fiction COMPREHENSION bundle

8th Grade

FICTION 7TH & 8TH GRADE RL. 7.1/8.1

LEXILE INFERENCING & EXPLICIT ANALYSIS

FICTION 7TH & 8TH GRADE RL.

LEXILE MEANING OF WORDS & PHRASES

FICTION 8TH GRADE RL. 8.5

COMPARE & CONTRAST TEXT STRUCTURE LEXILE

FICTION 7TH & 8TH GRADE RL. 7.2/8.2

LEXILE THEME & CENTRAL IDEA

FICTION 8TH GRADE RL. 8.6

LEXILE ANALYZING POINT OF VIEW

FICTION 8TH GRADE RL. 8.3

ANALYZE THE IMPACT OF DIALOGUE & INCIDENTS LEXILE

FICTION 8TH GRADE RL. 8.9

1060L Analyze Connections Between Fiction & Traditional Literature

ANALYZE CONNECTIONS FICTION & TRADITIONAL LITERATURE LEXILE

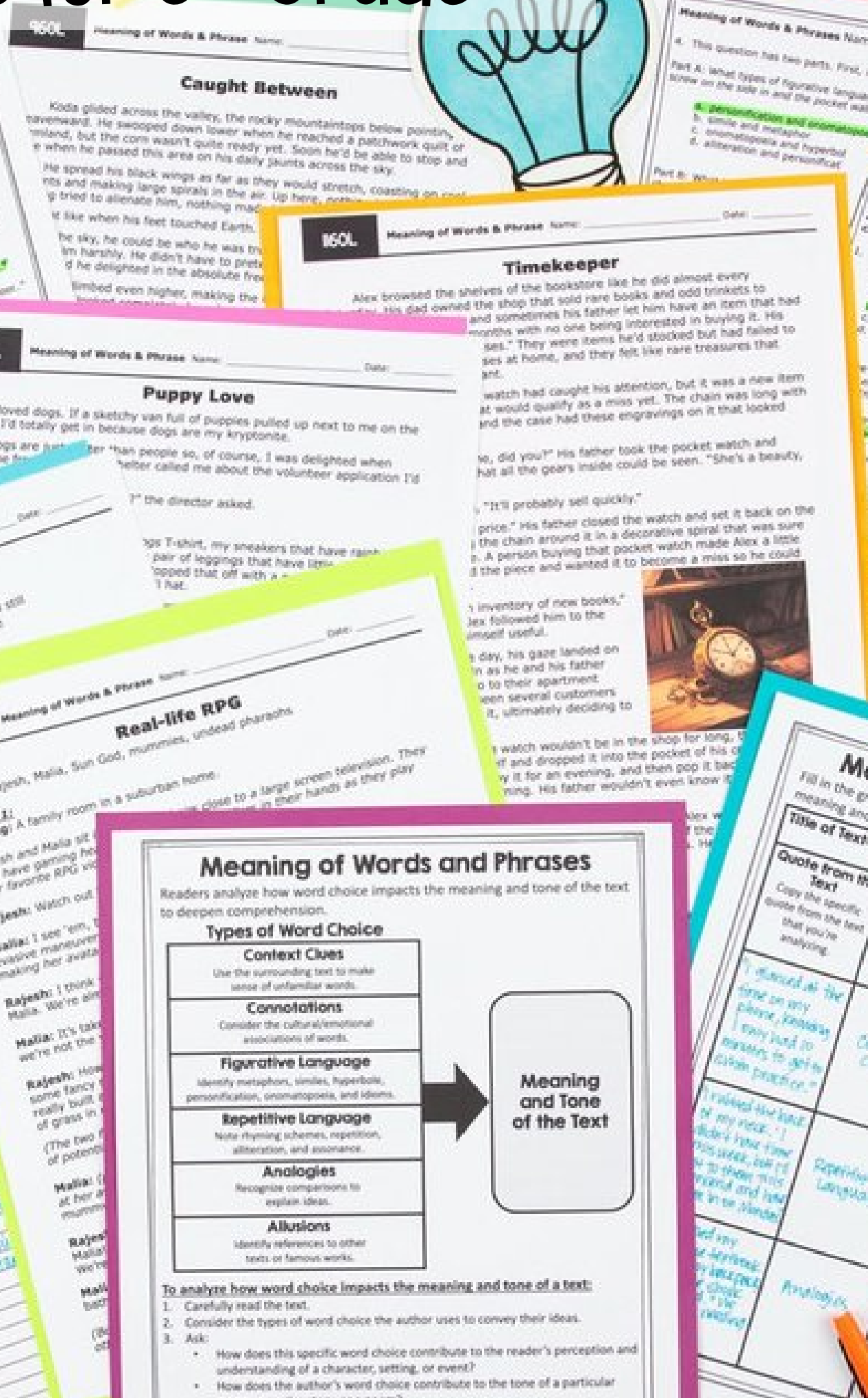
PRINTABLE VERSION

Mag CORE

7 Units Covering Fiction Standards for 8th Grade

LEXILE®









Anchor Charts and Graphic Organizers Included for all 7 Units

Compare & Contrast Text Structure

Let's Try! Read the passages "That Spot is Mine" and "Tryout Trauma" below, then answer the questions on the graphic organizer.

That Spot is Mine

Rhonda stepped onto the designated spot on the gym floor and nodded to the cheerleading captain that she was ready. Of course, she was ready, because she'd been practicing this routine for weeks now. She'd run through the steps over and over again until they'd become instinctual. She'd even dreamed of the routine over the last three nights leading up to cheerleading tryouts, so there was no way she was going to mess this up.

The music started, and Rhonda let the beat sync with her own heartbeat. Her body slid into autopilot, moving without her even thinking about it. She nailed every step right in time with the music, and her cheering voice was loud and clear, echoing throughout the gym with both power and pep.

Ever since she was a little girl and her dad took her to her first footba game, Rhonda had wanted to be a cheerleader, and she'd taken the steps learn the right skills. She'd taken dance classes as a toddler and still too them today. She'd been a gymnast from fourth grade to eighth grade, activity because it conflicted with her competitive dance professional cheerleaders at

TEXT #2

ALL TEXTS

Compare & Contrast Text Structure

Fill in the graphic organizer to compare and contrast the structure of two texts and analyze how structure contributes to meaning and style.

TEXT #1

- Third-person narrator
- Begins with a clear introduction of the main character, Rhonda, and her preparation for cheerleading tryouts
- ws a nological as Rhonda ms her e and waits results.

BOTH TEXTS

- Both texts use a first-person perspective to convey the thoughts and emotions of the main characters.
- Both texts have a clear introduction, conflict, and resolution, but "That Spot is Mine" has a more traditional and linear narrative structure, while "Tryout Trauma" incorporates more introspection and background information

TEXT #2

- First-person narrator
- Begins with the narrator's internal thoughts and anxieties about cheerleading tryouts
- Mixes present-day narration with memories of the narrator's mother and family background.

he structures affect the meaning of the te

, the chronological structure builds
e and anticipation, contributing
e of achievement and hope at the end.

ructures affect the style of the texts?

e non-linear structure and incorporation
onvey the narrator's internal struggle
of their family history. the abrupt
he emotional impact, highlighting the
ility and determination.

Compare & Contrast Text Structure

Readers compare and contrast the structure of two or more texts. They analyze how the structure of each text contributes to its meaning and style.

STRUCTURE

Structure refers to how a story is told. It includes:

- Genre (fantasy, realistic fiction, historical fiction, poetry, etc.)
- Story elements (characters, setting, plot, conflict, resolution, theme)
- Point of view (1st person, 2nd person, 3rd person)
- Order of events (chronological, linear, non-linear, flashback, foreshadowing, circular, in medias res [in the midst of the action], etc.)
- Use of chapters, scene breaks, paragraphs, stanzas, lines.

MEANING

Meaning refers to the message conveyed by the text. It includes:

- Surface meaning (basic and obvious meanings)
- Deeper meaning (richer, hidden meanings)

STYLE

Style refers to the way an author writes. It includes:

- Word choice
- Sentence structure
- Tone
- Voice
- Point of view
- Pacing
- Dialogue

To compare/contrast structure and analyze how it contributes to meaning and style:

1. Carefully read all the texts, noting details about their structures such as genre and point of view.
2. Consider the similarities and differences in the structures of each text.

er of the texts?
ilar/different?

Passages & Questions Mimic State Testing Requirements

Traditional Literature

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

The Parable of the Good Samaritan

A Bible Story From Luke 10: 25-37

25 Behold, a certain lawyer stood up
and test
shall I d
26 J
in the la
27 H
Lord you
your sou
all your
yourself.
28 H
correctly
29 B
neighbo
30 J
Jericho,
and dep

Traditional Literature

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

The Fox and the Crow

An Aesop's Fable

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.



950L

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

The Last Loaf

"You remembered to pick up the Italian bread for dinner, didn't you?" my aunt Louise asked. Luckily, I was on the phone with her, and she couldn't see me smack my forehead because, *of course,* I didn't remember the bread.

"Yup," I said instead, trying to keep my voice neutral. "All set, and I'll see you in a bit, Aunt Louise."

I ended the call and struggled into my jacket because if I had any hope of getting that Italian bread and still being on time for the big family Sunday dinner, I had to move like lightning. The only thing Aunt Louise hated more than not having Italian bread at dinner was people being late.

I raced to the bakery and hopped out of my car almost before I'd even put the vehicle in park. There was only one other car in the lot, and I thanked the heavens that I wouldn't have to wait in a long line.

930L

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

A Little Help

Marcus pedaled faster, hoping to dodge the raindrops, but the rain had picked up its pace, and the back of his sweatshirt was soaked. Had he known the sky was about to unleash this monsoon, he would have left his friend Josh's house sooner to avoid an unwanted drenching. While Josh didn't live too far away, it was a long enough distance to make bike riding in

all over his legs and
eek. If his mom and dad
'd never buy him
rimands now.



the epic gaming system
e right now where he
ortcut home.

of water over Marcus.
k to have him swerving
rant with a metallic
en bed. His head hit a
he painful spot, his

hirt to wipe at the blood
le as a gush of dizziness

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

Yorimasa

A Japanese Legend

A long time ago a certain Emperor became
riously ill. He was unable to sleep at night
ving to a most horrible and unaccountable
ise he heard proceeding from the roof of the
lace, called the Purple Hall of the North Star. A
umber of his courtiers decided to lie in wait for
is strange nocturnal visitor. As soon as the sun
t they noticed that a dark cloud crept from the
astern horizon, and alighted on the roof of the
ugust palace. Those who waited in the imperial
ed-chamber heard extraordinary scratching
ounds, as if what had at first appeared to be a
loud had suddenly changed into a beast with
igantic and powerful claws.



Night after night this terrible visitant came,
nd night after night the Emperor grew worse.
He at last became so ill that it was obvious to all those in a
im that unless something could be done to destroy this m
Emperor would certainly die.

At last it was decided that Yorimasa was the one knigh
valiant enough to relieve his Majesty of these terrible haunt
ccordingly made elaborate preparations for the fray. He to
and steel-headed arrows, donned his armor, over which he
dress, and a ceremonial cap instead of his usual helmet.

At sunset he lay in concealment outside the palace. W
waited thunder crashed overhead, lightning blazed in the s
shrieked like a pack of wild demons. But Yorimasa was a br
fury of the elements in no way daunted him. When midnigh
black cloud rush through the sky and rest upon the roof of
north-east corner it stopped. Once more the lightning flash
this time he saw the gleaming eyes of a large animal. Notin
position of this strange monster, he pulled at his bow till it
as the full moon. In another moment his steel-headed
There was an awful roar of anger, and then a heavy
monster rolled from the palace roof to the grou

1140L

Analyze Connections Between Fiction & Traditional Literature

Name: _____ Date: _____

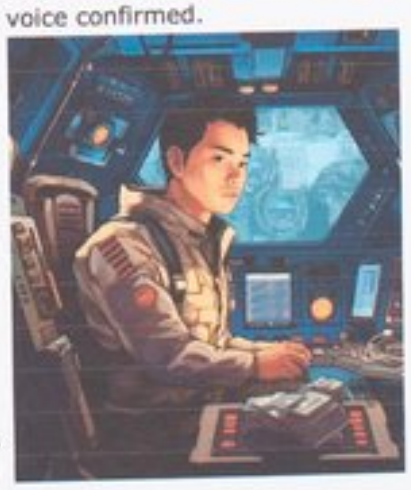
The Space Adventures of a Computer Nerd

Makato kept a sharp eye on all the monitors in the con
Galaxy V spaceship. Each one had a view of the areas inside a
ship, and it was his job to be the lookout for this shift. His eyes w
tired at the end of the day, but it was an honor to have been chosen
aboard this state-of-the-art space lab, and he'd do whatever tasks were
asked of him. Makato had worked hard in school to become an expert at all
the latest tech. He liked to think there wasn't a situation he couldn't use his
coding skills to tackle. He was proud to be an official computer nerd in
space.

"Space junk, Sector 5," he said into his headset. "Engaging flexi-net to capture it." Makato tapped on the keyboard in front of him, entering the code to unfurl a large net designed to catch debris floating in space and keep it from damaging the spaceship's exterior.

"Flexi-net engaged," a female computer voice confirmed.

Makato went back to scanning the monitors, one of which had information about all the experiments going on in the labs onboard the *Galaxy V*. Several of them had data about humans traveling in stasis as part of a pro o explore ways to be able to journ m Earth. Makato's job requi bravery to work in space e were willing to sub to groundbreaking, ding science in the name allowin ans to reach the edges of the uni . That kind of courage amazed Mak nd he paid special attention to th al signs even though the spaceship's tists no doubt had it covered.



With the space junk safely collected and no other threats detected,