

AP Literature Exam Resources & Note-catcher

| Thesis Stems | | | | | |
|---|---|--|---|----------------------|---------------|
| a. Topic (work & context) + Position (your interpretation) + Rationale (evidence) b. Begin with <i>although</i> to identify complexity by structuring your thesis around contradiction. c. In (title of work), (author) uses (literary devices) to (accomplish, develop, illustrate, strengthen) (your interpretation). d. In (author)'s (title), (feature of text) appears (adjective); however, (same feature) is developed more (adverb) through (literary techniques or devices) revealing (interpretation.) | | | | | |
| Common Literary Devices and Techniques (HOW you can prove your claim) | | | | | |
| Characterization | Dialogue | Metaphor | Imagery | Selection of Details | Juxtaposition |
| Paradox | Tone | Syntax | Tone | Setting | Irony |
| Symbolism | Mood | Epiphany | Pacing | Personification | |
| Considerations for the Features of Fiction (adapted from Susan Barber) | | | | | |
| Setting Time in History/of year/of day Location Weather/Climate Atmosphere Dark or Light? Natural or Human made? | Point of View Background Experiences Biases Broad or Narrow (narrative distance)? Shifts in perspective? | Structure Chronological or Non-linear? Influence of conflict? Importance of beginning/end? Flashback or Flashforward? Foreshadowing? Pacing? | Figurative Language How does it impact: Mood, Character, Setting, Plot. What <i>feeling</i> does it bring to the piece that would otherwise be absent? | | |
| Qualities of Characters (adapted from Carlos Escobar) | | | | | |
| Mental Qualities educated/unschooled wise/ignorant gifted/simple brilliant/vacuous scholarly/shallow astute/dull intellectual/bigoted sensible/unreasonable perceptive/cunning | Moral Qualities kind/cruel idealistic/unprincipled innocent/corrupt righteous/vile loyal/untrustworthy pure/vulgar austere/sensual polite/insulting honest/unscrupulous | Physical Qualities strong/weak healthy/sickly handsome/hideous hardy/awkward dainty/grotesque ravishing/repulsive lively/decrepit robust/frail charming/course | Social Qualities hospitable/unwelcoming supportive/antagonistic cheerful/sullen urbane/boorish worldly/provincial tactful/crude encouraging/caustic elegant/unpolished convivial/critical | | |

READING/PLANNING NOTECATCHER

Part I: Dissect the prompt (adapted from Susan Barber and Carlos Escobar's 3X3 annotation)

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|---|--|
| Date of Publication Background: | |
| Context: What does the prompt tell you? | |
| Task #1: What must my thesis answer? | |
| Task #2: Is there a second task? | |

Part II: Reading Notes

| | | |
|---|---|--|
| Beginning of Passage | | |
| What do you notice? (Shift, Contrast, Repetition, Similarity?) | How does the author communicate that message? (Devices/Techniques) | Why is it important (connect to thesis with COMMENTARY) |
| | | |
| Middle of Passage | | |
| What do you notice? (Shift, Contrast, Repetition, Similarity?) | How does the author communicate that message? (Devices/Techniques) | Why is it important (connect to thesis with COMMENTARY) |
| | | |
| End of Passage | | |
| What do you notice? (Shift, Contrast, Repetition, Similarity?) | How does the author communicate that message? (Devices/Techniques) | Why is it important (connect to thesis with COMMENTARY) |
| | | |

Part III: Line of Reasoning Outline

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|--------|----------|------------|
| Thesis | | |
| Claim | Evidence | Commentary |
| | | |
| Claim | Evidence | Commentary |
| | | |

| Claim | Evidence | Commentary |
|-------|----------|------------|