
The CED highlights the hallmarks of good instruction

Teaching for Understanding [Content]

- Instruction should help develop and reinforce long-term takeaways for students, not just mastery of a particular concept or vocabulary definitions.
- Teachers should consider what they want students to remember five years from now – what students should *understand* vs. *know*.

Teaching for Transfer [Skill]

- Teaching only the content of the course or only modeling skills will not sufficiently prepare students for the AP Exam or sequent courses.
- Students must be provided with explicit instruction and repeated opportunities to practice those skills in different contexts throughout the course.

SIX BIG IDEAS for AP LITERATURE

CHARACTER (CHR)

Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

SETTING (SET)

Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STRUCTURE (STR)

Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

NARRATION (NAR)

Enduring Understanding NAR-1: A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE (FIG)

Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION (LAN)


Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

FOCUS - FIGURATIVE LANGUAGE

BIG IDEAS						
CHR Character	SET Setting	STR Structure	NAR Narration	FIG Figurative Language	LAN Literary Argumentation	
ENDURING UNDERSTANDINGS						
Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	
Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7
<i>Explain the function of character.</i>	<i>Explain the function of setting.</i>	<i>Explain the function of plot and structure.</i>	<i>Explain the function of the narrator or speaker.</i>	<i>Explain the function of word choice, imagery, and symbols.</i>	<i>Explain the function of comparison.</i>	<i>Develop textually substantiated arguments about interpretations of part or all of a text.</i>


Course Skills

- Course skills describe what students should be able to do while studying literary works throughout the course.
- Course skills also form the basis of tasks students are asked to perform on the AP Exam.
- Students will benefit from multiple opportunities to develop course skills in a scaffolded manner.



AP English Literature and Composition Skills

BIG IDEAS						
CHR	SET	STR	NAR	FIG	LAN	
Character	Setting	Structure	Narration	Figurative Language	Literary Argumentation	
ENDURING UNDERSTANDINGS						
Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	
Skill Category 1 <i>Explain the function of character.</i>	Skill Category 2 <i>Explain the function of setting.</i>	Skill Category 3 <i>Explain the function of plot and structure.</i>	Skill Category 4 <i>Explain the function of the narrator or speaker.</i>	Skill Category 5 <i>Explain the function of word choice, imagery, and symbols.</i>	Skill Category 6 <i>Explain the function of comparison.</i>	
SKILLS						
<p>1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. Units 1, 2, 3, 4, 6</p> <p>1.B Explain the function of a character changing or remaining unchanged. Units 3, 7, 9</p> <p>1.C Explain the function of contrasting characters. Units 4, 6</p> <p>1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another. Units 4, 7</p> <p>1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. Units 6, 9</p>	<p>2.A Identify and describe specific textual details that convey or reveal a setting. Units 1, 4, 6, 7</p> <p>2.B Explain the function of setting in a narrative. Units 4, 7</p> <p>2.C Describe the relationship between a character and a setting. Units 4, 7</p>	<p>3.A Identify and describe how plot orders events in a narrative. Units 1, 4, 6, 7</p> <p>3.B Explain the function of a particular sequence of events in a plot. Units 1, 5, 7</p> <p>3.C Explain the function of structure in a text. Units 2, 5, 8</p> <p>3.D Explain the function of contrasts within a text. Units 2, 4, 6, 8</p> <p>3.E Explain the function of a significant event or related set of significant events in a plot. Units 3, 9</p> <p>3.F Explain the function of conflict in a text. Units 3, 9</p>	<p>4.A Identify and describe the narrator or speaker of a text. Units 1, 4</p> <p>4.B Identify and explain the function of point of view in a narrative. Units 1, 4</p> <p>4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. Units 4, 6, 9</p> <p>4.D Explain how a narrator's reliability affects a narrative. Units 6, 7</p>	<p>5.A Distinguish between the literal and figurative meanings of words and phrases. Unit 5</p> <p>5.B Explain the function of specific words and phrases in a text. Units 2, 5, 8</p> <p>5.C Identify and explain the function of a symbol. Units 6, 7, 9</p> <p>5.D Identify and explain the function of an image or imagery. Units 6, 7</p>	<p>6.A Identify and explain the function of a simile. Units 2, 7</p> <p>6.B Identify and explain the function of a metaphor. Units 2, 5, 8</p> <p>6.C Identify and explain the function of personification. Units 5, 7</p> <p>6.D Identify and explain the function of an allusion. Units 5, 8</p>	<p>7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. Units 1, 2, 9</p> <p>7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. Units 3, 4, 5, 6, 7, 8, 9</p> <p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. Units 3, 4, 5, 6, 7, 8, 9</p> <p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. Units 3, 4, 5, 6, 7, 8, 9</p> <p>7.E Demonstrate control over the elements of composition to communicate clearly. Units 3, 4, 5, 6, 8</p>



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UNIT 2 Poetry I

~10 Class Periods

- CHR** 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- STR** 3.C Explain the function of structure in a text.
- STR** 3.D Explain the function of contrasts within a text.
- FIG** 5.B Explain the function of specific words and phrases in a text.
- FIG** 6.A Identify and explain the function of a simile.
- FIG** 6.B Identify and explain the function of a metaphor.
- LAN** 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

UNIT 5 Poetry II

~17 Class Periods

- STR** 3.C Explain the function of structure in a text.
- FIG** 5.A Distinguish between the literal and figurative meanings of words and phrases.
- FIG** 5.B Explain the function of specific words and phrases in a text.
- FIG** 5.D Identify and explain the function of an image or imagery.
- FIG** 6.B Identify and explain the function of a metaphor.
- FIG** 6.C Identify and explain the function of personification.
- FIG** 6.D Identify and explain the function of an allusion.
- LAN** 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN** 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN** 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN** 7.E Demonstrate control over the elements of composition to communicate clearly.

UNIT 8 Poetry III

~17 Class Periods

- STR** 3.C Explain the function of structure in a text.
- STR** 3.D Explain the function of contrasts within a text.
- FIG** 5.B Explain the function of specific words and phrases in a text.
- FIG** 5.C Identify and explain the function of a symbol.
- FIG** 6.B Identify and explain the function of a metaphor.
- FIG** 6.D Identify and explain the function of an allusion.
- LAN** 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN** 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN** 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN** 7.E Demonstrate control over the elements of composition to communicate clearly.

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FIG 5.B Explain the function of specific words and phrases in a text.
5

FIG 6.A Identify and explain the function of a simile.
6

FIG 6.B Identify and explain the function of a metaphor.
6

FIG 5.A Distinguish between the literal and figurative meanings of words and phrases.
5

FIG 5.B Explain the function of specific words and phrases in a text.
5

FIG 5.D Identify and explain the function of an image or imagery.
5

FIG 6.B Identify and explain the function of a metaphor.
6

FIG 6.C Identify and explain the function of personification.
6

FIG 6.D Identify and explain the function of an allusion.
6

FIG 5.B Explain the function of specific words and phrases in a text.
5

FIG 5.C Identify and explain the function of a symbol.
5

FIG 6.B Identify and explain the function of a metaphor.
6

FIG 6.D Identify and explain the function of an allusion.
6

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Key Questions – CED p. 135

6.C: *Identify and explain the function of personification.*

- Which nonhuman entity is described with or ascribed human traits, and what are the specific human traits?
- How does making a comparison between a nonhuman entity and some human trait characterize the nonhuman entity and convey meaning?
- How does a narrator, speaker, or character convey an attitude toward a nonhuman entity by personifying it?