



The Art of Rhetoric: Teaching Students to Read Like Writers and Write Like Readers



FLORIDA DEPARTMENT OF
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Objectives

- Review the progression of the B.E.S.T. English Language Arts (ELA) Rhetoric R.3.4 benchmark across grades 6-12.
- Collaborate to deepen understanding of rhetoric and its integration across the Reading and Communication strands.
- Explore practical applications and strategies to integrate into classroom instruction.

Defining Rhetoric

the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people

B.E.S.T. ELA Standards, page 218

Rhetoric Progression

R.3.4 Understanding Rhetoric

ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.
ELA.11.R.3.4	Evaluate an author's use of rhetoric in text.
ELA.10.R.3.4	Analyze an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.
ELA.8.R.3.4	Explain how an author uses rhetorical devices to support or advance an appeal.
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.
ELA.6.R.3.4	Identify rhetorical appeals in a text.

Rhetorical Appeals and Devices

Grade	Appeals
12	Logos, Ethos, Pathos, Kairos
11	Logos, Ethos, Pathos, Kairos
10	Logos, Ethos, Pathos
9	Logos, Ethos, Pathos
8	Logos, Ethos, Pathos
7	Logos, Ethos, Pathos
6	Logos, Ethos, Pathos

Grade	Devices
12	Metaphor, Simile, Alliteration, Onomatopoeia, Personification, Hyperbole, Meiosis (understatement), Allusion, Idiom, Irony, Rhetorical Questioning, Antithesis, Zeugma, Metonymy, Synecdoche, Asyndeton, Chiasmus
11	Metaphor, Simile, Alliteration, Onomatopoeia, Personification, Hyperbole, Meiosis (understatement), Allusion, Idiom, Irony, Rhetorical Questioning, Antithesis, Zeugma, Metonymy, Synecdoche, Asyndeton, Chiasmus
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8	Metaphor, Simile, Alliteration, Onomatopoeia, Personification, Hyperbole, Meiosis (understatement)* , Allusion, Idiom, Irony, Rhetorical Questioning, Antithesis, Zeugma
7	Metaphor, Simile, Alliteration, Onomatopoeia, Personification, Hyperbole, Allusion, Idiom, Irony, Rhetorical Questioning

Adapted from B.E.S.T. ELA Standards
Appendix B, pages 176-178



Stacking Benchmarks

Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” (1972)

Of all the classes of people who ever lived, the American woman is the most privileged. We have the most rights and rewards, and the fewest duties. Our unique status is the result of a fortunate combination of circumstances.

1. We have the immense good fortune to live in a civilization which respects the family as the basic unit of society. This respect is part and parcel of our laws and our customs. It is based on

SHIRLEY ANITA ST. HILL CHISHOLM, “FOR THE EQUAL RIGHTS AMENDMENT” (10 AUGUST 1970)

[1] Mr. Speaker, House Joint Resolution 264, before us today, which provides for equality under the law for both men and women, represents one of the most clear-cut opportunities we are likely to have to declare our faith in the principles that shaped our Constitution. It provides a legal basis for attack on the most subtle, most pervasive, and most institutionalized form of prejudice that exists. Discrimination against women, solely on the basis of their sex, is so widespread that it seems to many persons normal, natural and right. Legal expression of prejudice on the grounds of religious or political belief has become a minor problem in our society. Prejudice on the basis of race is, at least, under systematic attack. There is reason for optimism that it will start to die with the present older generation. It is time we act to assure full equality of opportunity to those citizens who, although in a majority, suffer the restrictions that are commonly imposed on minorities, to women.

[2] The argument that this amendment will not solve the problem of sex discrimination is not relevant. If the argument were used against a civil rights bill, as it has been used in the past, the prejudice that lies behind it would be embarrassing. Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined in our laws—to perpetuate injustice through inaction.

- The spotlight benchmark could be **ELA.10.R.2.4**.
- The accompanying benchmarks could include **ELA.10.R.3.4**, **ELA.10.R.2.2**, **ELA.10.R.2.3** and **ELA.10.R.3.2** as well as **EE.1.1**, **EE.2.1** and **EE.4.1**.
- To show their analyses, students could write an essay, **ELA.10.C.1.4**.

Assessing Understanding Rhetoric

FAST ELA Reading

- Assessed in grades 6-10
- Reporting Category:
Reading Across Genres
and Vocabulary
- Questions within that
Reporting Category
account for 35-50% of the
assessment

FAST Writing

- Assessed in grades 6-10
- Reporting Category:
Reading Across Genres
- “Use of rhetorical
techniques” included on
the Grades 4-6 and 7-10
Expository and
Argumentation Rubrics

Assessing Rhetoric: Writing

Grades 7-10 Expository Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors defined in a given score point.*

Score Point	Purpose/Structure	Development	Language
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> Central idea is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for the advancement of the central idea. Purposeful transitional strategies connect ideas within and among paragraphs and create cohesion. Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> Skilled development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or <u>rhetorical techniques as appropriate to support the central idea.</u> Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skilled use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall response.
3 Within the range of grade-level performance.	<ul style="list-style-type: none"> Central idea is focused on the task and generally maintained throughout. Organizational structure is logical and allows for advancement of the central idea. Purposeful transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> Logical development demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or <u>rhetorical techniques as appropriate to support the central idea.</u> Relevant, integrated evidence from multiple sources lends credibility to the exposition. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas. Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall response.

Grades 7-10 B.E.S.T. Writing Expository Rubric
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Grades 7-10 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors defined in a given score point.*

Score Point	Purpose/Structure	Development	Language
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> Position** is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for the advancement of the argument. Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion. Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> Skilled development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or <u>rhetorical techniques as appropriate to enhance the argument.</u> Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument. Grade-level expectations for counterclaim(s) are fully addressed. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skilled use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall argument.
3 Within the range of grade-level performance.	<ul style="list-style-type: none"> Position** is focused on the task and generally maintained throughout. Organizational structure is logical and allows for the advancement of the argument. Purposeful transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> Logical development demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or <u>rhetorical techniques as appropriate to support the argument.</u> Relevant, integrated evidence from multiple sources lends credibility to the argument. Grade-level expectations for counterclaim(s) are sufficiently addressed. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas. Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall argument.

Grades 7-10 B.E.S.T. Writing Argumentation Rubric
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Understanding Rhetoric

What does instruction and student application look like?

Reading Like Writers

Speaker

- Where does the author introduce themselves to the reader?
 - How does the author establish their credibility? (***ethos***)
-

Purpose

- What is the author trying to accomplish?
 - What does the author want to convince the readers to do?
-

Audience

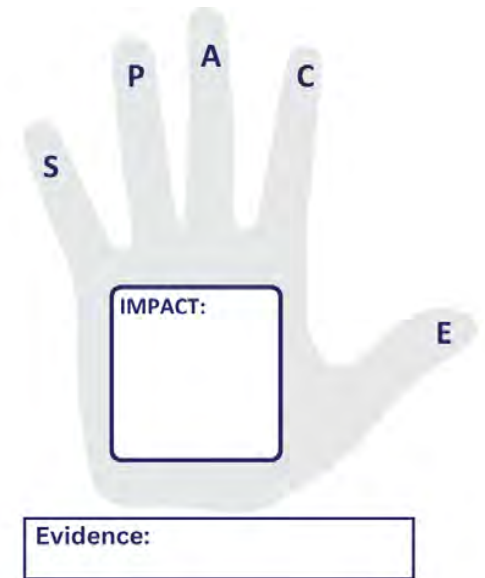
- Who is the intended audience and what do they care about?
(pathos)
-

Context

- What is the time and place of this piece?
 - What is happening in the world as it relates to the subject of the speech or the speaker/writer?
-

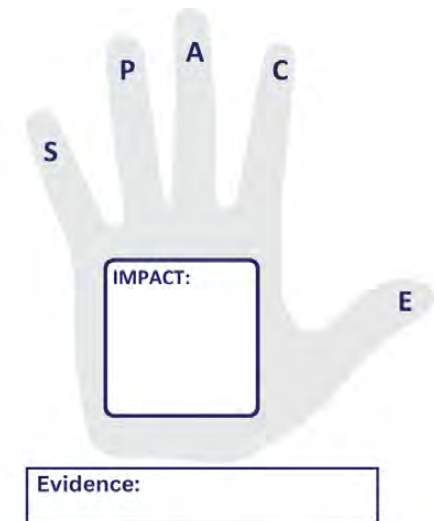
Exigence

- Why was it necessary for the author to address this topic now? (***kairos***)
-



Exploring Evidence: Moving from What to Why

- Which rhetorical choices (appeals and devices) does the speaker/writer use in the speech? **(R.3.4)**
- Why does the author include these rhetorical choices? **(R.2.2)**
- What is the speaker/author's perspective toward the subject? **(R.2.3)**
- Is the tone the same throughout the whole piece? If not, where does it shift? **(C.1.3, EE.6.1)**



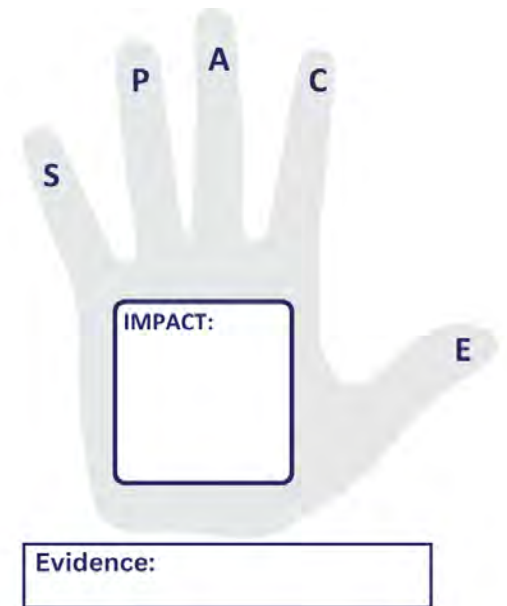
Understanding the Impact

Sample Question:

- After reading “Ain’t I a Woman?,” what is the impact of using a rhetorical device in the speech?

Sample Response:

- Sojourner Truth uses the repetition of the rhetorical question “Ain’t I a Woman?” to establish her self-worth and speak out for women’s rights.



Writing Like Readers

The reading and writing standards have been written in such a way that they progress together and students are able to use the texts they are reading as accompanying texts for their writing.

B.E.S.T. ELA Standards, page 7

Writing Like Readers

Prompt: Write an argumentative essay about whether leisure time is better scheduled or unscheduled.

Speaker

- Where can you insert opportunities to introduce yourself to the reader?
- How do you establish your credibility? (*ethos*)

Purpose

- What do you ultimately want to convince readers to do?

Audience

- Who is your audience and what do they care about? (*pathos*)

Context

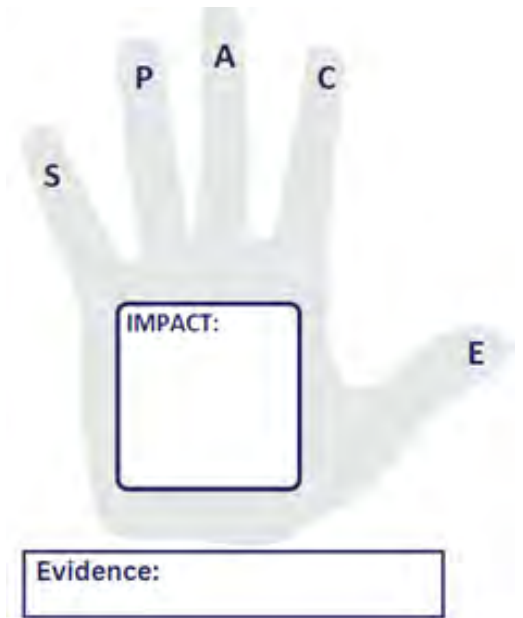
- How do you feel about the topic?
- How would you describe your feeling in words?
- What language would you use to appeal to the reader?
- How do others feel about the topic?

Exigence

- Explain why it is necessary to address this topic now? (*kairos*)

Evidence

- What kind of evidence will support your purpose or perspective? (*ethos, pathos, logos*)
-



Writing Like Readers

C.1.3 Argumentative Writing

Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Rhetorical Précis: a highly structured four-sentence paragraph that highlights the essential rhetorical elements in any text.

Rhetorical Précis

Sentence 1 (Who/What?)

George Washington, America's first president, in his "Farewell Address" (1796) asserts that while he will not seek a third term as president, his work has been with the best of intentions and has contributed to the stability of our new country.

Rhetorical Précis Sentence 2 (How?)

George Washington, America's first president, in his "Farewell Address" (1796) asserts that while he will not seek a third term as president, his work has been with the best of intentions and has contributed to the stability of our new country. Washington supports his assertion by describing how grateful he is to have been the first leader of this free country, challenging Americans to put national interests above individual wants and imploring our government not to be overly influenced by foreign governments.

Rhetorical Précis

Sentences 3 (Why?) and 4 (To Whom?)

George Washington, America's first president, in his "Farewell Address" (1796) asserts that while he will not seek a third term as president, his work has been with the best of intentions and has contributed to the stability of our new country. Washington supports his assertion by describing how grateful he is to have been the first leader of this free country, challenging Americans to put national interests above individual wants and imploring our government not to be overly influenced by foreign governments. His purpose was to inspire and guide future generations in order to protect our new Constitution and way of life. While Washington did not publicly deliver his "Farewell Address," he established a firm but grateful tone with his audience first through Philadelphia's *Daily American Advertiser* and then in papers around the country.

Your Turn

Sojourner Truth, a former slave and civil rights advocate, in her speech “Ain’t I a Woman?” (1851) asserts that women are entitled to voting rights, and in some ways more deserving of that right than men. Truth supports her claim by providing examples of her physical and intellectual abilities while dispelling many of her opponents’ claims that women are unqualified to vote. Her purpose is to make her readers aware that there is no good or moral reason that women should not be able to vote. She establishes an angry tone with her audience who are rallying support for her cause.

Let's Reflect!



I learned...

I'm still wondering...

One thing I will
implement...

Survey

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3. Click on '**Session feedback**' or '**Rate session**' and complete the five-question evaluation.