



Rhetoric in Writing

Just Read, Florida!



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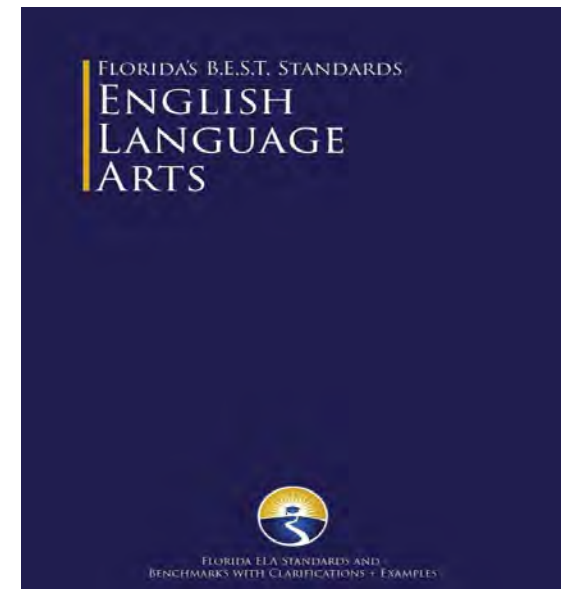
Session Objectives

Participants will:

- Review the B.E.S.T. ELA vertical progression of rhetoric benchmarks;
- Analyze student writing examples to discuss necessary instruction; and
- Determine a classroom activity that you will implement to help students integrate rhetoric in their writing.

What is Rhetoric?

Rhetoric: the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people (Glossary, page 218)



Rhetoric Vertical 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 page 178

| | |
|--------|---|
| Ethos | An appeal to credibility, ethics, or moral principles |
| Pathos | An appeal to emotion |
| Logos | An appeal to logic or reason |
| Kairos | An appeal to time or place |



6th



11th

Rhetorical Appeals and Rhetorical Devices-Progression by Grade Level

| Introduction Level | Symbol |
|--|--------|
| Appeal/Device is introduced. | I |
| Students begin to apply, explain, analyze, and evaluate appeal/device. | R |

| Rhetorical Devices (R.3.4) | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Rhetorical Appeals (R.3.4) | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|----|----|----|----------------------------|---|---|---|---|----|----|----|
| figurative language (as a rhetorical device) | - | I | R | R | R | R | R | ethos | I | R | R | R | R | R | R |
| irony | - | I | R | R | R | R | R | logos | I | R | R | R | R | R | R |
| rhetorical questions | - | I | R | R | R | R | R | pathos | I | R | R | R | R | R | R |
| antithesis | - | - | I | R | R | R | R | kairos | - | - | - | - | - | I | R |
| zeugma | - | - | I | R | R | R | R | | | | | | | | |
| metonymy | - | - | - | I | R | R | R | | | | | | | | |
| synecdoche | - | - | - | I | R | R | R | | | | | | | | |
| asyndeton | - | - | - | - | I | R | R | | | | | | | | |
| chiasmus | - | - | - | - | - | I | R | | | | | | | | |

| Expectation | Symbol |
|---|--------|
| Explicitly noted in benchmark or clarification. | N |
| Continued application. | C |

| Application of Rhetoric | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------------|---|---|---|---|----|----|----|
| R.2.3 | - | - | N | N | C | C | C |
| R.2.2 | - | - | - | N | N | N | N |
| C.1.3 | - | - | - | - | N | C | C |
| C.2.1 | - | - | - | - | - | N | N |
| R.2.4 | - | - | - | - | - | - | N |

Figurative Language Progression by Grade Level

| Introduction Level | Symbol |
|---|--------|
| Type of Figurative Language is introduced. | I |
| Students begin to explain, analyze, and evaluate Figurative Language. | R |

| Figurative Language | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------|---|---|---|---|---|---|---|---|----|----|----|
| simile | I | R | R | R | R | R | R | R | R | R | R |
| idiom | I | R | R | R | R | R | R | R | R | R | R |
| alliteration | I | R | R | R | R | R | R | R | R | R | R |
| metaphor | - | I | R | R | R | R | R | R | R | R | R |
| personification | - | I | R | R | R | R | R | R | R | R | R |
| hyperbole | - | I | R | R | R | R | R | R | R | R | R |
| imagery | - | - | - | I | R | R | R | R | R | R | R |
| onomatopoeia | - | - | - | - | I | R | R | R | R | R | R |
| allusion | - | - | - | - | - | I | R | R | R | R | R |
| meiosis (understatement) | - | - | - | - | - | - | - | I | R | R | R |

How do devices and appeals fit together?

Rhetorical appeals are built using rhetorical devices to establish an author's purpose.

- For example: Why does the author choose to use a metaphor? What does it accomplish?
- Author's purpose is fundamental in any conversation around rhetoric.
- As students identify rhetorical devices in a text, students should also explain why the author included these devices.



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Rhetoric in Mentor Texts



Mentor Texts (page 151)

The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing.

In many instances, the standards have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all of their academic endeavors.

Rhetoric in Mentor Text

Alliteration – repetition of initial consonant sounds in two or more words.

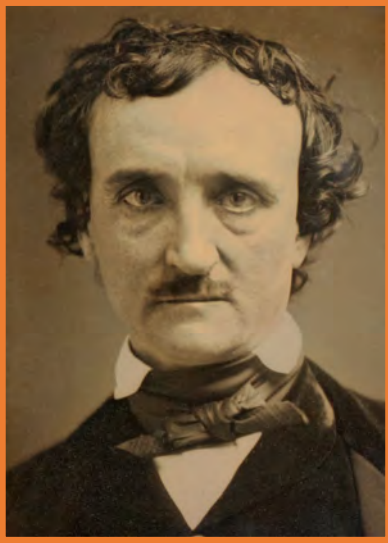


“While I nodded, nearly napping, suddenly
there came a tapping, As of some one gently
rapping, rapping at my chamber door.”

Excerpt from Stanza 1 of “The Raven”

Use the quote as a mentor to write a statement to describe how the summer is going so far.

8th Grade Example



Text: “The Raven” by Edgar Allan Poe

Benchmark: ELA.8.R.3.4 – Explain how an author uses rhetorical devices to support or advance an appeal.

Prompt: After reading “The Raven,” explain how the author uses rhetorical devices to create pathos in the text.

Possible Answer: Poe repeats “nevermore” in order to build a feeling of sorrow and despair. The speaker constantly grieves over the loss of his beloved Lenore.



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Rhetoric in Student Writing



Rhetoric in Student Writing

“...rhetoric will be introduced earlier, now during 6th grade, so that students will have an understanding of the appeals – logos, pathos, and ethos – when starting argumentative writing. It is vital that students have the tools of understanding how argumentation works as they are learning to write arguments.”

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


Student Rhetorical Analysis Considerations

| | |
|---|--|
| <p>Initial Student Response</p> | <p>“The author uses pathos to achieve his purpose.”</p> |
| <p>Instructional Guidance</p> | <p>Students need to know that using the Greek term does not get to the specificity that is needed to achieve the level of the standards after 6th grade. Teachers would want students to first deal with either pathos or purpose. The author appeals to the reader's sense of fairness OR the author uses pathos to make them feel sympathy for the hungry child.</p> |
| <p>Improved Student Response</p> | <p>“The author appeals to the reader’s sense of fairness in order to make them feel sympathy for the hungry child.”</p> |

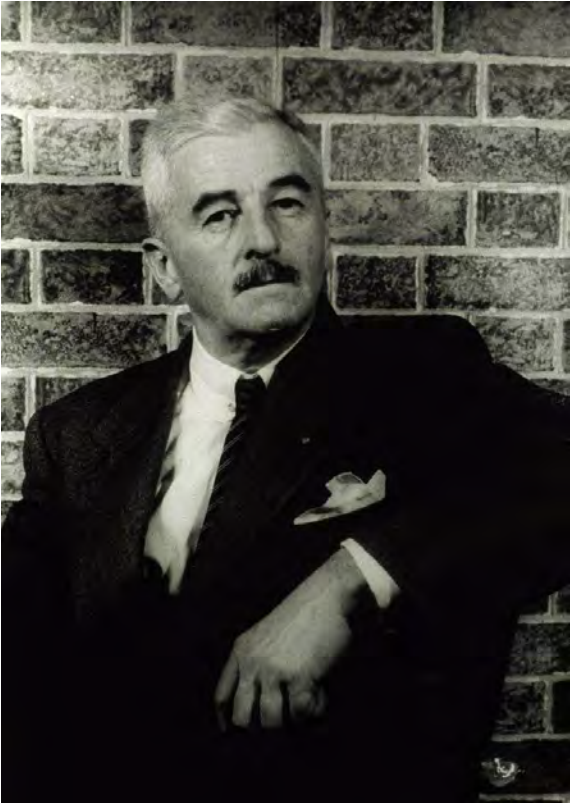
Student Use of Rhetoric Considerations

| | |
|----------------------------------|---|
| Initial Student Response | “Do you like social media? Well, I love it. Everyone should use social media.” |
| Instructional Guidance | The question is attempting to appeal to the reader’s emotions, but it falls short of evoking powerful emotions. Using a more pointed question with emotion-evoking language will help the student develop pathos. |
| Improved Student Response | “Can you imagine the loneliness and heartbreak of not seeing your family or friends each day? Social media provides the much-needed connection at our fingertips.” |

Student Use of Rhetoric - Let's Try It!

| | |
|---|---|
| <p>Initial Student Response</p> | <p>“Many people like social media.”</p> |
| <p>Instructional Guidance</p> | <p>How could this writer strengthen the ethos in the sentence?</p> |
| <p>Improved Student Response</p> | <p>Jot down an improved sentence.</p>  |

Rhetoric in Student Writing - Example



William Faulkner

“Nobel Prize Acceptance
Speech 1950” by William
Faulkner

Handout #5

Rhetoric in Student Writing - Example

Handout #6 - Read the student sample. Work with a partner to jot down the feedback needed to strengthen the student's use of rhetoric. Prepare to share with others.



ELA.9.R.3.4 – Explain an author's use of rhetoric in a text.



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Plan for Rhetoric Instruction



Plan for Rhetoric Instruction

What activity would help your students write more effectively using rhetoric?

Go to Handout #7.
Write down your
activity and how it
will impact student
writing.



Objectives Review

- ❑ Review the B.E.S.T. ELA vertical progression of rhetoric benchmarks
- ❑ Analyze student writing examples to discuss necessary instruction
- ❑ Determine a classroom activity that you will implement to help students integrate rhetoric in their writing

References

- B.E.S.T Standards for ELA Document
- “The Raven” by Edgar Allan Poe
- William Faulkner – Banquet speech. NobelPrize.org. Nobel Prize Outreach AB 2022. Fri. 18 Mar 2022.
<https://www.nobelprize.org/prizes/literature/1949/faulkner/speech/>



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Thank you for collaborating!





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