Grade 7: 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.7.R.3.4

Understanding Rhetoric: Explain the meaning and/or significance of rhetorical devices in a text.

Benchmark Lessons in Amplify ELA:

7B: Character & Conflict, Sub-unit 2, Lessons 8 and 13

7D: Poetry & Poe, Sub-unit 3, Lesson 5

7E: The Frida & Diego Collection, Sub-unit 6, 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.3.4

Understanding Rhetoric: Explain the meaning and/or significance of rhetorical devices in a text.

- **ELA.K12.EE.3.1**
  ELA Expectation: Make inferences to support comprehension.
- **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.3.1**
  Figurative Language: Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).
- **ELA.7.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 to persuade readers.
    - "You move merrily," "You are freedom's swift-winged angels," "O, why was I born a man, of whom to make a brute!" "Is there any God? Why am I a slave?" "Try it? Yes! God helping me, I will." (par. 8)

2. How are the author's choices meant to affect readers?
    - Douglass uses personification to show that he viewed the ships as fellow beings who were lucky to be free.
    - Douglass uses a metaphor to show that he viewed the ships as messengers promising him freedom.
    - Douglass uses rhetorical questions to help the reader feel his exasperation and understand why he decided to risk everything in pursuit of freedom.

3. Explain how the author uses rhetorical devices to convey meaning or significance.
    - Douglass uses rhetorical devices to convey the power and significance of the moment he decided to run away.
    - By speaking directly to the ships, he conveys the passion and desperation that led him to this decision.
    - By using personification and metaphors, he shows the reader how he was inspired by the ships. To him they were not just vessels on the water; they were symbols of freedom and the glory that would come with it.
    - By using rhetorical questions, he conveys the deep turmoil that he felt over the injustice of being enslaved. We understand that he is no longer willing to submit to the fate he was born into, and he doesn't believe God wanted him to have this fate. By asking rhetorical questions, he inspires the reader to answer his questions in their own mind, and affirm his plans to escape.

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