

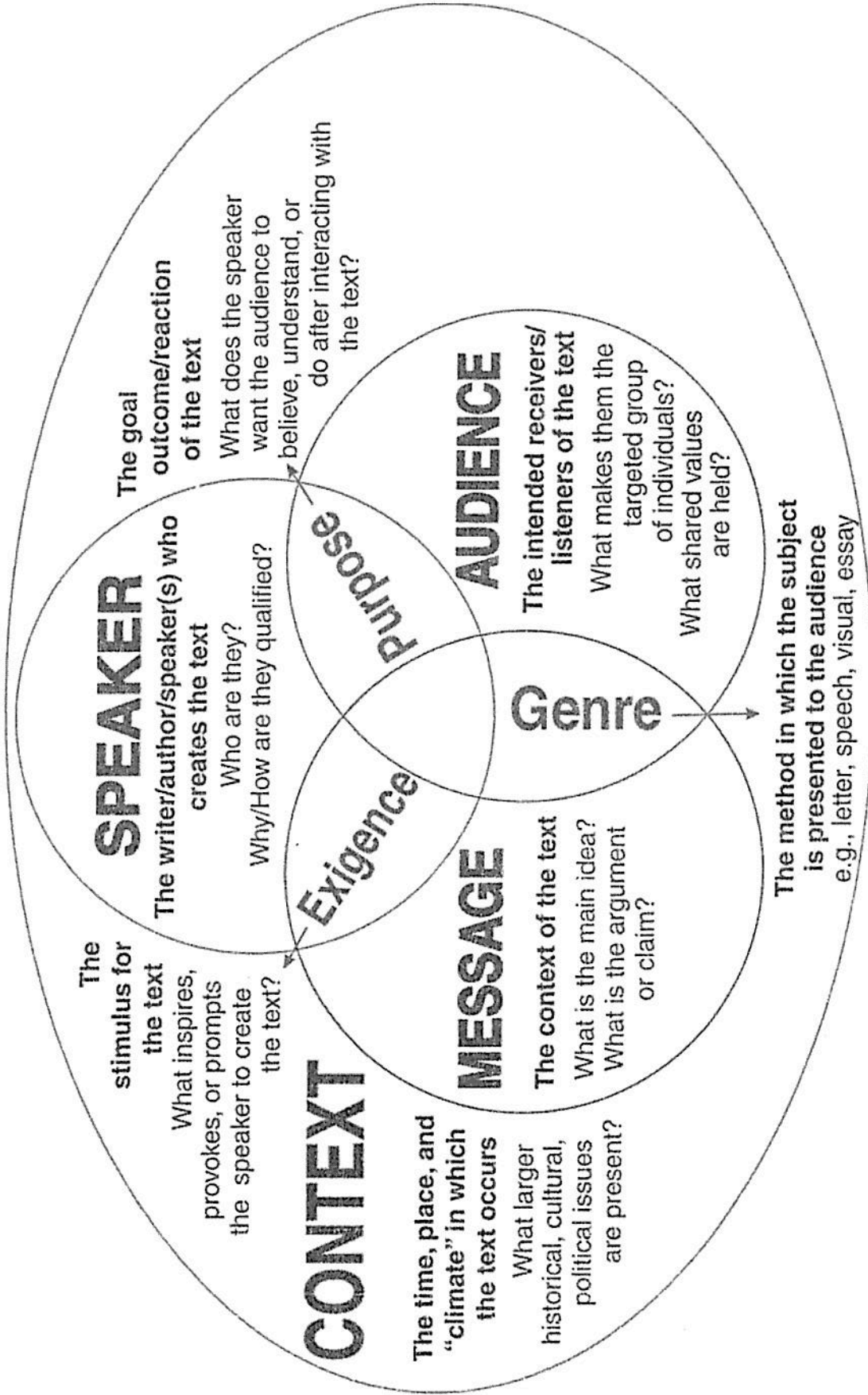
English 10- Pre-AP

Everything you could EVER need for **Rhetorical Analysis:**

Table of Contents

The Rhetorical Situation.....	p. 1
Soapstone: An acronym for Analysis.....	p. 2-3
Author's AUDIENCE/ <i>purpose words</i>	p. 4
TONE Words.....	p. 5-7
Rhetorical MODES and corresponding rhetorical VERBS.....	p. 8-11
Rhetorical APPEALS: What they are & how to write about them.....	p. 12-13
Rhetorical DEVICES: What they are & how to write about them	p. 14-15
Rhetorical PRECIS: Directions, Templates, Samples.....	p. 16-17
Rhetorical Analysis Essay OUTLINE.....	p. 18
Language FRAMES (sentence templates).....	p. 19
Rhetorical Analysis RUBRIC.....	p. 20

RHETORICAL SITUATION



2

SOAPSTONE

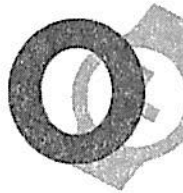
STRATEGY FOR WRITTEN ANALYSIS

The SOAPStone Strategy is a 6-part analytical process used to written prose. Applying this strategy is ideal for reading texts, writing about texts, or planning for your own, original writing. Follow the steps below to effectively analyze the rhetorical choices in a written document.



SPEAKER

STEP 1: DETERMINE THE SPEAKER. Identify who is telling the story or giving the information. Is it an omniscient narrator, a character in the story, or the actual author? Why do you think the author chose that person to be the speaker? What details about this person are important to know?



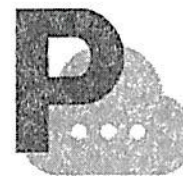
OCCASION

STEP 2: RECOGNIZE THE OCCASION. The occasion refers to the time and place of the story or written document. When and where do the events take place? From what geographical and chronological context is the speaker thinking and acting? How does the time and place affect and inform the text? What details are given about the occasion in the text itself?



AUDIENCE

STEP 3: DESCRIBE THE AUDIENCE. Consider the primary, secondary, and even tertiary audiences of this text. Who was the text written for? Why was it written for them? What characteristics do you know about the audience and how do you know that the text was written with them in mind?



PURPOSE

STEP 4: ESTABLISH THE PURPOSE. Why would the author write this particular text for the audience you noted above? Determine the meaning and message underlying the prose and ask yourself: what value does this give to my audience? What does the author think or hope the audience of the text will think about the text or do as a result of it? How does the author effectively (or ineffectively) make his or her purpose clear and realize the purpose's goals?



SUBJECT

STEP 5: INVESTIGATE THE SUBJECT. Knowing the audience and purpose of the document, in conjunction with the occasion and speaker allows you to better understand the subject or topic of the text. What is the author really getting at? What belies the story or prose, possibly providing a deeper meaning? What does the author reveal (or not reveal) when addressing the subject?



TONE

STEP 6: DISSECT THE TONE. Evaluate the word choice, organization, and rhetorical patterns in the prose. How do the textual elements make the audience feel? How does the author feel about the subject? Is the message heavy-handed, or is it subtle? What can you say about the syntactical construction and structure of the text in regards to tone?

Rhetorical Analysis

"Everything is an Argument" and "arguments exist within a context," otherwise known as the:

The Rhetorical Situation (a way to help you remember the elements of the RS is **SOAPStone**)

Element	Be as explicit as you can here; use information THROUGHOUT the text
S: Subject	
O: Occasion	
A: Audience	
P: Purpose	
S: Speaker	
T: Tone	

Audience

Here are some steps to figure out an author's intended audience.

First, think about the author's purpose. Is it to:

- Inform readers about an issue?
- Persuade readers to do something?
- Entertain readers?

Second, think about:

- Who would be interested in this topic?
- What is the author's tone (earnest, sarcastic)?
- What is the meaning behind the message?
- What is the author trying to convey to the reader?
- What is the author's view on the subject?
- Does the author have a bias? What is it?

Answering these questions will help to understand the author's purpose, which will lead to the intended audience.

Finally, keep in mind that the intended audience could be:

- A single individual (like in a personal communication)
- A group of people (children for a juvenile book or chefs for a cooking article)
- The general public (speech from the president)

Authors usually have an intended audience in mind when they write.

*** AUTHOR'S PURPOSE WORDS ***
MARKER VERBS FOR ESSAYS OF ANALYSIS
Abbreviated List

***COMMUNICATES**

Concludes
Connects
Declares
Implies
Informs
Introduces
Provides
Reports
Reveals
Signifies
States
Suggests

***CONVEYS**

Expresses
Relates
Reveals

***REVEALS**

Clarifies
Demonstrates
Displays
Illustrates

***ENHANCES**

Exaggerates
Reinforces

***EXAMINES**

Analyzes
Compares
Contrasts
Explores
Investigates
Questions

***DESCRIBES**

Depicts
Explains
Expresses

Illustrates
Portrays

***USES**

Employs
Utilizes

***REINFORCES**

Adds to
Backs up
Confirms
Defends
Emphasizes
Proves
Stresses
Supports

***RELATES**

Depicts
Describes
Expresses
Narrates
Presents
Reports
Reveals
Shows

***DEVELOPS**

Expands
Explains

***SYMBOLIZES**

Illustrates
Personifies
Represents
Shows
Signifies

***COMMENTS**

Asserts
Clarifies
Criticizes
Explains
Mentions
Notes
Points out
Remarks

***CLAIMS**

Argues
Asserts
Reasons
States

TONE WORDS:

<p>UPSET :</p> <p>disgruntled agitated irritated disappointed dismayed perturbed</p>	<p>Very ANGRY:</p> <p>indignant hostile strident caustic vexed belligerent choleric</p>	<p>HATEFUL:</p> <p>Venomous Derisive pernicious rancorous malicious malevolent</p>	<p>OPPOSITIONAL:</p> <p>Contradictory Disagreeable Defiant</p> <p>“Starting trouble” Inflammatory Incendiary</p>
<p>Showing Disapproval:</p> <p>Condemnatory contemptuous derisive censorious scornful libelous disdainful reproachful</p>	<p>HARSH:</p> <p>Mordant Trenchant Biting Caustic Pungent Abrasive Brusque acidic scathing</p>	<p>MOCKING:</p> <p>disrespectful facetious sarcastic sardonic satiric sly wry irreverent</p>	<p>BOLD (-) :</p> <p>Audacious Impudent Insolent Brazen Arrogant forthright</p>
<p>“NAUGHTY”:</p> <p>Impish Sophomoric Irreverent flippant</p>	<p>LYING:</p> <p>Duplicitous Mendacious Cunning crafty</p>	<p>DISTRESSED:</p> <p>Dismayed Disconcerted Appalled</p>	<p>REGRETFUL:</p> <p>penitent ignominious rueful repentant apologetic</p>
<p>HOPELESS:</p> <p>bleak cynical pessimistic dismal grim fatalistic despondent</p>	<p>SAD:</p> <p>melancholic somber morose dejected doleful forlorn piteous</p>	<p>MOURNFUL:</p> <p>elegiac lamenting bereft disconsolate</p>	<p>SERIOUS (In a cheerless way)</p> <p>Grave Somber Solemn Grim Dour</p>

TONE WORDS:

<p>LONGING:</p> <p>Wistful Nostalgic sentimental</p>	<p>Highly "EMOTIONAL"</p> <p>Maudlin Self-pitying Melodramatic Rhapsodic Overly sentimental Histrionic theatrical</p>	<p>FAKE:</p> <p>insincere Disingenuous Glib Pretentious Superficial Shallow</p>	<p>"SUPERIOR":</p> <p>Haughty/ lofty/ smug condescending sanctimonious arrogant/ elitist bombastic pompous patronizing hubristic</p>
<p>HAPPY/ LIGHT:</p> <p>joyful/ jubilant/ jocular whimsical blithe sanguine exhilarated euphoric mirthful buoyant ebullient</p>	<p>HOPEFUL:</p> <p>optimistic Enthusiastic Romantic Enthusiastic Idealistic</p> <p>QUIXOTIC</p>	<p>CARING:</p> <p>Empathetic Sympathetic Compassionate Benevolent amicable</p>	<p>PRAISING:</p> <p>laudatory reverent exalting idolatrous effusive fulsome</p>
<p>INTENSE (+):</p> <p>Ardent Impassioned Fervent zealous imploring hyperbolic</p>	<p>AMUSED:</p> <p>Bemused Humored tickled</p>	<p>"BRAINY":</p> <p>scholarly erudite cerebral bookish intellectual</p>	<p>INSTRUCTIONAL:</p> <p>didactic instructive pedantic preachy moralistic</p>
<p>VAGUE:</p> <p>Evasive Elusive Indirect Noncommittal</p>	<p>DULL:</p> <p>Banal Prosaic Hackneyed Trite Vapid Vacuous Insipid pedestrian</p>	<p>DISINTERESTED:</p> <p>Indifferent Unconcerned Apathetic unsentimental detached unemotional obdurate insouciant flippant</p>	<p>SERIOUS (In a formal way)</p> <p>Ceremonial Stately majestic</p>

Rhetorical Modes

These are the building blocks of writing and are necessary when analyzing the STRUCTURE/ ORGANIZATION of a piece of rhetoric.

1. Definition

Definition mode takes the concept of "definition" more broadly, moving beyond a dictionary definition to examine a word or concept as we actually use and understand it. (Connotation/ denotation) This mode is especially useful when having to clarify abstract concepts.

- Begin by describing the meaning of the term
- Clarify the term by stating what it does and does not mean
- Expand the definition by providing examples

Example of DEFINITION: *If we use the term "drinking water crisis" to apply to the situation in Flint, Michigan, what does that actually mean? At what point does the term "crisis" apply? A definition essay would examine the various factors that shape a public crisis, such as the level of lead contamination in water determined to be dangerous, the costs of drinking water to citizens, the difficulty in accessing water in other ways, and the damage lead exposure can have to children.*

VERBS to use when explaining this mode:		
clarifies	"spells out"	delineates

2. Description

The purpose of **description** is to re-create, invent, or visually present a person, place, event, or action so that the reader can picture that which is being described. It is heavily based on **sensory details**: what we experience through our five senses. Description is very useful in writing of all types.

- **Objective description:** unemotional; relies on factual data and visual description
- **Subjective:** conveys more feeling through sensory details and figurative language

Example of DESCRIPTION: *In our essay about lead in drinking water, sensory details such as the color of the lead-contaminated water coming out of the tap, or the taste of it when used for cooking, will be informative and help clarify the dangers to the community of Flint.*

VERBS to use when explaining this mode:

Illustrates depicts sketches portrays

3. Narration

The purpose of **narration** is to tell a story or relate an event. It is an especially useful tool for sequencing or putting details and information into some kind of logical order, usually chronological.

Example of NARRATION: *An academic essay about the impact of lead in the drinking water in Flint, Michigan, for instance, might include a narrative section that tells the story of one particular family that's been impacted. This will help illustrate the broader impacts on the community.*

VERBS to use when explaining this mode:

recounts relays chronicles imparts

4. Exemplification (Example)

An **exemplification essay** carries one or more examples into great detail, in order to show the details of a complex problem in a way that's easy for readers to understand. It is very useful for discussing abstract ideas or generalizations.

Example of EXEMPLIFICATION: *Writing in detail about the drinking water crisis in Flint might be used to exemplify the political situation where a state governor appoints an emergency manager over a city, taking authority away from a mayor or a town council. On the surface, it seems like these two ideas aren't connected, so the extended example of the drinking water situation will help readers to understand the potential consequences of removing local leadership.*

VERBS to use when explaining this mode:

exemplify demonstrate typify clarify

5. Division/Classification

A **classification essay** takes one large concept, and divides it into individual pieces. This type of writing helps the reader to understand a complex topic by focusing on its smaller parts. This is particularly useful when an author has a unique way of dividing up the concepts, to provide new insight into the ways it might be viewed.

Example of CLASSIFICATION: *Part of the reason that the Flint drinking water issue has gotten so much attention, is that it's such a thorny issue with so many potential long-term effects. A classification approach to this topic could divide the overall concept of "crisis" into individual threads: the political implications, the public health implications, the financial implications, and the educational implications.*

VERBS to use when explaining this mode:
arrange categorize rank group

6. Comparison/Contrast

Comparison focuses on **similarities** between things, and contrast focuses on their **differences**. There are 2 ways to approach/ organize this mode:

- **Block Format:** Thesis addresses the comparison and then the 2 subjects are treated separately
- **Alternating Format:** alternate comparison through shared characteristics

Example of COMPARISON/CONTRAST: *A path to deeper understanding of the Flint drinking water crisis would be to look at another community that has experienced something similar. Comparisons and contrasts might be made in how the situation arose in each location, how it was handled by public officials and private citizens, and how it was ultimately resolved.*

VERBS to use when explaining this mode:
juxtapose differentiate

7. Cause/Effect (aka Causal Analysis)

If narration offers a sequence of events, cause/effect essays offer an explanation *about why that sequence matters*.

- Inductive pattern: cause to effect
- Deductive pattern: effect to cause

Example of CAUSE/ EFFECT: *We recognize that lead contamination in drinking water is a problem, but many readers may not know exactly why that is. Drawing a cause/effect relationship between lead exposure in childhood, and later learning disabilities and physical problems once these children grow up, would be helpful for understanding the long-term impacts possible from the current situation in Flint.*

VERBS to use when explaining this mode:

reasons implies concludes derives deduces

3 Ways to Appeal to the Audience

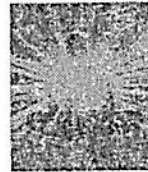
- ◆ Appeals to reason: MATHEMATICAL
- ◆ Clear, Rational ideas, Logical thinking
- ◆ Greek for "embodied thought"
 - ◆ Graphs
 - ◆ Charts
 - ◆ % or Numbers or Statistics
 - ◆ Research or Experiments
 - ◆ Examples or Facts
- ◆ May acknowledge a Counterargument (the other side).
 - ◆ Agree the argument is true (CONCEDE)
 - ◆ Deny it to be true (REFUTE)

Rhetorical Appeals
LOGOS



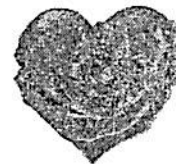
- ◆ Greek for "Character"
- ◆ Demonstrates that the speaker(s) are credible and trustworthy.
- ◆ In some instances the speaker's reputation immediately establishes ethos.
- ◆ Includes Morals, Values, & Ethics
- ◆ Speaker gives:
 - ◆ Expertise
 - ◆ Knowledge
 - ◆ Experience
 - ◆ Sincerity
 - ◆ Common purpose with the audience

Rhetorical Appeals
Ethos



- ◆ Appeal to emotions, desires, and hopes or fears and prejudices
- ◆ Understands the power of evoking an audience's emotions by using tools such as:
 - ◆ Figurative language
 - ◆ Personal anecdotes
 - ◆ Vivid Images/Imagery
 - ◆ Humor
 - ◆ Colors
 - ◆ Music
- ◆ Chooses diction with strong Connotation.
- ◆ MUST evoke emotion from the audience

Rhetorical Appeals
Pathos



Aristotelian Appeals: Logos, Ethos, and Pathos from RWS Reader

Whenever you read an argument you must ask yourself, "Is this persuasive? If so, why? And to whom?" There are many ways to appeal to an audience. Among them are appealing to *logos*, *ethos*, and *pathos*. These appeals are identifiable in almost all arguments.

To Appeal to LOGOS (logic, reasoning)	To Develop or Appeal to ETHOS (character, ethics)	To Appeal to PATHOS (emotion)
: the argument itself; the reasoning the author uses; logical evidence	: how an author builds credibility & trustworthiness	: words or passages an author uses to activate emotions
Types of LOGOS Appeals	Ways to Develop ETHOS	Types of PATHOS Appeals
<ul style="list-style-type: none"> Theories / scientific facts Indicated meanings or reasons (because...) Literal or historical analogies Definitions Factual data & statistics Quotations Citations from experts & authorities Informed opinions Examples (real life examples) Personal anecdotes 	<ul style="list-style-type: none"> Author's profession / background Author's publication Appearing sincere, fair minded, knowledgeable Conceding to opposition where appropriate Morally / ethically likeable Appropriate language for audience and subject Appropriate vocabulary Correct grammar Professional format 	<ul style="list-style-type: none"> Emotionally loaded language Vivid descriptions Emotional examples Anecdotes, testimonies, or narratives about emotional experiences or events Figurative language Emotional tone (humor, sarcasm, disappointment, excitement, etc.)
Effect on Audience	Effect on Audience	Effect on Audience
Evokes a cognitive, rational response. Readers get a sense of, "Oh, that makes sense" or "Hmm, that really doesn't prove anything."	Helps reader to see the author as reliable, trustworthy, competent, and credible. The reader might respect the author or his/her views.	Evokes an emotional response. Persuasion by emotion. (usually evoking fear, sympathy, empathy, anger,)
How to Talk About It	How to Talk About It	How to Talk About It
<p>The author appeals to logos by defining relevant terms and then supports his claim with numerous citations from authorities.</p> <p>The author's use of statistics and expert testimony are very convincing logos appeals.</p>	<p>Through his use of scientific terminology, the author builds his ethos by demonstrating expertise.</p> <p>The author's ethos is effectively developed as readers see that he is sympathetic to the struggles minorities</p>	<p>When referencing 9/11, the author is appealing to pathos. Here, he is eliciting both sadness and anger from his readers.</p> <p>The author's description of the child with cancer was a very persuasive appeal to pathos.</p>

RWS 100 Course Reader: Evolution, Competition & Ethics. Edited by Chris Werry, Melissa Watson and Rose Burt.

→ see page for more!

14

Some RHETORICAL/ LITERARY DEVICES

STYLE:

Style has distinct elements: *diction and syntax*. Through diction and syntax, the writer expresses TONE, CONNOTATION, and FIGURATIVE LANGUAGE:

DICTION: This is an analysis of how specific words/ paired words connote/ convey meaning.

Several examples of diction such as “....”, “....,” and “...” (May used paired words) *illustrate...*

The connotation of the word(s) “....” *convey (s)...*

Diction such as “...” when describing “...” *connote (s)...*

SYNTAX:

Syntax refers to the way in which words and sentences are placed together. Usually in the English language the syntax should follow a pattern of subject-verb-object agreement but sometimes authors play around with this to achieve a lyrical, rhythmic, rhetoric or questioning effect.

Function of Syntax: To convey meaning is one of the main functions of syntax. In literature, writers utilize syntax and diction to achieve certain artistic effects, like mood, and tone. Like diction, syntax aims to affect the readers as well as express the writer’s attitude.

TONE: Find 2 phrases that BEST reflect the TONE (attitude) in the passage.

Discuss how tone reveals the speaker’s attitude towards the subject matter; how TONE creates an effect on the listener.

Martin Luther King’s empowering tone highlights how important it is for the people of the U.S. to work beyond their differences and unify.

Elie Wiesel’s solemn tone emphasizes how tragic it was to lose so many innocent men, women and children in the most hideous of ways.

SEE PAGES for a comprehensive list of **TONE WORDS**.

FIGURATIVE LANGUAGE: Identify which type of figurative language (*simile, metaphor, hyperbole, imagery etc.*) and then HOW the analogy/ comparison develops the specific point.

Specifically, the **metaphor**, “.....,” *highlights...*

The **comparison** between _____ and “.....” *underscores* the concept that death is...

The **simile** “...” likening _____ to _____ *emphasizes ...*

Figurative language such as “ ” and “ ” *demonstrate...*

IMAGERY: Go back into the text and determine what 2-3 images BEST exemplify the central idea you determined and proved in the first paragraph.

Explain HOW the particular image(s) illuminates the main idea.

*The **image of blacks and whites holding hands and walking together down a long highway reinforces that US citizens must put aside their differences and act with compassion and love.***

*The **image of the mother holding the dead baby highlights how war does not only affect those who are in combat but innocent citizens.***

ALLUSION: Find 2 RELEVANT references the author makes (to the Bible, to ancient Greek writers, to times in history, famous people that serve a purpose in conveying main idea.

****Explain HOW the allusion creates an EFFECT.****

RFK's makes an allusion to the Greek philosopher, Socrates, in the following line, “ ” This allusion further develops the central idea because it reinforces that we must all work together to achieve success in a community.

MLK Jr. makes an allusion to Chief Lutuli of South Africa “whose struggles with and for his people are still met with the most brutal expression of man’s inhumanity to man.” Here, the allusion reinforces that the fight for justice and equality still rages on in the world.

16

Four-Sentence Rhetorical Précis Frame

1. _____, in his/her
(author's credentials—optional) *(author's first and last name)*

_____, argues (or
(genre) **(A)** *(title of text; date in parentheses)* **(B)**

some other appropriate verb) that _____
(major assertion of author's text)

2. She/he supports her/his claim by first _____, then _____

_____, then _____, and finally _____

3. _____'s purpose is to _____
(author's last name) *(purpose)* **(D)**

_____ in order to _____
(to accomplish what?)

4. She/he _____ a(n) _____ tone for
(verb: adopts, establishes, creates, etc.) *(tone)* **(E)**

_____ *(intended audience).* **(F)**

(C)
Rhetoric
Modes

Précis Option Banks: see corresponding letters

(A): GENRE
Article, book, review, essay, opinion essay, speech, Ted Talk, column, editorial

(B): These are the VERBS

Argues/ argument	Asserts/ assertion
Suggests/ suggestion	Claims/ questions
Explains, explanation	

(C): These are the MODES.. see that section of the packet for more info/ examples
Comparing , contrasting, telling, explaining/ defining/ describing/ listing
(see 8-11)

(D): This is the AUTHOR'S PURPOSE
challenge, point out, suggest, inform, solicit, advocate, persuade, convince, condemn , expose,
(see 4)

(E): the is the AUTHOR'S TONE...
IT MAY SHIFT THROUGHOUT THE POIECE; BE ATTUNE. See PAGES *(see 5-7)*

Rhetorical Analysis Essay Outline

I. Introduction: Rhetorical Précis:

- A. Name of author, (appositive phrase about the author to establish credibility & authority) genre, and title of work; a rhetorically accurate verb (such as "assert," "argue," "suggest," "imply," "claim," etc.); and a **THAT** clause containing the major assertion (thesis statement) of the work.
- B. An explanation of how the author develops and/or supports the thesis, usually in chronological order.
- C. A statement of the author's apparent purpose followed by an "in order" phrase.
- D. A description of the intended audience and the relationship the author establishes with the audience

II. Body Paragraph #1:

- A. Topic sentence/transition: "(author's last name) begins with/by...(make your claim about what strategy you see working address the purpose/prompt)"
- B. Specific example to support idea: provide **EXPLICIT** textual support woven into your comments to support your claim. Thoroughly discuss all strategies used in the beginning section, supporting with text. (Should be at least two or more complex, stylistic sentences.)
- C. Discussion of how examples supports idea: Connect the strategy back to your main claim/thesis/the purpose.

III. Body Paragraph #2:

- A. Topic sentence/transition: "After... the author moves to..." "Building off the strategy he/she used to begin, he/she ..." Connect an idea from the last sentence of the previous paragraph to the first sentence of this paragraph showing how the strategies build upon each other.
- B. Provide **EXPLICIT** textual support woven into your comments to support your claim. Thoroughly discuss all strategies used in the middle section, supporting with text. Should be at least two or more complex, stylistic sentences.
- C. Discussion of how example supports idea: Connect the strategy back to your main claim/thesis/ the purpose.

IV. Last Body Paragraph:

- A. Topic sentence/transition: "to close the essay/speech, (author)..." "Concluding the argument he/she ..." Connect an idea from the last sentence of the previous paragraph to the first sentence of this paragraph showing how the strategies build upon each other.
- B. Provide **EXPLICIT** textual support woven into your comments to support your claim. Thoroughly discuss all strategies used in the middle section, supporting with text. Should be at least two or more complex, stylistic sentences.
- C. Discussion of how example supports idea: Connect the strategy back to your main claim/thesis/ the purpose.

V. Conclusion

- A. Restatement of thesis that digs deeper into the overall intended meaning of the text than the one in the introductory paragraph (Try not to begin your conclusion paragraph with "In conclusion").
- B. Reflection on examples and main ideas in body paragraphs, significance of these strategies, AND how they are linked to your thesis.
- C. State if these were effective in conveying the claim/thesis/purpose.
- D. Closing thought - closing out the main purpose of the text being analyzed.

TEPAC Analytical Writing Language Supports

SAMPLE LANGUAGE FRAMES AND SIGNAL WORDS / PHRASES

<p><u>Language Frames for Citing Evidence</u> – “<i>What evidence do you have to support your topic sentence/claim?</i>”</p> <ul style="list-style-type: none"> • For example, on page ____ (or in lines ____), ____ says, “...” • As an illustration, in the text on page ____ (or in lines ____), it reads, “...” • For instance, in the text it states, “...” • To illustrate this idea/theme, the author describes... • The description on page ____ (or in lines ____) is a perfect illustration of ... • The author sites evidence that illustrates... 	<p><u>Language Frames for Paraphrasing Information</u> – “<i>How can you paraphrase the evidence?</i>”</p> <ul style="list-style-type: none"> • In other words, ____ is ... • In this quote, ____ compares/ describes/ refers to... • At this point in the story/poem, ____ is ... • That is to say, ____ feels/thinks/ believes ... • In the literal sense/ Literally speaking, ... • To sum up/ In summary, ____ ... • According to ____, ... • Basically, ____ is saying ... 	<p><u>Language Frames for Analyzing Information</u> – “<i>What is the significance of the evidence?</i>”</p> <ul style="list-style-type: none"> • From this, (I/we) can infer that ... • _____ • The author (This) suggests/ conveys/ intimates/ implies/ illustrates ... • ____ refers to / represents ... • Possibly/ Maybe the character/speaker is ... • ... may suggest (is suggesting) that ... • It seems to me that ... • On a figurative level/ Figuratively speaking, ... • Like/Similar to ____, ... • ____ is compared to ____ because ... • The author makes this comparison because/ so that ... • The evidence highlights that... • The author includes this fact to emphasize... 	<p><u>Language Frames for Connecting to Theme/Claim</u> – <i>How can you connect the evidence back to your topic sentence/claim?</i>”</p> <ul style="list-style-type: none"> • ____ clearly suggests ... • To sum up/ In summary, ... • As one can see, ... • ____ illustrates/ examines/ demonstrates... • ... connects with/to ... • ____ emphasizes...
<p><u>Signal Words/Phrases for Citing Evidence:</u></p> <ul style="list-style-type: none"> • For example • As an illustration • For instance • To illustrate this idea/theme 	<p><u>Signal Words/Phrases for Paraphrasing Information:</u></p> <ul style="list-style-type: none"> • In other words • That is to say • Literally speaking • To sum up/ In summary • According to • Basically 	<p><u>Signal Words/Phrases for Analyzing Information:</u></p> <ul style="list-style-type: none"> • Infer • Interpret • Suggest • Convey/ Imply • Illustrate • May suggest • Figuratively speaking <p style="font-size: small; margin-top: 10px;"><i>see other side</i></p>	<p><u>Signal Words/Phrases for Connecting to Theme/Thesis:</u></p> <ul style="list-style-type: none"> • Clearly suggests • To sum up • As one can see • Illustrate/examine/demonstrate • Connect (to/with) • Emphasize

Part 3 Rubric - Text Analysis

Criteria	Pro Responses at this Level:	Semi-Pro Responses at this Level:	Novice Responses at this Level:	Pre-Novice Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	<p>25 points</p> <ul style="list-style-type: none"> -introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea 	<p>21 points</p> <ul style="list-style-type: none"> -introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea 	<p>18 points</p> <ul style="list-style-type: none"> -introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea 	<p>13 points</p> <ul style="list-style-type: none"> -introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	<p>25 points</p> <ul style="list-style-type: none"> -present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis 	<p>21 points</p> <ul style="list-style-type: none"> -present ideas sufficiently, making adequate use of relevant evidence to support analysis 	<p>18 points</p> <ul style="list-style-type: none"> -present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant 	<p>13 points</p> <ul style="list-style-type: none"> -present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	<p>25 points</p> <ul style="list-style-type: none"> -exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure 	<p>21 points</p> <ul style="list-style-type: none"> -exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure 	<p>18 points</p> <ul style="list-style-type: none"> -exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise 	<p>13 points</p> <ul style="list-style-type: none"> -exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>25 points</p> <ul style="list-style-type: none"> -demonstrate control of the conventions with infrequent errors 	<p>21 points</p> <ul style="list-style-type: none"> -demonstrate partial control of conventions with occasional errors that do not hinder comprehension 	<p>18 points</p> <ul style="list-style-type: none"> -demonstrate emerging control of conventions with some errors that hinder comprehension 	<p>13 points</p> <ul style="list-style-type: none"> -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

TOTAL _____

Comments: