



# Standard #: LAFS.910.RI.2.6

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Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<b>Subject Area:</b> English Language Arts	<b>Grade:</b> 910
<b>Strand:</b> Reading Standards for Informational Text	
<b>Cluster:</b> Craft and Structure	<b>Date Adopted or Revised:</b> 12/10
<b>Content Complexity Rating:</b> <a href="#">Level 3: Strategic Thinking &amp; Complex Reasoning</a> - <a href="#">More Information</a>	<b>Date of Last Rating:</b> 02/14
<b>Status:</b> State Board Approved	

## Related Courses

Course Number	Course Title
<a href="#">0400370:</a>	Acting 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1008300:</a>	Reading 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1008310:</a>	Reading 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1008320:</a>	Advanced Reading (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1009320:</a>	Creative Writing 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1009330:</a>	Creative Writing 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">7910111:</a>	Access English 1/2 (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">1700360:</a>	Inquiry Skills-Pre IB (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001310:</a>	English 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001340:</a>	English 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">0500300:</a>	Executive Internship 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">0500310:</a>	Executive Internship 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1006375:</a>	Social Media 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1000400:</a>	Intensive Language Arts (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1000410:</a>	Intensive Reading (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">0500370:</a>	Voluntary Public Service (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001320:</a>	English Honors 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001350:</a>	English Honors 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1700310:</a>	Research 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1700370:</a>	Critical Thinking and Study Skills (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">7910120:</a>	Access English 1 (Specifically in versions: 2017 and beyond (current))
<a href="#">7910125:</a>	Access English 2 (Specifically in versions: 2017 and beyond (current))
<a href="#">1700380:</a>	Career Research and Decision Making (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001800:</a>	English 1-Preinternational Baccalaureate (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001810:</a>	English 2-Preinternational Baccalaureate (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002300:</a>	English 1 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002310:</a>	English 2 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002381:</a>	Developmental Language Arts Through ESOL (Reading) (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002380:</a>	Developmental Language Arts Through ESOL (MC) (Specifically in versions: 2014 - 2015, 2015 - 2018)
<a href="#">1001315:</a>	English 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1001345:</a>	English 2 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1007305:</a>	Speech 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002305:</a>	English 1 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1002315:</a>	English 2 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">0400300:</a>	Introduction to Drama (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1007300:</a>	Speech 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">0400320:</a>	Theatre 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1007330:</a>	Debate 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1007340:</a>	Debate 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))

## Related Access Points

Access Points Number	Access Points Title
<a href="#">LAFS.910.RI.2.AP.6c:</a>	Develop and explain ideas for why authors made specific word choices within text.
<a href="#">LAFS.910.RI.2.AP.6a:</a>	Determine the author's point of view or purpose in a text.
<a href="#">LAFS.910.RI.2.AP.6b:</a>	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.

**Related Resources**

Lesson Plan

Name	Description
<a href="#">A NanoDegree that Can Get You a Programmer Position with Google? Must Examine with CLOSE Reading!:</a>	In this lesson, students will practice using close reading strategies as they read a high interest New York Times article about new methods companies are using to train and recruit skilled workers for entry-level positions. A vocabulary organizer, text-dependent questions, summative writing exercise, and extension ideas are all included to help students analyze the revolutionary potential of the NanoDegree.
<a href="#">Analyzing Logos, Ethos, Pathos in "The Meaning of July Fourth for the Negro":</a>	This lesson supports the implementation of the Florida Standards in the 9-10 classroom. It includes a copy of the text, a student activity handout, and links for background information and definitions of key terms. The purpose of this lesson is for students to read, understand, and analyze a speech through close reading and scaffolded learning tasks. At the conclusion of the lesson, students will write an essay that prompts them to use textual evidence to support their analysis of the claim Douglass makes in his speech "The Meaning of July Fourth for the Negro."
<a href="#">Analyzing Political Cartoons:</a>	The decisions students make about social and political issues are often influenced by what they hear, see, and read in the news. For this reason, it is important for them to learn about the techniques used to convey political messages and attitudes. In this lesson, high school students learn to evaluate political cartoons for their meaning, message, and persuasiveness. Students will learn about the artistic techniques cartoonists frequently use, and, for the summative project, will create their own political cartoon, analyze it, and give a presentation on their illustration.
<a href="#">Analyzing the Rhetoric of JFK's Inaugural Address:</a>	Students will identify rhetorical terms and methods, examine the rhetorical devices of JFK's inaugural address, and analyze the effects of the rhetorical devices on the delivered speech.
<a href="#">Emily Dickinson: Poet Extraordinaire of Language, Time, and Space: Part 2:</a>	In this lesson, the second in a three-lesson unit, students will explore Emily Dickinson's style by reading and analyzing a variety of her letters based on the historical context and audience of each. Students will use the letters, along with an Atlantic Monthly article, as sources for the summative assessment, a letter to the editor written in response to one or several of Dickinson's letters or topics.
<a href="#">Ethos, Pathos, and Logos (Part 2): Statement Analysis:</a>	This is the second lesson of a three-lesson unit on rhetoric and persuasion techniques. It is technology intensive.
<a href="#">Ethos, Pathos, and Logos (Part 3): Writing Persuasively:</a>	In this lesson, students will identify and analyze rhetorical appeals in a speech and write a persuasive essay using multiple rhetorical appeals.
<a href="#">Exploring Immigration and America (Part 2) through Informational Text- Judge Learned Hand's Speech:</a>	This lesson is the second of a unit comprised of 3 lessons. In this second lesson, students will use Text Coding and small group discussion to analyze informational text, a speech given by Judge Learned Hand entitled "The Spirit of Liberty," in terms of content and persuasive techniques. This lesson will help students to read informational text closely, think critically and write in response to text.
<a href="#">I Declare War: Part I:</a>	In this lesson (part one of a three-part unit), students will use close reading strategies to analyze Abraham Lincoln's Gettysburg Address and complete a written analysis of his speech.
<a href="#">Rhetoric From a Birmingham Jail:</a>	In this lesson, students will learn how to define and identify examples of ethical appeals, pathetic appeals and logical appeals using an excerpt from Martin Luther King Jr.'s "Letter from a Birmingham Jail" during the lesson and then through Patrick Henry's "Give Me Liberty or Give Me death" speech for a summative assessment. Students will determine the author/writer's purpose in these works, how they use rhetoric to develop their purpose, how the author/speaker's claims are developed in specific sentences, paragraphs, and larger portions, while citing textual evidence.
<a href="#">Wear Sunscreen: A Satirical Take on the Time-Honored Graduation Speech:</a>	This close reading lesson focuses on Mary Schmich's comical commencement speech essay, "Advice, like youth, probably just wasted on the young." Students will take an in-depth analysis to discover her powerful satirical style, as well as the power of social nuances. Students will focus on academic vocabulary and answer high-level text-dependent questions as a guide for their comprehension of the essay, evaluating if her choice of words and wisdom remain valid, relative, and sufficient for the youth of today. Graphic organizers and worksheets, along with teacher keys, and a writing rubric have been provided.
<a href="#">What You Say: Language Context Matters:</a>	In this lesson students will analyze three texts (Amy Tan's "Mother Tongue," Richard Rodriguez's "Se Habla Espanol," and Zora Neale Hurston's "How it Feels to be Colored Me") looking at language, tone, and style. Students will be scaffolded through use of graphic organizers and a Socratic Seminar to culminate in an essay about tone.

Original Tutorial

Name	Description
<a href="#">Analyzing President Wilson's War Message to Congress :</a>	Learn how a speaker uses rhetoric to advance his purpose in this interactive tutorial. To achieve the final objective, you will learn how to determine a speaker's purpose, identify different uses of rhetoric, and explain the impact of rhetoric on the speaker's purpose. This tutorial will use excerpts from President Wilson's "War Message to Congress" from 1917.
<a href="#">The Power of Words:</a>	Learn how to understand the rhetorical techniques that speakers use to advance their point of view. First, we will explore and answer the questions: What is rhetoric? What is the rhetorical triangle? What are modes? Then, you will learn how to identify and analyze how speakers use rhetorical techniques. Finally, you will identify the point of view in a speech and then explain how it is advanced through the use of rhetoric. You will then practice these skills on several

## Teaching Idea

Name	Description
<a href="#">Convince Me!: An Introduction to Argumentative Writing:</a>	This lesson is intended to introduce students to the art of argumentative writing by familiarizing them with basic terms; allowing students to practice establishing the relationship between claims, reasons, and evidence; and analyzing an author's use of argument in a text.
<a href="#">Dark Materials: Reflecting on Dystopian Themes in Young Adult Literature:</a>	Are today's young adult novels darker in theme than in years past? What's behind the current wave of dystopia in young adult literature? In this teaching idea, students reflect on some of the reasons dystopian and post-apocalyptic stories appeal to young readers by engaging in one of six different activities.
<a href="#">To Kill A Mockingbird: A Historical Perspective:</a>	This is a 10 day overview from the Library of Congress on a Historical Perspective of the time period surrounding To Kill A Mockingbird. Includes a lot of primary resources and writing activities.

## Tutorial

Name	Description
<a href="#">Writer's Tricks: Intended Effects on Readers:</a>	In this tutorial, you will practice close reading by answering a series of questions about how repetition, facts/opinions, rhetorical questions, and emotive language are used by an author to impact readers. You will also have an opportunity to practice a very important skill: how to write using textual support to back up a claim.

## Student Resources

Name	Description
<a href="#">Analyzing President Wilson's War Message to Congress :</a>	Learn how a speaker uses rhetoric to advance his purpose in this interactive tutorial. To achieve the final objective, you will learn how to determine a speaker's purpose, identify different uses of rhetoric, and explain the impact of rhetoric on the speaker's purpose. This tutorial will use excerpts from President Wilson's "War Message to Congress" from 1917.
<a href="#">The Power of Words:</a>	Learn how to understand the rhetorical techniques that speakers use to advance their point of view. First, we will explore and answer the questions: What is rhetoric? What is the rhetorical triangle? What are modes? Then, you will learn how to identify and analyze how speakers use rhetorical techniques. Finally, you will identify the point of view in a speech and then explain how it is advanced through the use of rhetoric. You will then practice these skills on several speech excerpts.
<a href="#">Writer's Tricks: Intended Effects on Readers:</a>	In this tutorial, you will practice close reading by answering a series of questions about how repetition, facts/opinions, rhetorical questions, and emotive language are used by an author to impact readers. You will also have an opportunity to practice a very important skill: how to write using textual support to back up a claim.