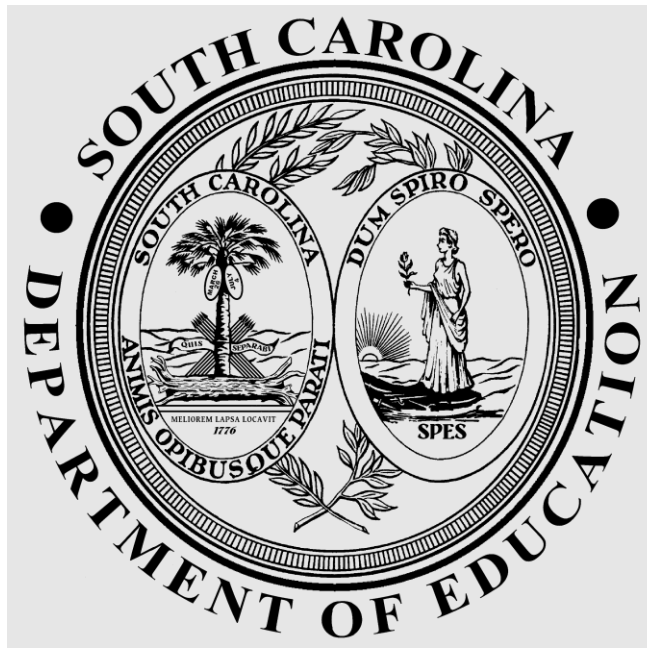


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

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**Rhetoric Support Document for the *2024 South  
Carolina College- and Career-Ready English  
Language Arts Standards***

May 2023

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## Contents

Contents .....	1
The Standards.....	2
Rhetorical Appeals.....	5
Tracing an Author’s Argument.....	6
Alternative Perspective and Counterclaim.....	7
References.....	8

This support document was created with the assistance of middle and high school ELA educators from across the state to help teachers, particularly those in grades 6-8, better understand the concept of rhetoric as it relates to the expectations of the grade-level indicators. Because rhetoric and argument are intertwined, this document provides support on the basic elements of argumentation as presented in both the Applications of Reading and Written and Oral Communications strands.

## Rhetoric Support

The 2024 South Carolina College- and Career-Ready ELA Standards move the introduction of rhetoric from English 1 to sixth grade. Identifying, recognizing, and ultimately analyzing a variety of texts and text types, including multimedia formats, for rhetoric is a real-world skill that impacts critical thinking and decision-making. Teaching rhetorical analysis effectively in high school requires that students slowly build background knowledge in preceding grade levels.

### The Standards

**Overarching Standard ELA.AOR.5:** Evaluate and critique how an author uses words, phrases, and text structures to craft text.

	Grade-level Indicator	Essential Vocabulary	Insights
<b>ELA.5.AOR.5.3</b>	Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	Argument Claims Reasons Evidence	Students in 5th grade should be able to locate an author's argument and understand how an author or speaker constructs an argument. To be successful, students should be able to identify <i>claims</i> , supporting <i>reasons</i> , and <i>evidence</i> within an <i>argument</i> .
<b>ELA.6.AOR.5.3</b>	Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Argument Reasoning Rhetorical appeal: ethos, pathos, logos	Students in 6th grade should continue the skills of tracing an argument from 5th grade; however, in 6th grade students are expected to identify the <i>*types of reasoning</i> an author or speaker uses, and identify when an author or speaker uses <i>ethos</i> , <i>pathos</i> , or <i>logos</i> to persuade or appeal to the audience.

	Grade-level Indicator	Essential Vocabulary	Insights
<b>ELA.7.AOR.5.3</b>	Trace the development of an author's argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Argument Reasoning Rhetorical appeal: ethos, pathos, logos	Students in 7th grade will use the knowledge built in grades 5-6 to now explain <i>how</i> an author or speaker uses specific <i>*types of reasoning</i> and <i>how</i> an author uses <i>ethos</i> , <i>pathos</i> , or <i>logos</i> to persuade or appeal to the audience.
<b>ELA.8.AOR.5.3</b>	Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.	Argument Reasoning Rhetorical appeals	Students in 8th grade have built knowledge around <i>argument</i> and <i>rhetorical appeals</i> . They now move into analyzing <i>how</i> or <i>why</i> an author or speaker uses one or more <i>*types of reasoning</i> and one or more <i>rhetorical appeals</i> . Since the appeals interact with one another, teachers should consider introducing students to the <i>Rhetorical Triangle</i> .
<b>ELA.E1.AOR.5.3</b>	Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.	Argument Reasoning Rhetoric	In English 1, students begin evaluating the effectiveness of an author or speaker's use of <i>*reasoning</i> and an author or speaker's use of <i>rhetoric</i> . In grades 6-8, students built their knowledge of the rhetorical appeals. In English 1, rhetoric now includes both <i>rhetorical appeals</i> and <i>rhetorical devices</i> .

*\*Types of reasoning* are not specifically named in the grade-level indicators; however, the Indicator Insights offer guidance by naming inductive reasoning, deductive reasoning, and causal reasoning as examples. Indicator Insights are not to limit instruction, only to offer suggestions for teachers as part of instruction.

[Access the Types of Reasoning Supplement for more information.](#)

**Overarching Standard ELA.C.1:** Write arguments to support claims with clear reasons and relevant evidence.

	<b>(Partial) Grade-level Indicator</b>	<b>Essential Vocabulary</b>	<b>Insights</b>
<b>ELA.6.C.1.1</b>	Write arguments to make a claim about a topic. When writing: ...c. Acknowledge an alternative perspective...	Argument Claim Alternative perspective	In writing, students in 6th grade are introduced to the term <i>alternative perspective</i> . This term shifts <i>counterclaim</i> in 7th grade. To be successful in writing arguments, students must be able to determine an <i>alternative perspective</i> when reading text.
<b>ELA.7.C.1.1</b>	Write arguments to support a claim with clear reasons and relevant evidence. When writing: ...c. Acknowledge a counterclaim...	Argument Claim Reasons Evidence Counterclaim	In 7th grade, the term <i>alternative perspective</i> becomes <i>counterclaim</i> . To be successful in writing arguments, students must be able to determine a <i>counterclaim</i> when reading text.
<b>ELA.8.C.1.1</b>	Write arguments to support claim(s) with clear reasons and relevant evidence. When writing: ...c. Acknowledge and refute a counterclaim...	Argument Claim Reasons Evidence Counterclaim	In 8th grade, students continue to acknowledge a <i>counterclaim</i> and begin refuting the <i>counterclaim</i> with <i>reasons</i> and <i>evidence</i> . To be successful in writing arguments, students must be able to determine a <i>counterclaim</i> when reading text .
<b>ELA.E1.C.1.1</b>	Write arguments to support claims in an analysis of a topic or texts. When writing: ...c. ...establishes clear relationships between claims, counterclaim(s), reasons, and evidence.	Argument Claim Counterclaim Reasons Evidence	English 1 continues the skills of 8th grade; however, the difficulty increases because students are now considering one or more <i>counterclaims</i> .

## Rhetorical Appeals

The elements of rhetoric interact with one another. The rhetorical appeals are often referred to as “the rhetorical triangle.” Students in grades 6-7 are learning about the three appeals and how they appear in text. In 8th grade, students begin looking at *how* the appeals interact with one another.

[Access the Rhetorical Triangle Supplement for more information.](#)

### Ethos

Term	Definition	Supporting Information
<b>Ethos</b>	A technique used to persuade the audience based on the speaker’s credibility, social standing, and/or knowledge.	Ethos appeals to: <ul style="list-style-type: none"><li>• Intelligence</li><li>• Morals</li><li>• Virtue</li><li>• Trustworthiness</li></ul>

[Access the Ethos, Pathos, and Logos Supplement for more information.](#)

### Pathos

Term	Definition	Supporting Information
<b>Pathos</b>	A technique used to make the audience feel a certain way by creating an emotion(s) in the audience.	Pathos is not limited to informational texts. It is also an important component in literature. Pathos appeals to emotions, feelings, biases, and motivations.

[Access the Ethos, Pathos, and Logos Supplement for more information.](#)

### Logos

Term	Definition	Supporting Information
<b>Logos</b>	A technique that uses facts, logic, and reasons to appeal to the audience’s rationality. It can also persuade an audience and provide support for the subject matter.	<ul style="list-style-type: none"><li>• Logos includes inductive and deductive reasoning.</li><li>• Logos is not limited to informational texts.</li><li>• Logos can strengthen the impact the pathos has on the audience.</li></ul>

[Access the Ethos, Pathos, and Logos Supplement for more information.](#)

### Tracing an Author's Argument

As part of AOR.5.3, students in 5<sup>th</sup> grade begin tracing an author's argument. To effectively trace an argument, students must understand claims, reasons, and evidence.

#### Claim

Claim
The term <i>claim</i> enters ELA.AOR.5.3 in 3rd grade. ELA.2.AOR.5.3 uses the term <i>opinion</i> . A claim is the foundation of an argument. A strong claim is focused, clear, and debatable. Not all claims are directly stated.
Example of a Claim
Cats make better pets than dogs.
Example of an Opinion
I like cats.

#### Reasons

Reasons
Reasons are statements that support the claim. Many times, authors signal the introduction of reasons with phrases such as, “ <i>one reason</i> ,” or “ <i>because</i> .”
Example of a Claim with a Reason
<i>Cats make better pets than dogs</i> because cats are better able to care for themselves.

#### Evidence

Evidence
<i>Evidence</i> is what a writer uses to prove each reason. Some examples of evidence include facts, examples, statistics, and quotes. <i>Refer to the ELA.C.1.1 grade-level indicators for specific types of evidence expected to be included in each grade level.</i>
Example of a Claim with a Reason and Supporting Evidence
<i>Cats make better pets than dogs because cats are better able to care for themselves.</i> For example, cats groom themselves and do not require frequent bathing or visits to the groomer.

As part of C.1.1, students must understand counterclaim and be able to apply it to their own argumentative writing. The term *counterclaim* is first introduced in ELA.7.C.1.1.

## Alternative Perspective and Counterclaim

Counterclaim (Alternative Perspective)
A <i>counterclaim</i> is an argument that is in opposition to an author's claim. Its purpose is to disagree and disprove what an author claims. ELA.6.C.1.1 uses the term <i>alternative perspective</i> as a lead-in to the term <i>counterclaim</i> . While similar, a counterclaim differs from an alternative perspective in that a counterclaim specifically opposes an initial claim and is further developed using reasons and evidence. Acknowledging a counterclaim leads to <i>refuting</i> a counterclaim in grade 8.
Example of Claim
Ice cream is the best dessert to eat in the summertime.
Example of an Alternative Perspective
Ice cream is good, but others may prefer snow cones
Example of a Counterclaim
Others may prefer snow cones because they are crunchier and have more fun flavors than ice cream.
Example of Refuting a Counterclaim
While some may prefer snow cones for a variety of reasons, a recent online vote has shown that ice cream is still the preferred summer dessert, taking nearly 60% of the votes (TastingTable.com).



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