Understanding AP Literature, Close Reading, and the Quest for Self in Fiction

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **10 Weeks**
Status: **Published**

Brief Summary of Unit

In this opening unit, students will become acquainted with the Advanced Placement test itself, in terms of content, format, and philosophy. In conjunction with the initial overview of AP Literature and Composition, students will be introduced to the various techniques employed when performing a close reading of a literary text. Here, students will focus on not only what is being said in a work of literature, but also on how an author says it. In concert with the aforementioned, the class may more fully revisit the summer reading assignment, Toni Morrison’s Song of Solomon, and/or explore Zadie Smith's White Teeth, Jeffrey Eugenides' Middlesex, and related works or parts thereof, through the thematic lens of an individual’s quest for self.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2024

Standards

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the

economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid

	reasoning and relevant and sufficient evidence.
W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions

- How can a literary character's search for self demonstrate the importance of understanding one's past and community in his quest for identity and maturation?
- How do evidence and reasoning develop a complex argument?
- How do writers borrow from and expand upon the themes and techniques of their predecessors?
- How does a protagonist's journey reflect the heroic journey in a coming-of-age novel?

- How does historical context help a reader to understand a broader significance of a text?
- How does language support an author's purpose?
- How does one write in a stylistically strong manner?
- How does understanding the AP test allow one to more fully and successfully encounter, understand, and relate to literature?
- Is a person's identity limited by birth and experience? Can an individual escape the past?
- What are the characteristics of critical readers and writers?

Enduring Understandings

- A speaker or writer's tone conveys purpose and intent
- An author's use of setting, character, narration, plot, and figurative language helps to illuminate the theme.
- An understanding of an author's technique and style leads to a fuller reading experience.
- Knowing, identifying, and understanding the function of literary devices and techniques provides the reader with an understanding of author, art, and meaning.
- Literary characters often must confront, overcome, and reconcile their pasts in order to mature.
- Purposeful selection of precise language helps convey concrete meaning
- Skillful and sustained close-reading practices lead to a more fruitful relationship with literature and all forms of writing.
- The art and purposeful act of close reading will sharpen and enhance the overall reading experience.
- Thorough preparation for the AP Literature and Composition test is a worthwhile and challenging endeavor that will transfer to a deeper and more personal relationship with all forms of written expression.
- Understanding how writing serves as a form of inquiry

Students Will Know

- A variety of diction to define and articulate an author's tone
- All manner of prose and verse with a deeper understanding of both form and content
- An informed appreciation and understanding of prose and verse and how to effectively write about
- How to calibrate and score essays using the AP rubric
- How to critically read and analyze an AP objective passage
- How to organize and draft a literary analysis AP-style essay -- longer fiction, novels and plays
- How to organize and draft a literary analysis AP-style essay -- poetry
- How to organize and draft a literary analysis AP-style essay -- prose, short fiction
- How to read critically using pre-reading, interpretive, synoptic, and post-reading strategies
- Key strategies and devices used in argumentative and persuasive writing
- Major themes, recurring motifs, and literary techniques throughout canonical works of literature
- Skillful and sustained close-reading practices

Students Will Be Skilled At

- Accurately calibrating AP-style essays
- An in-depth understanding of the structure and habits necessary to perform well on the AP exam
- Discerning a writer's purpose and audience
- Integrating quotations and paraphrases from sources into written responses
- Reading complex texts for deep understanding
- Structuring different modes of writing to meet College Board/AP expectations
- Utilizing appropriate terminology to analyze literature

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed

- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- SAT

Additional AP-Specific Formative and Summative Assessments:

- Independent close reading, annotation, and analysis of complex, AP-style non-fiction texts
- Articulation and analysis of rhetorical strategies and techniques used in complex texts
- Calibration of AP-style essays using the College Board rubric to develop understanding of the holistic scoring system
- Collaborative reading, discussion, and analysis of longer fiction and non-fiction texts
- Completion of AP-style objective questions in conjunction with complex reading and analysis tasks
- Completion of timed objective AP-style quizzes
- Drafting of appropriate critical reading responses using evidence from the text as support
- Substantiation of written and verbal rationales for AP objective responses
- Timed writing of AP-style poetry, prose/short fiction, and longer fiction essays

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 12 and follow the guidelines set forth by the Advanced Placement College Board; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms

will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

For this particular unit, teachers may do some or all of the following:

* Introduce the objectives, structure, and components of the AP Literature and Composition Examination.

* Discuss relevant literary terms and techniques necessary in the close consideration of fiction and that will be useful in class discussion and essay writing.

* Require students to access, assess, and employ literary criticism in both their discussions and written responses to my queries and AP prompts.

* Use successful student essays to model effective writing strategies.

* Require students to sit for timed essays and multiple choice exercises.

* Task small groups of students to draft first paragraphs in response to past AP open-ended prompts.

* Have students employ a generic AP rubric to consider and grade essay responses.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention

materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Suggested Instructional Materials

Common Reading

Selections from *Literature and Composition* (Bedford, Freeman, and Worth, 3rd edition, 2022) by Renee Shea; Robin Dissin Aufses; Lawrence Scanlon; Katherine E. Cordes; Carlos Escobar; Carol Jago

College Board Website (AP Classroom):

* Unit Guides

* Daily Videos

* Topic Questions

* Progress Checks

* Question Banks

* Instructional Reports

* Practice Exams/Released Questions

Fictional Text (Novel, Short Story, Poetry)

* Toni Morrison's *Song of Solomon*

* Ralph Ellison's *Invisible Man*

* Zadie Smith's *White Teeth*

* Bronte's *Jane Eyre*

* Austen's *Pride and Prejudice*

* Vonnugut's *Slaugherhouse Five*

* Hurston's *Their Eyes Were Watching God*

* Charles Dickens' Great Expectations

* Ocean Vuong's *On Earth We're Briefly Gorgeous*

* Angie Kruz's Dominicana

* Amy Tan's The *Bonesetter's Daughter*

* Kiran Desai The *Inheritance of Loss*

* Rudolfo Anaya's Bless *Me, Ultima*

* Junot Diaz's The *Brief Wondrous Life of Oscar Wao*

* Yaa Gyasi's *Homegoing*

* Joy Kogawa's *Obasan*

* Tommy Orange's *There, There*

* Khaled Hosseini's *The Kite Runner*

* Jhumpa Lahiri's The *Namesake*

* David Lodge's The Art of Fiction

* Thomas C. Foster's How to Read Novels Like a Professor

* Harold Bloom's Modern Critical Interpretations: Song of Solomon

* MH Abrams' A Glossary of Literary Terms

* Excerpts from *We Were the Mulvaneys*, *Middlemarch*, *The Street, Under the Feet of Jesus, The Adventures of Peregrine Pickle, The Secret Sharer*

* Guy de Maupassant's "The Necklace"

* Jamaica Kinkaid's "Girl"

* Kate Chopin's "The Story of an Hour"

* Sarah Orne Jewitt's "A White Heron"

* Selections from Bedford's *Literature and Composition*

NonFiction Text (Short, Long)

- Varied AP Non-Fiction selections from APCentral.collegeboard. org
- Selected articles from *The New York Times*
- Selected works from *The New Yorker*
- Selected pieces from *The Atlantic*

- Selected articles from *Time*

Visual Text (Art, Photography, Infographic, Film)

- Varied AP Visuals from APCentral.org including charts, graphs, comics, paintings, and images presented in connection with AP prompts
- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC
- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Speaking and Listening

- Selected TEDTalks
- www.american rhetoric.com (Rhetorical devices in sound and speeches)

Writing (Narrative, Informational, Argument):

- Sample essay prompts from APCentral.collegeboard.org
- www.fas.harvard.edu/~wricntr/resources.html (The Writing Center at Harvard)
- Owl.english.purdue.edu (Purdue's Online Writing Lab)

Research:

- Use of Purdue Online Writing Lab at owl.english.purdue.edu
- Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads

- Readingrants
- Historychannel

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom Suite
- Turnitin.com
- AP Classroom
- Albert IO
- Common Lit
- Google Tools including Docs Voice Typing
- Audible
- Writing Portfolios
- Writer's Notebook/Journal
- Padlet
- Socrative.com
- Poll everywhere
- Soundcloud
- Podcasting equipment
- Film production equipment
- Netflix
- YouTube

Teacher Resources

- *The Art of Fiction* by David Lodge
- *How to Read a Novels Like a Professo*r by Thomas C. Foster
- *How to Read Literature Like a Professor* by Thomas C. Foster
- *A Glossary of Literary Terms* by MH Abrams
- Prompts and practice materials listed on APCentral.collegeboard. org
- *Multiple Choice & Free Response Questions in Preparation for the AP English Literature and Composition Examination*, D& S Marketing Systems
- *Literature and Composition: Reading, Writing, Thinking,* Jago et. al.
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher

- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment

- Manage executive function by scaffolding process and amending deadlines

Possible modifications to content during writing workshop include, but are not limited to:

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan