

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

© 2019 College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of College Board. All other products and services may be trademarks of their respective owners.

Visit College Board on the web: collegeboard.org.

Contents

- v Acknowledgments
- 1 About AP
- 4 AP Resources and Supports
- 6 Instructional Model
- 7 About the AP English Literature and Composition Course
- 7 College Course Equivalent
- 7 Prerequisites

COURSE FRAMEWORK

- 11 Introduction
- 13 Course Framework Components
- 15 Big Ideas and Enduring Understandings
- 18 Course Skills
- 20 Course at a Glance
- 25 Unit Guides
- 27 Using the Unit Guides
- 31 UNIT 1: Short Fiction I
- 39 UNIT 2: Poetry I
- 47 UNIT 3: Longer Fiction or Drama I
- 55 UNIT 4: Short Fiction II
- 65 UNIT 5: Poetry II
- 75 UNIT 6: Longer Fiction or Drama II
- 85 UNIT 7: Short Fiction III
- 95 UNIT 8: Poetry III
- 103 UNIT 9: Longer Fiction or Drama III

INSTRUCTIONAL APPROACHES

- 115 Organizing the Course
- 117 Selecting and Using Course Materials
- 118 Developing Course Skills

EXAM INFORMATION

- 135 Exam Overview
- 140 Task Verbs Used in Free-Response Questions
- 141 Sample Exam Questions

APPENDIX

- 155 AP English Literature and Composition Conceptual Framework

Acknowledgments

College Board would like to acknowledge the following contributors for their assistance with and commitment to the development of this course. All individuals and their affiliations were current at the time of contribution.

Kristina Bobo, *Educational Testing Service, Princeton, NJ*
Susie Bonsey, *Buckingham Browne & Nichols School, Cambridge, MA*
Jennifer Brady, *Harvard University, Cambridge, MA*
Les Burns, *University of Kentucky, Lexington, KY*
Eileen Cahill, *Salem Academy, Winston-Salem, NC*
Warren Carson, *University of South Carolina Upstate, Spartanburg, SC*
Terry Caruso, *University High School, Tolleson, AZ*
Beverly Ann Chin, *University of Montana, Missoula, MT*
Kim Coles, *University of Maryland, College Park, MD*
Kate Cordes, *Billings Senior High School, Billings, MT*
Amy Craig, *Educational Testing Service, Princeton, NJ*
Natalie Cronev, *Bowling Green High School, Bowling Green, KY*
Elizabeth Davis, *College Station High School, College Station, TX*
Rudy dela Rosa, *Seven Lakes High School, Katy, TX*
Jim Egan, *Brown University, Providence, RI*
Carlos Escobar, *Felix Varela Senior High School, Miami, FL*
Thomas Foster, *University of Michigan-Flint, MI*
Marcella Frydman Manoharan, *Harvard University, Cambridge, MA*
Tony Harris, *Saint Ignatius College Prep, Chicago, IL*
Eric Idsvoog, *Milton Academy, Milton, MA*
Minaz Jooma, *Millburn High School, Millburn, NJ*
Kathy Keyes, *Cathedral High School, Indianapolis, IN*
Maia McAleavey, *Boston College, Boston, MA*
Rebecca McFarlan, *Indian Hill High School, Cincinnati, OH*
David Miller, *Mississippi College, Clinton, MS*
Kay Moon, *Boston Latin School, Boston, MA*
Jennifer Nash, *Highlands High School, Fort Thomas, KY*
Erik Powell, *Ferris High School, Spokane, WA*
Lisa Schade-Eckert, *Northern Michigan University, Marquette, MI*
Tammy Schoen, *Coral Glades High School, Coral Springs, FL*
Tarshia Stanley, *Spelman College, Atlanta, GA, and St. Catherine University, St. Paul, MN*
Erica Still, *Wake Forest University, Winston-Salem, NC*
Erin Suzuki, *Emory University, Atlanta, GA, and University of California, San Diego, CA*
Brian Sztabnik, *Miller Place High School, Miller Place, NY*
Charles Markham Townsend, *Science Park High School, Newark, NJ*
Mary Jo Zell, *Keller High School, Keller, TX*

College Board Staff

Brandon Abdon, *Director, AP English Content Development*
Dana Kopelman, *Executive Director, AP Content Integration and Change Management*
Jason Manoharan, *Vice President, AP Program Management and Strategy*
Daniel McDonough, *Senior Director, AP Content Integration*
Allison Milverton, *Director, AP Curricular Publications*
Darrin Pollock, *Director, AP Instructional Design and PD Resource Development*
Erin Spaulding, *Senior Director, AP Instructional Design and PD Resource Development*
Allison Thurber, *Executive Director, AP Curriculum and Assessment*

SPECIAL THANKS *John R. Williamson*

About AP

College Board’s Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers’ time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able

to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course “Advanced Placement” or “AP.” Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers’ course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked “AP” on students’ transcripts. This process ensures that AP teachers’ courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit collegeboard.org/apcourseaudit for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on apcentral.collegeboard.org.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response

questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditpolicies.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit collegeboard.org/apreading for eligibility requirements and to start the application process.

AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and provides tips on taking the AP Exam.



PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*



PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

*To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for preadministration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Read the overview at the start of each **unit guide** to identify conceptual understandings and skills for each unit.
- Use the **Unit Overview** table to identify the enduring understandings, skills, and essential knowledge that build toward a common understanding.
- Use the **Instructional Planning Page** to shape and organize instruction by considering text selections, course skill and essential knowledge sequencing, lesson pacing, and instructional activity selections.
- Identify useful activities in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources can be used to build students' conceptual understanding and their mastery of skills.

- Use the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Reference the **Sample Instructional Activities** for ideas about how to develop and implement instructional activities that focus on students' developing particular course skills in the unit.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

About the AP English Literature and Composition Course

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

College Course Equivalent

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Prerequisites

There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

AP ENGLISH LITERATURE AND COMPOSITION

Course Framework

Introduction

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

To support these objectives, this *AP English Literature and Composition Course and Exam Description* delineates the knowledge and skills colleges and universities typically expect students to demonstrate in order to receive credit for an introductory college literature course and placement into a higher-level literature course.

This publication is not a curriculum. Teachers create their own curricula by selecting and sequencing the texts and tasks that will enable students to develop the knowledge and skills outlined in this document. In some cases, teachers also need to meet certain state or local requirements within the AP curriculum they develop for their school. The objective of this publication is to provide teachers with clarity regarding the content and skills students should learn in order to qualify for college credit and placement. The AP Program recognizes that the real craft is in the skill with which teachers develop and deliver instruction.

Students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work. As a model for teachers, the course content and skills are presented in nine units. Across these nine units, the content and skills increase in challenge and complexity, with students receiving

repeated opportunities to develop and apply analysis and composition skills to specific genres of literature (short fiction, poetry, novels, and plays). The objective of this unit structure is to respect new AP teachers' time by suggesting one possible sequence they can adapt rather than build from scratch.

An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are pleased with their current course organization and results should feel no pressure to adopt these units, which comprise an optional, not mandatory, sequence for this course.

Teachers who prefer to organize their course by themes, integrating works of poetry and short and long prose in several thematic investigations of their choice (e.g., humanity and nature; industry and technology; family and community), can easily combine two or more of the units in this volume. They can avail themselves of the scaffolded skill progressions detailed in each unit to help focus their students' learning and practice and then assign students the relevant Personal Progress Checks for that group of units.

Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes the following components:

1 BIG IDEAS AND ENDURING UNDERSTANDINGS

The big ideas are cross-cutting concepts that build conceptual understanding and spiral throughout the units of the course. The enduring understandings are the long-term takeaways related to the big ideas.

2 COURSE SKILLS

The course skills, and their related essential knowledge statements, are the content of this course. They describe what students should know and be able to do by the end of the course.

1

AP ENGLISH LITERATURE AND COMPOSITION

Big Ideas and Enduring Understandings

The big ideas serve as the foundation of the AP English Literature and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the big ideas of the course, along with the enduring understanding associated with each one:

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.

continued on next page

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.

UNITS

The course content is organized into units that have been arranged in a logical sequence. This sequence has been developed through feedback from educators as well as analysis of high school and college courses and textbooks.

The nine units in AP English Literature and Composition scaffold skills and knowledge through three genre-based, recurring units. The units are listed below along with their approximate weighting on the exam.

Pacing recommendations shown within the Course at a Glance and the unit guides provide suggestions for how to teach the course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

Units	Exam Weighting
Short Fiction (Units 1, 4, 7)	42–49%
Poetry (Units 2, 5, 8)	36–45%
Longer Fiction or Drama (Units 3, 6, 9)	15–18%

Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	Short Fiction I	Poetry I	Longer Fiction or Drama I	Short Fiction II	Poetry II	Longer Fiction or Drama II	Short Fiction III	Poetry III	Longer Fiction or Drama III
Character CHR	✓	✓	✓	✓	✓	✓	✓	✓	✓
Setting SET	✓		✓	✓			✓		
Structure STR	✓	✓	✓	✓	✓	✓	✓	✓	✓
Narration NAR	✓			✓		✓	✓		✓
Figurative Language FIG		✓			✓	✓	✓	✓	
Literary Argumentation LAN	✓	✓	✓	✓	✓	✓	✓	✓	✓

2**AP ENGLISH LITERATURE
AND COMPOSITION**

Course Skills

The table that follows presents the AP English Literature and Composition skills, which form the basis of the tasks on the AP Exam. The unit guides later in this publication pair these skills with essential knowledge statements that describe what students should learn through study of the literary works the teacher selects for this course.

More information about teaching the course skills can be found in the Instructional Approaches section.



AP English Literature and Composition Skills

BIG IDEAS

CHR Character

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

SET Setting

Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STR Structure

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.

NAR Narration

A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.

FIG Figurative Language

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LAN Literary Argumentation

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

ENDURING UNDERSTANDINGS

Skill Category 1

Explain the function of character.

Skill Category 2

Explain the function of setting.

Skill Category 3

Explain the function of plot and structure.

Skill Category 4

Explain the function of the narrator or speaker.

Skill Category 5

Explain the function of word choice, imagery, and symbols.

Skill Category 6

Explain the function of comparison.

Skill Category 7

Develop textually substantiated arguments about interpretations of part or all of a text.

SKILLS

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

1.B Explain the function of a character changing or remaining unchanged.
Units 3, 7, 9

1.C Explain the function of contrasting characters.
Units 4, 6

1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
Units 4, 7

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

2.A Identify and describe specific textual details that convey or reveal a setting.
Units 1, 3

2.B Explain the function of setting in a narrative.
Units 4, 7

2.C Describe the relationship between a character and a setting.
Units 4, 7

3.A Identify and describe how plot orders events in a narrative.
Units 1, 4, 6, 7

3.B Explain the function of a particular sequence of events in a plot.
Units 1, 6, 7

3.C Explain the function of structure in a text.
Units 2, 5, 8

3.D Explain the function of contrasts within a text.
Units 2, 4, 6, 8

3.E Explain the function of a significant event or related set of significant events in a plot.
Units 3, 9

3.F Explain the function of conflict in a text.
Units 3, 9

4.A Identify and describe the narrator or speaker of a text.
Units 1, 4

4.B Identify and explain the function of point of view in a narrative.
Units 1, 4

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

4.D Explain how a narrator's reliability affects a narrative.
Units 6, 7

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

5.B Explain the function of specific words and phrases in a text.
Units 2, 5, 8

5.C Identify and explain the function of a symbol.
Units 6, 7, 8

5.D Identify and explain the function of an image or imagery.
Units 5, 7

6.A Identify and explain the function of a simile.
Units 2, 7

6.B Identify and explain the function of a metaphor.
Units 2, 5, 8

6.C Identify and explain the function of personification.
Units 5, 7

6.D Identify and explain the function of an allusion.
Units 5, 8

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, 3

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

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

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

7.E Demonstrate control over the elements of composition to communicate clearly.
Units 3, 4, 5, 6, 8

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP English Literature and Composition curricular components, including:

- Sequence of units, along with suggested pacing. Please note that pacing is based on 45-minute class periods, meeting five days each week, for a full academic year.
- Progression of skills within each unit.
- Spiraling of the big ideas and skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral across units.

- | | |
|---|--|
| 1 Explain the function of character. | 5 Explain the function of word choice, imagery, and symbols. |
| 2 Explain the function of setting. | 6 Explain the function of comparison. |
| 3 Explain the function of plot and structure. | 7 Develop textually substantiated arguments about interpretations of part or all of a text. |
| 4 Explain the function of the narrator or speaker. | |

BIG IDEAS

Big ideas spiral across units.

- | | |
|----------------------|-----------------------------------|
| CHR Character | FIG Figurative Language |
| SET Setting | LAN Literary Argumentation |
| STR Structure | |
| NAR Narration | |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 1

Short Fiction I

~10 Class Periods

- | | |
|-----------------|--|
| CHR
1 | 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. |
| SET
2 | 2.A Identify and describe specific textual details that convey or reveal a setting. |
| STR
3 | 3.A Identify and describe how plot orders events in a narrative. |
| STR
3 | 3.B Explain the function of a particular sequence of events in a plot. |
| NAR
4 | 4.A Identify and describe the narrator or speaker of a text. |
| NAR
4 | 4.B Identify and explain the function of point of view in a narrative. |
| LAN
7 | 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. |

UNIT 2

Poetry I

~10 Class Periods

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

Personal Progress Check 1

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- Contemporary Prose: short story excerpt or microfiction (partial)

Personal Progress Check 2

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- 20th-Century/Contemporary Poetry (partial)

UNIT 3

Longer Fiction or Drama I

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.B Explain the function of a character changing or remaining unchanged.
SET 2	2.A Identify and describe specific textual details that convey or reveal a setting.
STR 3	3.E Explain the function of a significant event or related set of significant events in a plot.
STR 3	3.F Explain the function of conflict in a text.
LAN 7	7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
LAN 7	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	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 3

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 questions

- 20th-Century/Contemporary Prose (partial)
- Literary Argument

UNIT 4

Short Fiction II

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.C Explain the function of contrasting characters.
CHR 1	1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
SET 2	2.B Explain the function of setting in a narrative.
SET 2	2.C Describe the relationship between a character and a setting.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.D Explain the function of contrasts within a text.
NAR 4	4.A Identify and describe the narrator or speaker of a text.
NAR 4	4.B Identify and explain the function of point of view in a narrative.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
LAN 7	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	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 4

ONLINE ONLY

Multiple-choice: ~30 questions

ONLINE OR PAPER

Free-response: 1 question

- 20th-Century/Contemporary Prose (partial)

UNIT 5

Poetry II

~17 Class Periods

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

Personal Progress Check 5

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 1 question

- Pre-20th-Century Poetry

UNIT 6

Longer Fiction or Drama II

~17 Class Periods

CHR 1	1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR 1	1.C Explain the function of contrasting characters.
CHR 1	1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.B Explain the function of a particular sequence of events in a plot.
STR 3	3.D Explain the function of contrasts within a text.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
NAR 4	4.D Explain how a narrator's reliability affects a narrative.
FIG 5	5.C Identify and explain the function of a symbol.
LAN 7	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	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN 7	7.E Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 6

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

UNIT 7

Short Fiction III

~17 Class Periods

CHR 1	1.B Explain the function of a character changing or remaining unchanged.
CHR 1	1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
SET 2	2.B Explain the function of setting in a narrative.
SET 2	2.C Describe the relationship between a character and a setting.
STR 3	3.A Identify and describe how plot orders events in a narrative.
STR 3	3.B Explain the function of a particular sequence of events in a plot.
NAR 4	4.D Explain how a narrator's reliability affects a narrative.
FIG 5	5.C Identify and explain the function of a symbol.
FIG 5	5.D Identify and explain the function of an image or imagery.
FIG 6	6.A Identify and explain the function of a simile.
FIG 6	6.C Identify and explain the function of personification.
LAN 7	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	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 7

ONLINE ONLY

Multiple-choice: ~35 questions

ONLINE OR PAPER

Free-response: 1 question

- Contemporary Prose

UNIT 8

Poetry III

~17 Class Periods

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

Personal Progress Check 8

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

- Metaphysical Poem

**UNIT
9****Longer Fiction
or Drama III****~17** Class Periods

CHR 1	1.B Explain the function of a character changing or remaining unchanged.
CHR 1	1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
STR 3	3.E Explain the function of a significant event or related set of significant events in a plot.
STR 3	3.F Explain the function of conflict in a text.
NAR 4	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
LAN 7	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	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 9**ONLINE ONLY****Multiple-choice: ~15 questions****ONLINE OR PAPER****Free-response: 2 questions**

- Pre-20th-Century Prose
- Literary Argument