Grade 8: Reading Benchmark
Understanding Rhetoric

Welcome to Reading with the B.E.S.T.
Amplify ELA Modules for Florida

The Florida Reading Benchmark Modules are projectable instructional resources that provide an introduction to each grade level B.E.S.T. Reading benchmark. They provide students with a foundational understanding of each benchmark and how it supports text analysis through targeted interactive instruction and practice.

Modules are based on a gradual release model and can be used in a variety of ways, including:

- Whole class lessons to introduce and apply benchmark skills and concepts
- Whole class or small group review of benchmark definitions in any lesson where a refresher is needed
- Small group instruction to reinforce and practice skills for struggling students

Within each module, students apply the targeted benchmark to an analysis of passages from texts from the Florida booklists housed in the Amplify Library. Students are given directions on how to access the texts and use the Amplify eReader to highlight and annotate the passages for whole class discussion. The sections in the modules are designed to build upon each other–starting with an introduction to benchmark definitions and culminating with independent practice. This design works best if the modules are approached as a whole, rather than using the sections out of order or skipping parts.

The modules are divided into five sections:

Benchmark Introduction: 5 min.

- Key benchmark definitions, terms, and examples

Benchmark Skill Routine: 10 min.

- Teacher-led introduction to a skill routine for applying the benchmark to text analysis

Benchmark in Action: 10–15 min.

- Teacher-led walkthrough, using a passage from a relevant Florida text to demonstrate how to use the skill routine to analyze a text

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Independent Practice: 10–15 min.

- Directions for student practice, applying the benchmark and skill routine to a second passage from a relevant text

Check for Understanding: 5 min.

- 2–4 key questions students use during whole class discussion to explain their findings and to wrap up the work on each benchmark

In addition, teacher resources in this PDF include:

- **Benchmark Lessons in Amplify ELA:** List of selected lessons where students will encounter and practice the benchmark
- **Benchmark Stack:** List of benchmarks that students are likely to work with while using the spotlight benchmark to analyze a text
- **Possible Responses:** Sample answers for the Check for Understanding section of the module

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Benchmark Lessons in Amplify ELA

List of selected Amplify ELA lessons where students will encounter and practice the benchmark

ELA.8.R.3.4

Understanding Rhetoric: Explain how an author uses rhetorical devices to support or advance an appeal.

Benchmark Lessons in Amplify ELA:

8B: Liberty & Equality, Sub-unit 2, Lessons 6, 7, and 12

8E: Holocaust: Memory & Meaning, Sub-unit 7, Lesson 1

Benchmark Stack

List of benchmarks that students are likely to work with while using the spotlight benchmark to analyze a text

ELA.8.R.3.4

Understanding Rhetoric: Explain how an author uses rhetorical devices to support or advance an appeal.

- **ELA.K12.EE.3.1**
  ELA Expectation: Make inferences to support comprehension.
- **ELA.8.R.2.3**
  Author's Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
- **ELA.8.R.3.1**
  Figurative Language: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
- **ELA.8.R.3.2**
  Paraphrase and Summarize: Paraphrase content from grade-level texts.

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Possible Responses

1. Read closely, highlight, and annotate details that are used persuasively.
    - "And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23" (par. 11)
    - "America has stood down enemies before, and we will do so this time." (par. 12)
    - "God bless America." (par. 13)

2. How are the speaker's choices meant to affect the audience?
    - Bush makes an allusion to the Bible to offer his audience comfort and to appeal to a higher moral authority.
    - Bush makes an allusion to past conflicts that the country has fought in successfully in order to inspire a sense of confidence and strength.
    - Bush makes an allusion to a national saying to inspire positive feelings toward the United States.

3. Explain how the rhetorical devices support or advance a rhetorical appeal.
    - Bush appeals to ethos and pathos by making an allusion to the Bible. He assumes that most of his audience shares Christian values and is comforted by the words of the Bible.
    - Bush appeals to logos and pathos by making allusions to past conflicts. His implied logical reasoning is that if we were successful in the past, we will be successful again. His promise that "we will do so this time" is delivered to boost morale.
    - Bush appeals to ethos and pathos by making an allusion to a national saying. The well-known words "God bless America" awaken feelings of loyalty and patriotism.

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