

# FICTION

# 7TH & 8TH GRADE

# RL. 7.4/8.4



Collage of educational materials including:

- Wendy's Warning** (990L): A narrative about a storm and a horse.
- Gone** (POEM): A poem about memories and a family.
- Real-life RPG** (DRAMA): A script about a family room.
- Caught Between** (960L): A narrative about a boy flying through the sky.
- Timekeeper** (960L): A narrative about a watch and a shop.
- Meaning of Words and Phrases** (990L): A worksheet with questions about figurative language and hyperbole.
- Meaning of Words and Phrases** (960L): A worksheet with questions about context clues and connotations.
- Meaning of Words and Phrases** (No Drawing): A graphic organizer for analyzing word choice.



### Meaning of Words and Phrases

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

Types of Word Choice	
<b>Context Clues</b> Use the surrounding text to make sense of unfamiliar words.	<h3>Meaning and Tone of the Text</h3>
<b>Connotations</b> Consider the cultural/emotional associations of words.	
<b>Figurative Language</b> Identify metaphors, similes, hyperbole, personification, onomatopoeia, and idioms.	
<b>Repetitive Language</b> Note rhyming schemes, repetition, alliteration, and assonance.	
<b>Analogies</b> Recognize comparisons to explain ideas.	
<b>Allusions</b> Identify references to other texts or famous works.	

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

### Meaning of Words and Phrases

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

Quote from the Text	Type of Word Choice	Impact on Meaning	Impact on Tone
"I glanced at the time on my phone, knowing I only had 10 minutes to get to swim practice."	Context clues	How do these words convey specific ideas?	What feelings or atmosphere do these words create for the reader?
"I rubbed the back of my neck. 'I didn't have time this week, but I'll do it to them this weekend and have it in on Monday!'"	Repetitive Language	The urgency of the situation, time constraint	Tense, pressure
"I had my textbook in my backpack, and I shook it."	Analogies	The speaker's nervousness and reassurance.	Anxious, uncertain

# MEANING OF WORDS & PHRASES



# WHAT'S INSIDE?

## MEANING OF WORDS & PHRASES

7<sup>th</sup> & 8<sup>th</sup> grade

### Table of Contents

\*This product includes 12 Lexile® leveled stories in the 7<sup>th</sup> and 8<sup>th</sup> Grade Common Core Text Complexity Band (the range for 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> & 8<sup>th</sup> 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.

**990L** Meaning of Words & Phrase Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Wendy's Warning

I clung to my horse like a sailor gripping the mast during a storm, barely able to stay on as we galloped through the fields to go even faster. If I failed to make it back to my father's house, I had encamped in our back field would be an eternity.

I had already lost a brother, Timothy, to the fighting. I knew the names of every single one of those soldiers who had brought them food and drink, and they had entertained them with my singing in the evenings.

Blood.

The word sent a shiver rippling through my veins. I was no stranger to blood being spilled in my mind. I would never be able to forget the sight of my brother, Timothy, having opened it when I heard a knock at the door, having opened it when I heard a knock at the door, having opened it when I heard a knock at the door.

I until I realized Timothy's other hand was on the door handle.

**1010L** Meaning of Words & Phrase Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Puppy Love

I loved dogs. If a sketchy van full of puppies pulled up next to me on the street, I'd totally get in because dogs are my kryptonite.

Dogs are just better than people so, of course, I was delighted when someone from the animal shelter called me about the volunteer application I'd filled out earlier in the week.

"Can you start tomorrow?" the director asked.

"Absolutely!"

Now I had on my *I Heart Dogs* T-shirt, my sneakers that have rainbow-colored pawprints on them, and a pair of leggings that have little golden retriever puppy heads on them. I was delighted when I was assigned to retrieve and my *Dog Lover* baseball hat.

Don't be all appalled because I warned you I was a dog nut, didn't I? How did you expect me to dress?

I walked to the animal shelter because it was less than a mile from my house and outside was all bright-beaming sunshine and sweet-smelling flowers and aren't-you-glad-to-be-alive vibes.

Did I get some stares because of my whacky outfit? You betcha.

Did I care about those stares? Not even a little bit because nothing could get me down today when I was about to live a dream come true and spend hours with pups!

I arrived at the shelter and barking and barking. Some barks were like low, muffled rumbles while others were like high, true and spend hours with pups!

I arrived at the shelter and barking and barking. Some barks were like low, muffled rumbles while others were like high, true and spend hours with pups!

**POEM** Meaning of Words & Phrase Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Gone

Pictures in the sand  
get washed away  
as the tide rolls in,  
Memories erased.

I tell you my name  
a million plus a million times.  
Your eyes brighten like  
candle flickers of recognition.

You are my grandfather.  
I am your granddaughter.  
That special energy  
hums between us.

The waves punch the shore again,  
and the flames vanish.  
Extinguished.  
We are strangers once more.

You blink.  
Everything that matters you  
remember.

**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 built a challenging experience this time. It's easier to count all the blades than to defeat this game.

**Malia:** (pounds her controller) We're not the video-gaming masterminds we think we are.

**Rajesh:** (pounds her controller) We're not the video-gaming masterminds we think we are.

**960L** Meaning of Words & Phrase Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Caught Between

Koda glided across the valley, the rocky mountaintops below pointing heavenward. He swooped down lower when he reached a patchwork quilt of farmland, but the corn wasn't quite ready yet. Soon he'd be able to stop and dine when he passed this area on his daily jaunts across the sky.

He spread his black wings as far as they would stretch, coasting on cool currents and making large spirals in the air. Up here, nothing bothered him, nothing tried to alienate him, nothing made him feel as if he didn't belong.

Not like when his feet touched Earth.

In the sky, he could be who he was truly meant to be without anyone judging him harshly. He didn't have to pretend to be something else among the clouds, and he delighted in the absolute freedom.

Koda climbed even higher, making the land below shrink to a miniature version that looked completely harmless, though he knew better. He had several missing tail feathers as evidence that being among humans was dangerous. If it was up to him, he'd spend forever in the air.

But it wasn't up to him.

It never had been.

Even now, he could feel the pull of his family below, so he made one last loop-de-loop, letting out a few croaks before zipping down to 457 MacInroe Drive.

His feet touched Earth.

# QUESTIONS

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



**960L Meaning of Words & Phrases** Name: \_\_\_\_\_ Date: \_\_\_\_\_

He took the dishes, lamenting over the fact that less than five minutes had passed since he'd finished his homework. That first time his parents had witnessed their son change from a raven to a raven could have caused them to disown him completely, but they handled the situation.

Koda didn't remember much about those early years, but he felt loved by both his mother and his father. They were warm and understanding of what he was and how he felt, but they weren't always.

So he played the game with them. Acted like a loyal good student, had even made a handful of human friends. They knew what Koda could do. He kept that huge secret, and sometimes, it felt as if that secret would eat him alive. He hated feeling so caught between worlds all the time.

"I'm making your favorite meal," his mom said. "He gave her a smile even though spaghetti and meat sauce was his favorite meal, but human kids had favorite meals too. He had one too. Honestly, beetles and caterpillars were his favorites, but he didn't expect his mom to serve them in a room."

Koda was done setting the table, he was in his room to do some homework when he heard that was another thing ravens did at his school.

**960L Meaning of Words & Phrases** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Caught Between**

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He spread his black wings as far as they would stretch, coasting on cool currents and making large spirals in the air. Up here, nothing bothered him, nothing tried to alienate him, nothing made him feel as if he didn't belong.

Not like when his feet touched Earth.

In the sky, he could be who he was truly meant to be without anyone judging him harshly. He didn't have to pretend to be something else among the clouds, and he delighted in the absolute freedom.

Koda climbed even higher, making the land below shrink to a miniature version that looked completely harmless, though he knew better. He had several missing tail feathers as evidence that being among humans was dangerous. If it was up to him, he'd spend forever in the sky.

**Meaning of Words & Phrases** Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

1. In the sentence "He swooped down lower when he reached a patchwork quilt of farmland, but the corn wasn't quite ready yet," what does comparing the farmland to a "patchwork quilt" achieve?

a. It gives Koda a reason to fly over the farmland.  
b. It gives the reader a clear picture of what Koda sees from the air.  
c. It gives the reader a clue about the story's main conflict.  
d. It gives Koda's family a reason to get into the basement.

2. What type of figurative language is in the sentence "He spread his black wings as far as they would stretch, coasting on cool currents and making large spirals in the air?"

a. onomatopoeia  
b. assonance  
c. alliteration  
d. personification

3. How does the author's use of hyperbole in the sentence "If it was up to him, he'd spend forever in the air" reveal aspects of Koda's character to the reader?

The author uses hyperbole when saying, "If it was up to him, he'd spend forever in the air." This helps us understand Koda's strong desire to be in the sky, showing that he feels more himself and free when flying. This exaggeration helps us see Koda values his time in the sky so much that he wishes he could stay there forever.

**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 author compare the approaching tornado to?

a. a flag  
b. an angry bear  
c. confetti  
d. a raven

Part B: Which sentence from the text has a comparison that creates the same tone as the answer to Part A?

a. "If he wasn't mistaken, the barometric pressure had fallen as well."  
b. They huddled under the stairs while the tornado roared like a lion above them.  
c. "Koda and his parents clung to each other through it all."  
d. Then everything went silent aside from the rain falling through a hole in the ceiling.

5. Discuss the connotations of the words "huddled" and "clung" during the time Koda and his parents are in the basement together. What tone do these words create?

The words "huddled" and "cling" create a tone of togetherness during the time Koda and his parents spend in the basement. "Huddled" makes us draw close together for comfort and their vulnerability and the need for protection suggests that they're holding each other's hands and clinging onto hope and each other.

# 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

**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 Meaning
No Drawing	"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
	"I pulled my science textbook from my backpack, but Jesse shook his head. 'We won't be needing that!'"	Analogies	

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

**Types of Word Choice**

- Context Clues**  
Use the surrounding text to make sense of unfamiliar words.
- Connotations**  
Consider the cultural/emotional associations of words.
- Figurative Language**  
Identify metaphors, similes, hyperbole, personification, onomatopoeia, and idioms.
- Repetitive Language**  
Note rhyming schemes, repetition, alliteration, and assonance.
- Analogies**  
Recognize comparisons to explain ideas.
- Allusions**  
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 needed to make it back to my father, the entire company of soldiers in our back field would be ambushed. I could not let other, Timothy, to the fighting, and I would lose no every single one of those men on our property, and drink, tended to their minor injuries, and hanging in the evenings. They were just as much and blood.

pling through me as I ducked under a low tree od being spilled, and visions of Timothy flickered le to forget the way he'd reached out a hand to he ground at my feet. I had stood at our front rd a knock. Joy had flowed like a waterfall at

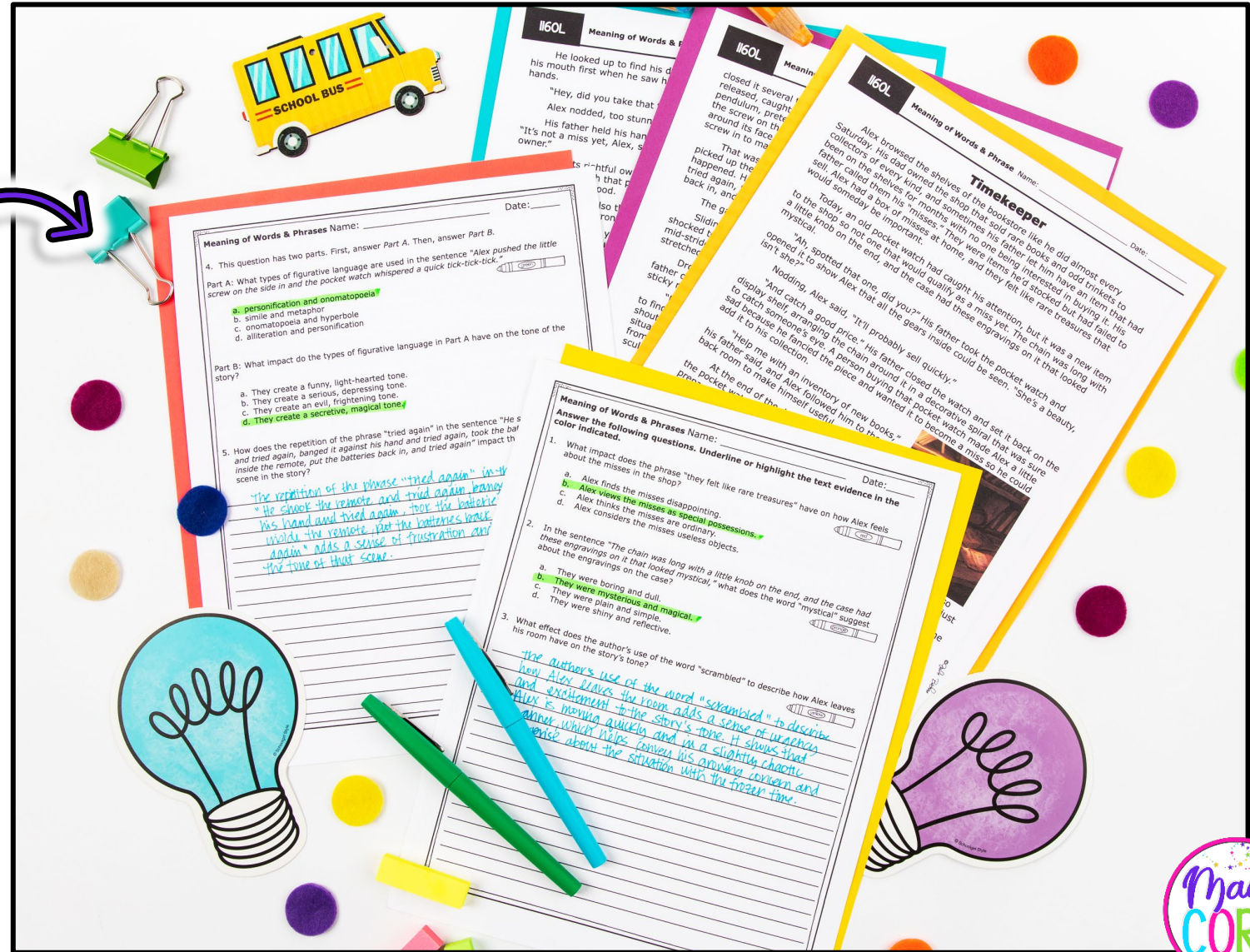
r hand was pressed to his gut, covering a n between his fingers. but it had d on our id meet

heels  
legs.  
d I  
d I

panicked  
were on a short furlough after  
by trekked north to join up  
wanted to attack them

# 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

The collage features several worksheets and a graphic organizer. One worksheet titled 'Caught Between' includes a reading passage about a boy on a train and a 'Meaning of Words and Phrases' section with questions. Another worksheet, 'Wendy's Warning', has a poem and a 'Meaning of Words and Phrases' section. A third, 'Puppy Love', includes a short story and a 'Meaning of Words and Phrases' section. A fourth, 'Gone', has a poem and a 'Meaning of Words and Phrases' section. A fifth, 'Real-life RPG', includes a drama script and a 'Meaning of Words and Phrases' section. A central graphic organizer titled 'Meaning of Words and Phrases' provides a framework for analyzing word choice. It includes a table for 'Types of Word Choice' and a 'Meaning and Tone of the Text' section.

Types of Word Choice	Meaning and Tone of the Text
<b>Connotations</b> Consider the cultural/emotional associations of words.	Meaning and Tone of the Text
<b>Figurative Language</b> Identify metaphors, similes, hyperbole, personification, onomatopoeia, and idioms.	
<b>Repetitive Language</b> Note rhyming schemes, repetition, alliteration, and assonance.	
<b>Analogies</b> Recognize comparisons to explain ideas.	
<b>Allusions</b> Identify references to other texts or famous works.	

**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.

The graphic organizer on the right is a table for analyzing word choice:

Quote from the Text	Type of Word Choice	Impact on Meaning	Impact on Tone
"I stared at the time on my phone, knowing I only had 10 minutes to get to school practice."	Context Clues	The urgency of the situation	Time constraint
"I rubbed the back of my neck. I didn't sleep last night. I was so tired that I was having trouble staying awake."	Repetitive Language	The speaker's exhaustion and frustration	Frustrated, exhausted
"The doctor's words were a shock. I couldn't believe what I was hearing. I felt like I had been hit by a train."	Analogies	Comparing the shock of the news to being hit by a train	Shock, disbelief

# 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**


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 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

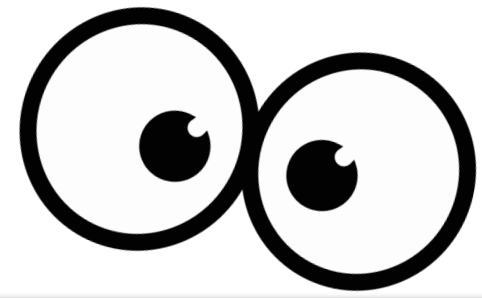
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-1351L

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 Lexile Framework for Reading provides a range of text complexity appropriate. The expectation that scaffolding will occur with text complexity 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



## Meaning of Words and Phrases

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

### Types of Word Choice

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



### Meaning and Tone of the Text

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

- Carefully read the text.
- Consider the types of word choice the author uses to convey their ideas.
- 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?
- Summarize your thoughts about how specific word choice impacts the text overall.

©Jude Barber

## 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

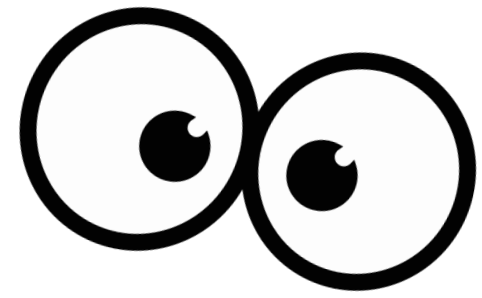
## Meaning of Words and Phrases

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.

- 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? 
  - The game is challenging.
  - The game is for beginners.
  - The game has many glitches.
  - The game is based on real life.
- How is an allusion to Queen Nefertiti used to develop Malia's character? 
  - It indicates that Malia feels hopeless.
  - It shows that Malia is confident and proud.
  - It reveals Malia's royal ancestry.
  - It suggests that Malia is a time traveler.
- 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? 

- to change your mind based on facts
- to lift both feet while jumping rope
- to perform an activity for the first time
- 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?

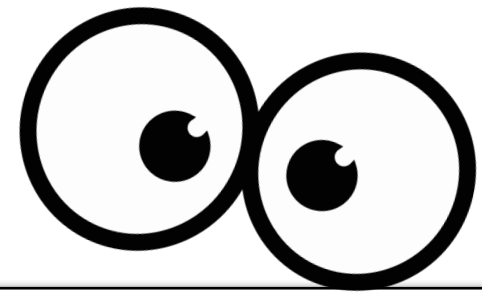
- diving headfirst
- going back to the drawing board
- getting your act together
- hitting the nail on the head

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? 

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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? 

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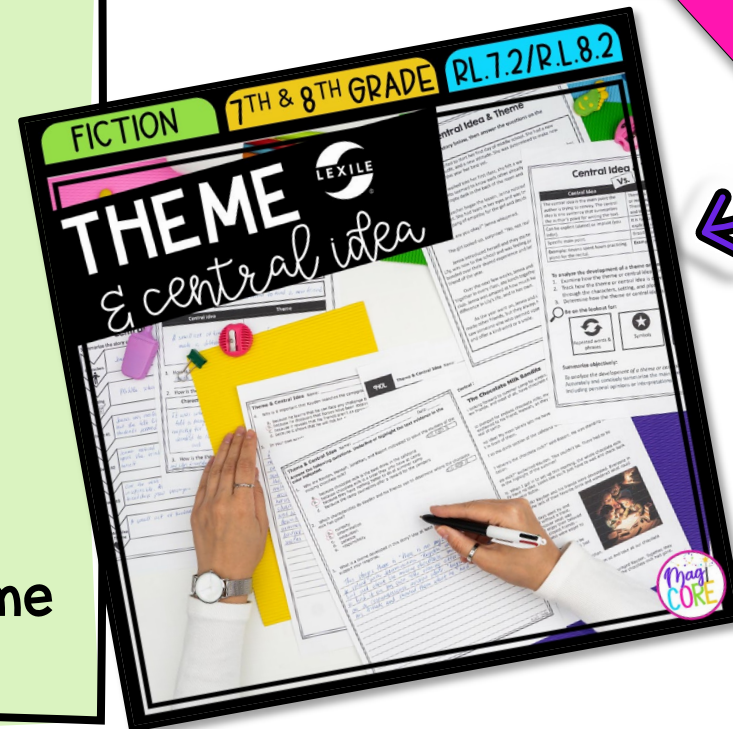
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