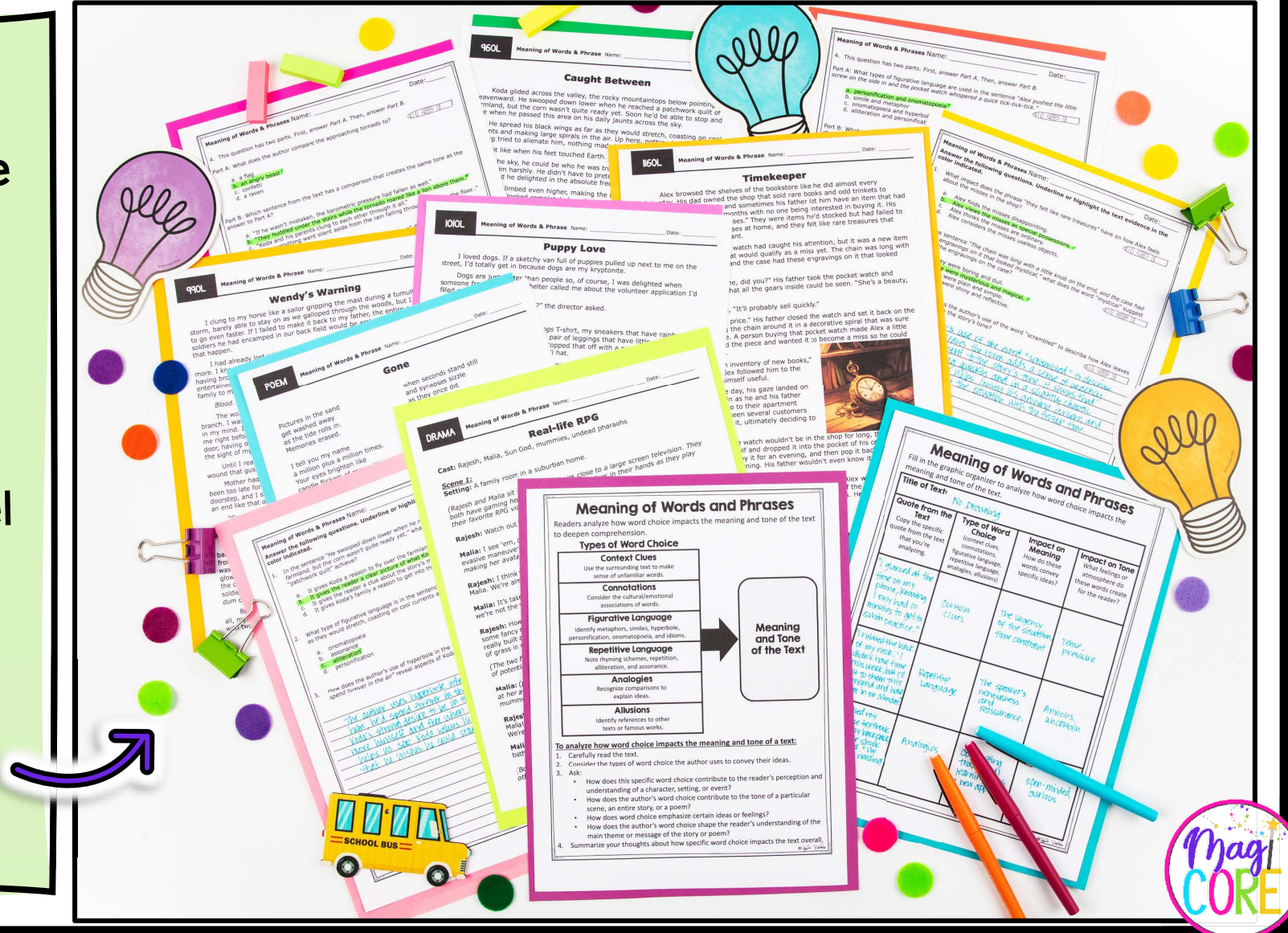
ASSESSMENTS

- 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



ALIGNS TO SCIENCE OF READING

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

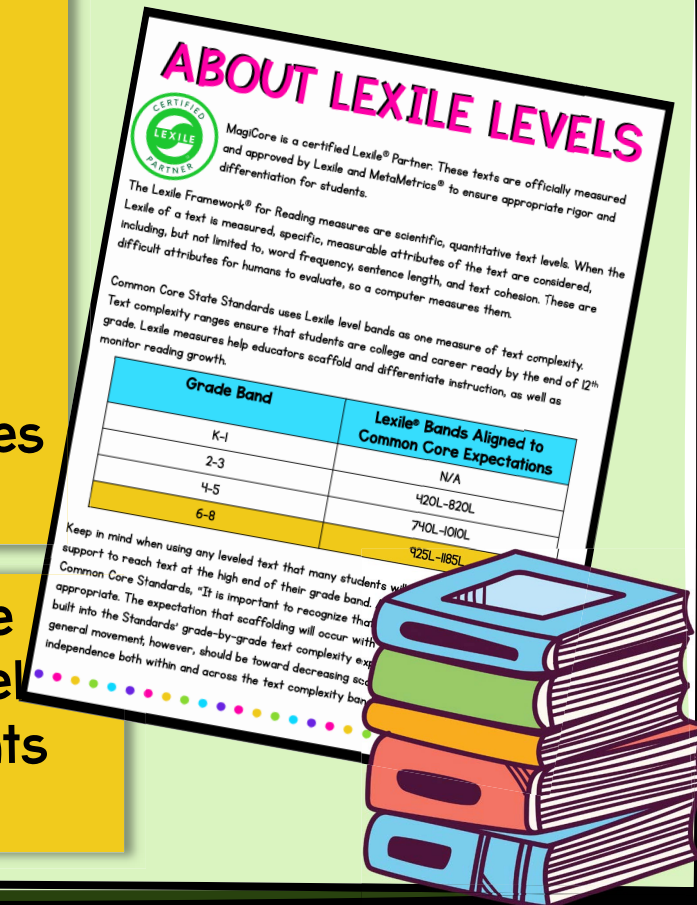
Our passages provide that essential variety of fiction structures and topics.

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

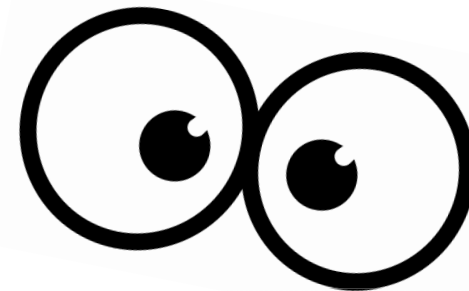
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

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.



TAKE A PEEK



Meaning of Words and Phrases

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Types of Word Choice

Context Clues Use the surrounding text to make sense of unfamiliar words.
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Allusions Identify references to other texts or famous works.

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- Summarize your thoughts about how specific word choice impacts the text overall.

Meaning of Words and Phrases

Let's Try! Read the passage "No Drowning" below, then answer the questions on the graphic organizer.

"Lance, may I speak to you for a moment?" my science teacher, Mr. Vita, asked as my classmates shuffled out of last period.

I glanced at the time on my phone, knowing I only had ten minutes to get down to the pool for swim practice, but when I looked back at the serious expression on Mr. Vita's face, I quickly realized his question was not really a question but a command instead.

"What can I do for you, Mr. Vita?" I asked as politely as possible because, in my experience, you caught more flies with honey than vinegar.

He tapped a pile of papers on his desk. "I couldn't help but notice this pile is missing a paper with your name on it, Lance, and so are those." He gestured to three other piles.

I rubbed the back of my neck. "I didn't have time this week, but I'll get to them this weekend and have them all in on Monday."

"Well, here's the thing," Mr. Vita said, shuffling through some papers in his bag resting on his chair then extracting one. "This assignment here, which *does* have your name on it, is all wrong."

I took the paper when he held it out to me, and there were comments written in his tiny handwriting all over it. I was so embarrassed I wanted to crawl into a hole and never come out. "I must have gotten something right."

Mr. Vita shook his head. "I'm sorry, Lance, but all the answers you supplied were incorrect, and with missing assignments, late assignments, and wrong assignments, you're not going to pass this class."

Which meant I'd get kicked off the swim team, and being on the swim team was my ticket to a college scholarship, and a scholarship was the only way my family could afford to send me to college.

A panic attack seized my chest, my heart *thump-thump-thumping* as I pictured myself having to work at my dad's hardware store for the rest of my life—which would be fine if that was what I wanted to do with my life.

But it wasn't, and I didn't know what I wanted to do yet, but I wanted to have all the options.

"How can I bring my grade up?" I asked.

"Would you be opposed to working with a tutor?"

I didn't exactly have the time to meet with some nerd, but what choice

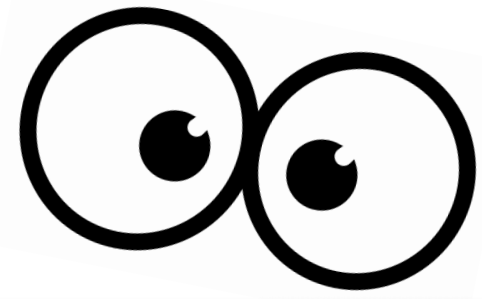
Meaning of Words and Phrases

Fill in the graphic organizer to analyze how word choice impacts the meaning and tone of the text.

Title of Text:			
Quote from the Text	Type of Word Choice	Impact on Meaning	Impact on Tone
Copy the specific quote from the text that you're analyzing.	(context clues, connotations, figurative language, repetitive language, analogies, allusions)	How do these words convey specific ideas?	What feelings or atmosphere do these words create for the reader?



AND ANOTHER PEEK



DRAMA

Meaning of Words & Phrase Name: _____ Date: _____

Real-life RPG

Cast: Rajesh, Malia, Sun God, mummies, undead pharaohs

Scene 1:

Setting: A family room in a suburban home.

(Rajesh and Malia sit in bean bag chairs close to a large screen television. They both have gaming headphones on and controllers in their hands as they play their favorite RPG video game.)

Rajesh: Watch out behind you! *(hits the buttons on his controller)*

Malia: I see 'em, but those mummies are underestimating my knowledge of evasive maneuvers. *(pounds her thumb into the jump button on her controller, making her avatar dodge a punch from a mummy)* Too slow, dear mummy.

Rajesh: I think we might actually make it to the next level of the game tonight, Malia. We're almost at the end of his level.

Malia: It's taken us two weeks to get this far. This game is either super hard or we're not the video-gaming masterminds we think we are.

Rajesh: How dare you even think we're not masterminds? We've unleashed some fancy maneuvers on these mummies, but the makers of the game have really built a challenging experience this time. It's easier to count all the blades of grass in my yard than to defeat this game.

(The two friends continue playing, warning each other of potential assaults and cheering each other on.)

Malia: *(pumps her hand in the air as a mummy falls at her avatar's feet on the huge screen)* That's right, mummy. Bow down to me like I'm Queen Nefertiti!

Rajesh: I think we just defeated the last mummy, Malia! *(gets to the edge of his bean bag)* This is it! We're at a new level!

Malia: *(stretches her legs out in front of her)* Go us! Let's pause for a bathroom and snack break before jumping in with both feet.

(Both friends remove their headphones, scramble to their feet, and chase each other out of the family room.)



Meaning of Words & Phrases Name: _____ Date: _____

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

1. What does the hyperbole "It's easier to count all the blades of grass in my yard than to defeat this game," suggest about the game's difficulty level? 

- a. The game is challenging.
- b. The game is for beginners.
- c. The game has many glitches.
- d. The game is based on real life.

2. How is an allusion to Queen Nefertiti used to develop Malia's character? 

- a. It indicates that Malia feels hopeless.
- b. It shows that Malia is confident and proud.
- c. It reveals Malia's royal ancestry.
- d. It suggests that Malia is a time traveler.

3. Explain how the word choice in these stage directions contributes to the tone of Scene 4. 

(More mummies march from the perimeter of the room like ants toward the two friends. Figures dressed like pharaohs but with pale white skin and vacant eyes stream directly out of the walls as well, also targeting Rajesh and Malia.)

Meaning of Words & Phrases Name: _____ Date: _____

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

Part A: What does the idiom in the sentence "Let's pause for a bathroom and snack break before jumping in with both feet" most likely mean? 

- a. to change your mind based on facts
- b. to lift both feet while jumping rope
- c. to perform an activity for the first time
- d. to commit to something without hesitation

Part B: Which idiom below could replace "jumping in with both feet" in Part A to have the same meaning?

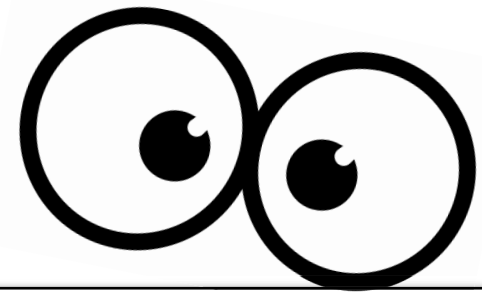
- a. diving headfirst
- b. going back to the drawing board
- c. getting your act together
- d. hitting the nail on the head

5. What connotation does the phrase "crash land" in these stage directions have? How does that impact the story? 

(Rajesh and Malia crash land back onto their bean bag chairs, headphones around their necks and looking exhausted.)



CHECK THIS OUT TOO!



1010L

Meaning of Words & Phrase Name: _____ Date: _____

The Cabin

An arctic blast of wind *whooshed* into the cabin when Kyle opened the door to enter. Swirling snow chased him inside, covering the worn, hardwood floor with streaks of white. He turned quickly to wrestle the door closed against a furious Mother Nature, then slid his feet out of his boots. He hung up his ice-crusted jacket, hat, and gloves, a shiver rippling through him.

Matthew offered him a mug of hot chocolate, steam curling up and bringing some feeling back to Kyle's nearly frozen face when he sniffed at it.

"You were gone for an eternity," Matthew said, blowing on his own mug and then taking a tentative sip. "Find anything?"

"It's as we feared," Kyle said, slinking over to the fire Matthew had built in the cabin's wood stove. He wrapped his hands around the heated mug, enjoying the thaw happening in his fingers. "There's nothing around here. Not within walking distance anyway, and I didn't spot another house with signs of life either."

Matthew's shoulders slumped under the thick, fleece blanket he had draped around him as he gestured to his cell phone on a wagon wheel-shaped coffee table in front of the couch. "Still no signal on that thing. What about yours?"

Kyle dug his phone out of the back pocket of his damp jeans and swiped at the screen. "No signal here either, and it's getting dark out so we better plan on spending the night here. Hopefully, the storm will be over in the morning, and we'll be able to make a call for help. The rest of the group is probably already wondering where we are."



Matthew nodded as he licked at the split in his lip.

"Are you sure that's your only injury from the crash?" Kyle asked him, noting how Matthew appeared to be favoring his left leg as if his right one hurt.

"My knee is just a little banged up." He waved a dismissive hand as he eased onto the couch. "I'll put some ice on it in a bit, but I wanted to warm up first."

"Those deer came out of nowhere," Kyle said, sitting at the other end of the couch and taking a sip of his hot chocolate, his eyes closing as heat gushed down his throat and into his belly.

Meaning of Words & Phrases Name: _____ Date: _____

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

- In the sentence "An arctic blast of wind *whooshed* into the cabin," what does the word *whooshed* indicate to the reader?

 - The wind was gentle and quiet.
 - The wind was forceful and noisy.
 - The wind was freezing and full of snow.
 - The wind was warm and tropical.
- What does the word "dove" in the sentence "*Both boys dove into their simple feast,*" suggest about how the boys began eating?

 - They ate slowly and deliberately.
 - They showed no interest in eating.
 - They were hesitant to eat.
 - They ate their food eagerly and quickly.
- How does the author's word choice to describe the snowstorm contribute to the story's overall mood and atmosphere?


Meaning of Words & Phrases Name: _____ Date: _____

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

Part A: What does the phrase "*mountain of a man glared down at them*" convey about Dave?


- He is a large, sturdy man who is not happy to see the boys.
- He is overweight and can't get around the cabin easily.
- He is intimidated by the boys who have broken into his home.
- He is untidy in appearance with tattered clothes and worn shoes.

Part B: Which phrase from the story shows a shift from the answer in Part A in how readers should view Dave?

- "his muscled arms folded across his flannel-covered chest"
- "His voice was gravelly, and the boys scrambled to their feet."
- "his wild beard still glistening with melted snow"
- "his voice gentler now as he guided Matthew over to the couch"

5. What does the author's repeated use of the phrase "serial killer" in the story illustrate about the boys' reaction to their situation?


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!

