Grade 7: Reading Benchmark
Comparative Reading

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.7.R.3.3

Comparative Reading: Compare and contrast how authors with differing perspectives address the same or related topics or themes.

Benchmark Lessons in Amplify ELA:

7C: Brain Science, Sub-unit 2, Lesson 3

7C: Brain Science, Sub-unit 3, Lesson 1

7E: The Frida & Diego Collection, Sub-unit 2, Lesson 1

7F: The Gold Rush Collection, Sub-unit 2, Lesson 1

Benchmark Stack

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

ELA.7.R.3.3

Comparative Reading: Compare and contrast how authors with differing perspectives address the same or related topics or themes.

- **ELA.7.R.1.2**
  Theme: Compare two or more themes and their development throughout a literary text.
- **ELA.7.R.2.2**
  Central Idea: Compare two or more central ideas and their development throughout a text.
- **ELA.7.R.2.3**
  Author's Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through diction and syntax.
- **ELA.7.R.3.4**
  Understanding Rhetoric: Explain the meaning and/or significance of rhetorical devices in a text.

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Possible Responses

1. What are three or four specific details (word choice, descriptive details, and conclusions) in each passage that suggest each author's perspective?

    - Passage 3: "this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect" (par. 27); "Together we must learn how to compose difference, not with arms, but with intellect and decent purpose." (par. 29); "As one who has witnessed the horror and the lingering sadness of war-as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years" (par. 29)

    - Passage 4: "we can also be a formidable foe to those who reject the path of peace and those who seek to impose upon us or our allies the yoke of tyranny" (par. 7); "In this age when there can be no losers in peace and no victors in war, we must recognize the obligation to match national strength with national restraint." (par. 9); "the strong can be just in the use of strength; and the just can be strong in the defense of justice" (par. 9)

2. Based on the key information you found, what is each author's perspective toward the topic?

    - Eisenhower uses more personal and concerned language to reveal his perspective that countries should work to be equal and negotiate peace, believing that war was horrific and potentially meant the end of life as they knew it.

    - Johnson uses blunt, direct language to demonstrate his strength. While he reveals his perspective that peace is preferred and the United States would remain friendly with countries that believed the same, he also felt the need to prepare for military action, making clear that if pushed, he wouldn't hesitate to show the strength of the United States.

3. Compare and contrast each author's perspective toward the topic or theme.

    - Both authors emphasized the importance of peace; however, Johnson highlighted the strength and willingness of the United States to fight if necessary, while Eisenhower focused on the need for an equal and intellectual relationship with allies and made clear his belief that war was a devastating last resort.

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