

Grade 7: Reading Benchmark
Argument

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.2.4

Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

Benchmark Lessons in Amplify ELA:

7C: Brain Science, Sub-unit 1, Lessons 4 and 8

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

7C: Brain Science, Sub-unit 5, 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.2.4

Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

- **ELA.K12.EE.1.1**
  ELA Expectation: Cite evidence to explain and justify reasoning.
- **ELA.7.R.2.1**
  Structure: Explain how individual text sections and/or features convey a purpose in texts.
- **ELA.7.R.2.2**
  Central Idea: Compare two or more central ideas and their development throughout a text.
- **ELA.7.R.3.2**
  Paraphrase and Summarize: Paraphrase content from grade-level texts.

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Possible Responses

1. What is the speaker's claim and what reasons or evidence does the speaker use as support?
    - "Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office." (par. 7) (premise)
    - "Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities." (par. 8) (premise)
    - "Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes." (par. 8) (claim)

2. What type(s) of reasoning does the speaker use? How is the argument organized?
    - In this part of her speech, Anthony uses **deductive reasoning** again. She states her first **premise**, which is that women are citizens. A related premise is that states cannot reduce citizens' privileges. With this information, Anthony makes her **claim** that all instances in which rights are denied to women and African Americans are without the support of laws or constitutions.

3. How effective is the speaker's reasoning and what, if any, logical fallacies are included?
    - Anthony's reasoning is effective because she uses well-known and respected premises to reach her conclusion, giving her argument more authority. However, when she argues no one would deny that women are people and, therefore, citizens, she uses the **bandwagon fallacy**. She suggests that if everyone believes something, it must be true, which is not always the case. However, her argument is reasonable and logical. It would be better supported by continuing to reason logically from the definition of "person."

4. How do the different parts of the argument work together to support the claim(s)?
    - Anthony uses deductive reasoning in both passages. The second passage builds from Anthony's argument that the phrase "We, the people" is inclusive of women, and suggests that women are citizens who deserve representation and that laws made without full representation are worthless.

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