

Grade 7: Reading Benchmark
Purpose and Perspective

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.2.3

Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through diction and syntax.

Benchmark Lessons in Amplify ELA:

7A: *Red Scarf Girl* & Narrative, Sub-unit 3, Lessons 2 and 9

7B: Character & Conflict, Sub-unit 5, Lesson 1

7C: Brain Science, 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.2.3

Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through diction and syntax.

- **ELA.K12.EE.3.1**
  ELA Expectation: Make inferences to support comprehension.
- **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.V.1.3**
  Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

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Possible Responses

1. What are three or four key details that show the author's use of diction and syntax?

    - Diction: "clash"; "resounding arms"; "dear" and "sweet" are contrasted with "chains and slavery" (par. 5)
    - Syntax: "Why stand we here idle? What is it that gentlemen wish? What would they have?"; "give me liberty or give me death!" (par. 5)

2. How are the author's choices likely to impact readers?

    - Readers are likely to get a better understanding of how passionate Patrick Henry and many American colonists were about establishing a society free from British rule.

3. What is the author's purpose?

    - Henry's text was written to **persuade** his audience to take up arms against the British.

    How does the author's use of diction and syntax achieve that purpose?

    - Henry uses diction to emphasize the impending "clash" and the "resounding arms" and to convince people that the war had already begun. He contrasts words with positive associations, such as "dear" and "sweet," against words with strongly negative meanings, such as "chains and slavery," to emphasize that the choice should be obvious. Henry's syntax includes direct questions to listeners, prompting them to stop standing around and do something. In the final line, "give me liberty or give me death," Henry uses repetition to convince his audience that for him liberty was worth dying for, and to challenge them to join him.

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