Grade 8: Reading Benchmark
Poetry

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.1.4

Poetry: Analyze structure, sound, imagery, and figurative language in poetry.

Benchmark Lessons in Amplify ELA:

8C: Science & Science Fiction, Sub-unit 3, Lesson 5

8D: Shakespeare's Romeo & Juliet, Sub-unit 1, Lesson 5

Poetry in America: Grade 8, Sub-unit 1, Lesson 2

Poetry in America: Grade 8, Sub-unit 2, Lesson 2

Benchmark Stack

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

ELA.8.R.1.4

Poetry: Analyze structure, sound, imagery, and figurative language in poetry.

- **ELA.K12.EE.3.1**
  ELA Expectation: Make inferences to support comprehension.
- **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.
- **ELA.8.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 two or three details that help you identify the poem's topic or themes?

    - The subtitle of the poem defines the speakers and setting. "We" are seven pool players. They are at a pool hall called the Golden Shovel.
    - The first two lines of the poem give the reader clues that suggest the pool players are young people because they are "real cool" and "left school."
    - The closing line of the poem foretells the end of the pool player's story. The group will "die" soon. However, it leaves you guessing exactly how or why they will die.

2. How does the structure of the poem support the poem's topic or themes?

    - The words in the poem are arranged so that the word "We" hangs at the end of most lines—so that each line inverts the common syntax of the sentence. Breaking the line this way creates a pause that encourages the reader to read the poem with a syncopated rhythm—similar to some of the rhythms of jazz music.

3. What sound play do you hear in the poem? How do the sounds support the poem's topic or themes?

    - Alliteration ("Lurk late."; "Strike straight."; "Sing sin."; "Jazz June.") and the end rhyme sounds (cool/school, late/straight, sin/gin, June/soon) keep a beat that creates a percussive, jazzy atmosphere or setting in the poem.

4. Think about how the writer uses the language in the poem to create images or scenes. What does the writer want you to see?

    - The short, smooth phrases create snapshots of a group of "cool" young people who are enjoying a carefree lifestyle on their own terms.

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