

Grade 8: 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.8.R.2.4

Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Benchmark Lessons in Amplify ELA:

8B: Liberty & Equality, Sub-unit 2, Lesson 3

8B: Liberty & Equality, Sub-unit 3, Lesson 2

8B: Liberty & Equality, Sub-unit 7, Lesson 1

8E: Holocaust: Memory & Meaning, Sub-unit 3, Lesson 3

Benchmark Stack

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

ELA.8.R.2.4

Argument: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

- **ELA.K12.EE.1.1**
  ELA Expectation: Cite evidence to explain and justify reasoning.
- **ELA.8.R.2.1**
  Structure: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
- **ELA.8.R.2.2**
  Central Idea: Analyze two or more central ideas and their development throughout a text.
- **ELA.8.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?

    - "The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu." (par. 6) (observation)
    - "Last night, Japanese forces attacked..." (par. 8–12) (observations)
    - "Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation." (par. 13) (claim)

2. What type(s) of reasoning does the speaker use? How is the argument organized?

    - Roosevelt uses **inductive reasoning** in this part of the speech. He makes a series of **observations** about recent events to support his **claim** that the Japanese executed a surprise offensive that threatens the US.

3. How effective is the speaker's reasoning and how might any logical fallacies be addressed?

    - Roosevelt's decision to mention the lives lost and to list one attack after another is effective at communicating the extent of the Japanese offensive and instill fear in the audience. However, Roosevelt introduces the bandwagon fallacy when he says that everyone else understands that Japan is the aggressor here, so the audience should, too. This fallacy might be addressed by simply stating to Americans that the reach of the Japanese offensive threatens the US and that the only course of action is war.

4. How do the different parts of the argument work together to support the claim(s)?

    - Roosevelt uses inductive reasoning in both passages. The second passage builds on Roosevelt's argument that the Japanese have made a clear declaration of war and the US must treat it as such. Having each part build on the last creates cohesiveness and a sense of sound logic.

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