

Grade 8: Reading Benchmark
Central Idea

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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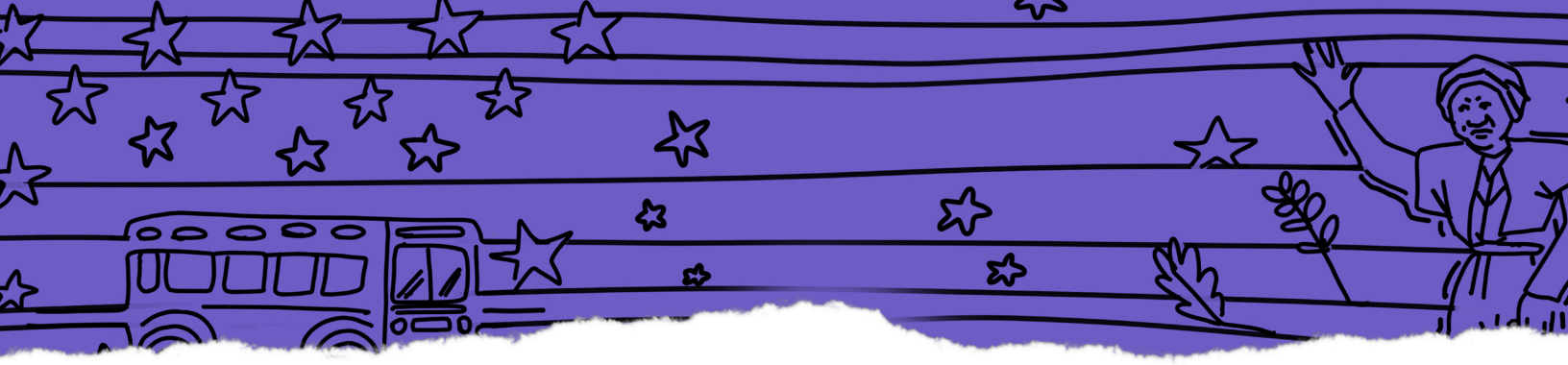

Independent Practice: 10–15 min.

- 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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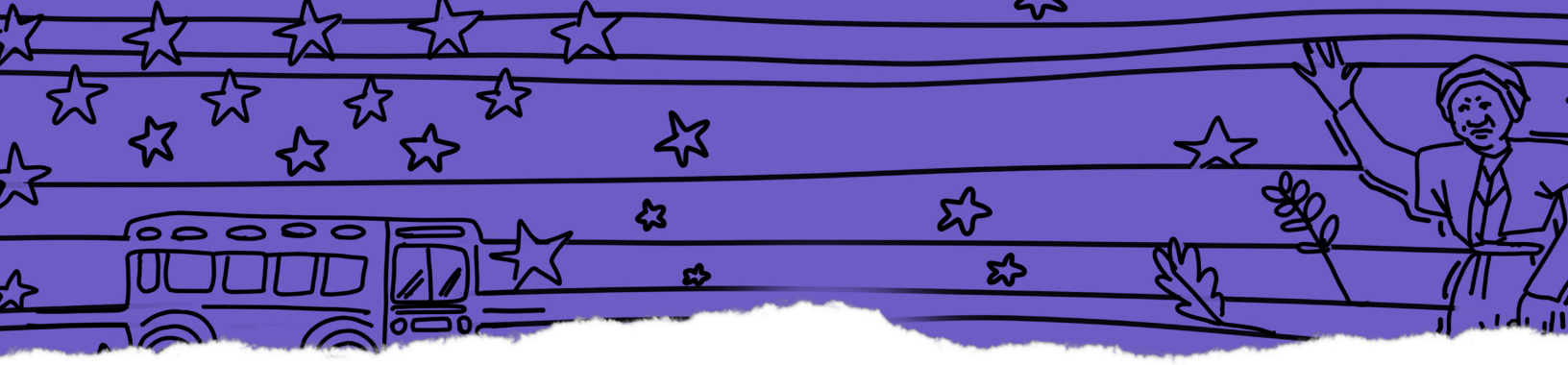

Benchmark Lessons in Amplify ELA

List of selected Amplify ELA lessons where students will encounter and practice the benchmark

ELA.8.R.2.2

Central Idea: Analyze two or more central ideas and their development throughout a text.

Benchmark Lessons in Amplify ELA:

8B: Liberty & Equality, Sub-unit 2, Lessons 8 and 9

8E: Holocaust: Memory & Meaning, 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.2.2

Central Idea: Analyze two or more central ideas and their development throughout a text.

- **ELA.K12.EE.3.1**
  ELA Expectation: Make inferences to support comprehension.
- **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.2.3**
  Author's Purpose and Perspective: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
- **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.

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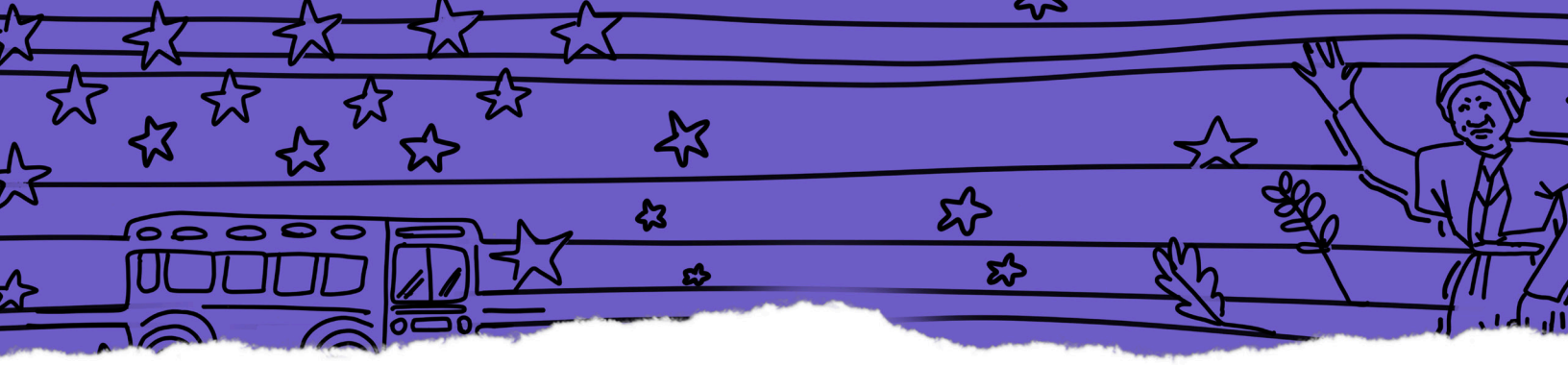

Possible Responses

1. What are three or four key details that provide clues to the central ideas in this text?

    - The founding of this and similar schools on the soil of Virginia, —a State formerly the breeder, buyer and seller of slaves; a State so averse in the past to the education of colored people, as to make it a crime to teach a negro to read,—is one of the best fruits of the agitation of a half a century, and a firm foundation of hope for the future. (par. 6)
    - "I saw even then, that the free negro of the North, with every thing great expected of him, but with no means at hand to meet such expectations, could not hope to rise while he was excluded from all profitable employments. He was free by law, but denied the chief advantages of freedom; he was indeed but nominally free; he was not compelled to call any man his master, and no one could call him slave, but he was still in fact a slave, a slave to society, and could only be a hewer of wood and a drawer of water." (par. 7)
    - "Exclusive service, or exclusive mastery, is not good for the moral or mental health of any class. Pride and insolence will certainly be developed in the one class, and weakness and servility in the other." (par. 10)
    - "The school which we are about to establish here, is, if I understand its object, intended to teach the colored youth, who shall avail themselves of its privileges, the use of both mind and body. It is to educate the hand as well as the brain; to teach men to work as well as to think, and to think as well as to work." (par. 14)

2. How do your observations add to or refine the central ideas previously discussed?

    - Douglass points out that people are not truly free when they lack access to profitable work or the ability to achieve whatever goal they have. He believes people are free when they can hope and strive for a better future: "It is not the labor that degrades, but the want of spirit to rise above it." (par. 9)
    - Support for establishing schools for African Americans, especially in Southern states that used to support slavery, was a meaningful signal of progress and hope for a better society.

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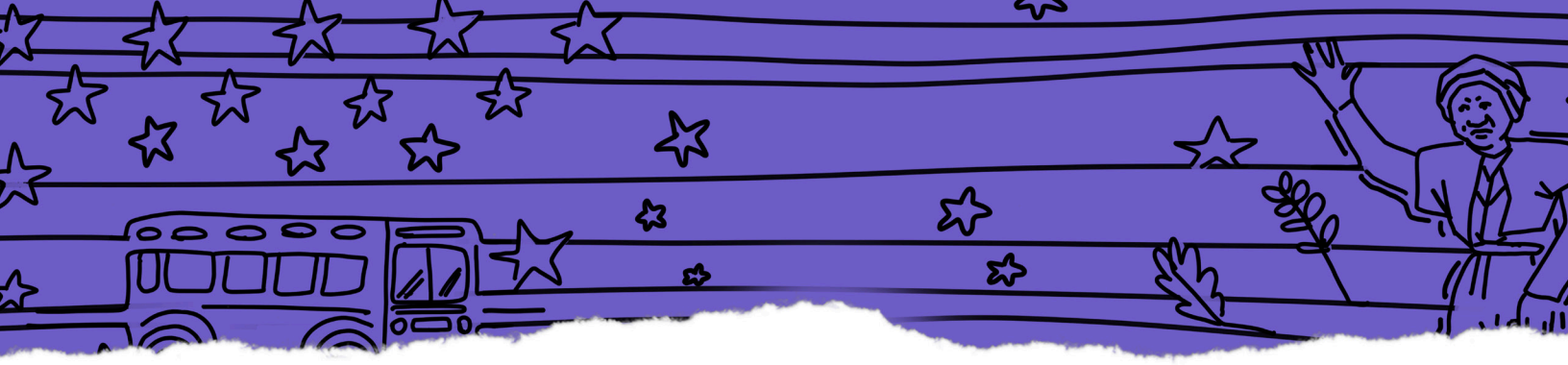

3. How do the central ideas develop and how does the text end?

    - Douglass continues to provide details that support the idea that denying people freedom, liberty, and education is wrong.
    - Douglass views schools and education as the best hope to transform society by giving people the skills to access profitable, enriching work.

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