

Advanced Placement Literature and Composition
World Journalism Preparatory School
2015-2016

Course Description

The year-long, single credit course in Advanced Placement Literature, while facilitating preparation for the national examination in May, strives to lead its students towards greater understanding of writer's craft through the close reading of complicated works from various genres, cultures, and time periods. Students will also rigorously prepare for college using this class as a conduit for time management and self-directed outside learning to supplement class time activities. This class is for 12th grade students. It terminates in the AP exam that can yield college credit.

Instructor Contact information:

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Office hours: TBA

Conferences available in the morning by appointment

Objectives

Students of Advanced Placement Literature and Composition will:

- experience, analyze, and evaluate short fiction, novels, poetry, and plays from the 16th-21st centuries
- build upon skills from previous English courses, particularly those involving written analyses
- recognize the significance of social and historical contexts, as well as an author's life experiences, when interpreting text
- see genuine value in the manner in which particular writers employ figurative language, literary elements, imagery, irony, and symbolism
- consider how an author's rhetorical style conveys tone, purpose, and themes
- model fluency while drafting and revising a variety of written responses
- develop an engaging, controlling tone while writing, balanced in voice and grounded in parallelism and antithesis
- advance vocabulary skills to help cope with unfamiliar language
- develop the reading stamina and analysis prowess to be able to produce a well written, properly cited and sourced 15 page literary analysis paper.

Instruction Methods

Discussion is the primary way in which students come to understand a particular text. Discussion is both large group and small group. Discussions are usually student led. Discussions are sometimes conducted online through Twitter and Blogger. Cooperative learning groups are also used extensively in this class.

Projects/assignments will be done individually as well. Some assigned texts are to be read independently, in addition to other course texts.

Writing about Literature

- Students will write a variety of AP style essays over the course of the year, most timed and in class. While all essays expect general rhetorical excellence, each one has a particular thematic or analytical focus (see essay summary below).
- Students will be writing to understand, writing to explain, and writing to evaluate. Quality of interpretation comes from depth of insightful understanding.
- Students are encouraged to revise essays, often as necessary.
- In addition to writing a variety of essays, students will keep a writing log over the course of the year to document their progress and to engage themselves in thinking about their writing.
- Students will also write reflective, more personal responses to literature throughout the year in study

guides, etc.

Academic Expectations

- Complete all work on time. Extra Credit will not be offered. You must have your assignments ready to submit when you walk in the door. If a printed copy of an essay is due, it must be printed prior to your arrival!
- The pace of AP Literature is fast, yet the scope is broad.
- Keeping up with the class while reading, researching, studying, and responding is key to success. This is a college level course, and students who respect these parameters will earn reciprocal respect.
- Be present. Regular attendance is paramount! The intense climate and the quality of class discussions / lectures are nearly impossible to duplicate in a make-up session. Therefore, student absences should be minimal.
- Be prepared. Show up to class and to conferences with current texts, drafts of writing assignments, and necessary supplies.
- Begin working at the bell. The jump start. Whatever you want to call it.
- Keep bathroom visits to a minimum. Follow proper procedures for signing out.
- Embrace academic honesty. Please understand that whether it is on a project, assignment, essay, quiz, test, paper, or presentation, all students are expected to submit their own work. Copying, or even using the work of peers to rephrase one's own answers, is considered plagiarism. Students are likewise responsible for properly citing sources in MLA format, even when they are paraphrased. This is very important. **Plagiarism is considered a cheating offense**, and it is against the rules and regulations. Students have all students are expected to submit their own work. Students have nothing to gain through cheating, and everything – grades, college recommendations, and professorial trust – to lose. A signed plagiarism statement is required for all students.
- Read, reread, and read yet again. AP Literature is for dedicated individuals willing to spend ample time outside of class pouring over renowned texts and then writing about them. Revisiting particular works is not simply a suggestion; it is necessary in order for growth to occur.
- Go above and beyond. This expectation is demonstrated through student commitment to ongoing, thorough reading and investigative research, as well as a willingness to seek help when necessary. Before school support is available, and each student will be meeting with Ms. Sackstein regularly for scheduled conferences.

Stay organized. All AP Literature students need the following:

- a folder or section of a binder used solely for this course
- a spiral notebook or composition book for in-class note-taking and outside of class dialectical journaling
- a school I.D. and up-to-date WJPS account, a Twitter handle and a Blogger account
- highlighters, pens, and pencils

Strongly suggested: a thumb drive

Also consider: A personal copy of at least one of the major works studied with this class. Annotating your own text is a study skill which gets results. It is also acceptable to use an electronic version of the text - consider using with the app subtext for annotation.

Assessments

Writing Assignments. The process of drafting and revising personal writing is an integral component to the AP Literature and Composition experience. It is important for students of AP Literature to make a personal commitment to growth beyond past written levels of achievement. Both instructor and peer feedback will be timely and elaborate. **Specific areas of focus include:** active versus passive voice, competent rhetorical style, subordination /coordination, varied sentence structure, effective organization, transitions, and support; commitment to subject, clarity, and voice. Please note that writing completed for this course will NEVER, EVER be a summary!

Class participation. Students must be involved in discussions, activities projects, and review sessions. Such

involvement will be regularly evaluated by both the instructor and the student.

Student / Teacher Conferences are also a component of the class participation category. These conferences, held ten times during the school year, afford each student the opportunity for a total of 1 hour, one-on-one, uninterrupted, instructional coaching. Students are provided opportunities during the drafting process to get feedback based on specific lessons we've discussed in class.

Literature/Poetry reaction papers. At the end of each week a 1-2 page typed and double spaced reaction paper will be due on your lit blogs that is in direct response to your reading. Students will be expected to read and comment on each other's blogs

Assessing

E = exceeding standards - showing mastery
M = meets standards - showing proficiency
A = approaching standards - early proficiency
NI = no information
OT = on track

Grading rubric: all writing will be graded on the AP scale of 1-9. It will be provided with this syllabus.

POLICIES: Since this is a college-level class, students should strive to:

Commit themselves to the study of college-level material, Discuss literature and other issues with maturity and decorum; remember although effort is appreciated, it is not an indicator of grade. Your work will be graded on its own merit.

Timeliness: All written assignments must be completed on time.

Sources: Plagiarism is the use of someone else's words, key phrases, or ideas without giving proper credit. This includes paraphrasing a source without giving due credit. Plagiarism is a serious breach of academic integrity and any assignment containing plagiarism will not be accepted. If caught, there will be a meeting with the student, teacher and administration to discuss an alternative in-class assignment to be done to show understanding. A second offense will result in a meeting with parents.

Texts - subject to change*

Animal Farm by George Orwell
"A Modest Proposal" by Jonathan Swift
Christmas Carol by Charles Dickens
Lysistrata by Aristophanes
Pride and Prejudice by Jane Austen
The Great Gatsby by F. Scott Fitzgerald
Hamlet by William Shakespeare
Rosencrantz and Guildenstern are Dead by Tom Stoppard

Assorted self-selected novels/drama off the AP list for independent work

<http://homepage.mac.com/mseffie/AP/APtitles.html>

Course Outline (order may vary from year to year)

Semester One

Time Management and Accountability (on-going)

- following a syllabus
- getting work in on-time without reminders
- preparedness

Introductory Unit (2 week)

Overview of course:

Improve vocabulary, sentence fluency, sentence variety, and grammatical conventions.

- Distribute syllabus & view course website and calendar
- Setting the tone for the course: *Standards annotation and frustration activity*

Independent reading: Students should be reading a novel taken from the AP reading list every 2 weeks. They should be responding and reacting to the literature in a notebook at home. Periodically, student reactions will be collected to monitor reading and understanding. In addition, students will be writing reaction papers regularly and more extensive literary analysis papers based on outside reading. (on-going, all year)

Reaction papers will range from 1-2 pages that focus on reactions to particular elements of the text and author's craft. They should be focused on a particular point and should try to help the reader understand why they feel the way they do about the text. Students will receive feedback from me and other students. Students should maintain a list of skills and evolution of their own development over time. These will be posted on a personal blog created each student on blogger.

Poetry reaction papers: Students will alternate weeks with regular reaction papers, getting more exposure to poetry. Students will be given either a prompt from the exam or a particular poet that comes up frequently with a list of choices for them to choose from. Students will discuss meaning and craft in their reaction papers to increase comfort with poetry. These will be posted on a personal blog created each student on blogger.

AP Glossary & Guide related tests - so all terminology will be given and tested

Baseline AP exam diagnostic

College readiness and preparedness - applications, resumes, personal statements (2 Weeks)

- looking at exemplars - resumes and personal statements
- crafting a well developed statement with style and voice
- college summit text to help with college process

Poetry - (assorted poets from AP list - analysis) (3 weeks) Author's craft - How does a poem mean?

- Discussion and lectures, supplemental readings on reading poetry and terminology
 - Note taking exercises - kinds of poetry
- **group presentations** on specific devices - creating a tutorial - video or screencast
 - meter
 - rhythm
 - sound devices
 - poetic devices
- John Updike's "The Ex-Basketball Player" - irony, juxtaposition, analogy, metaphoric extensions - writing about poetry with textual analysis
- Shakespearean Sonnets

- T. S. Eliot, *Prufrock* and *The Waste Land*
- Representative works from the following, but not limited to
 - John Donne - metaphysical poetry
 - Wallace Stevens
 - Allan Ginsberg
 - Alexander Pope
 - Ezra Pound
 - Emily Dickenson
 - Anne Bradstreet
 - Geoffrey Chaucer
 - Andrew Marvell
 - Sylvia Plath
 - HD
 - Langston Hughes
 - William Butler Yeats
 - Robert Frost
- 2-3 page poetry analysis paper -
 - student selects a poem from an AP approved list of poets
 - using TPCASTT analysis technique - will write a paper focusing on literary elements from the poem
 - 2 draft process - 2 weeks- This paper will be done primarily in class where we discuss appropriate elements to write a paper about. A thesis will be developed and evidence from the poems will be used to support their thesis. Any outside research must be cited appropriately.
- classroom practice with poems from the test with multiple choice and in class poem essay

What is author's craft and how do we identify and write about? (2 weeks)

- Using *Animal Farm* - introduction to literary devices and structures: satire, allegory, irony, fairy tale, characterization
- Timed essay on author's craft prompt in class- focusing on interpretation of the novel and its connection to the Russian Revolution and other historical connections. Students should be able to talk about the allegory and satire through their understanding of the historical context. This essay will be graded out of 9 on the AP Rubric
- Students will write and act out a talk show segment on an assigned chapter to display understanding of author's craft in a small group as well as show ability to work to collaborate on ideas.

5 Literature Analysis Paper (drafting, revision and proofreading) (4 weeks)

- show model papers and discuss exemplars
- Student self-selects literature based on any reaction paper literature done to date. Students may not use anything we have studied as a class.
- thesis statements, textual support and analysis vs summary
- transitioning
- individual conferencing, peer revision and workshop- students will get written feedback on each draft and will have the opportunity to revise accordingly
- An argument must be made using textual support to show a particular view of the novel selected.

Satire *Lysistrata* and *a Modest Proposal* (3 weeks)

- understanding satire - 18th century politics and society - evolution of the genre
- looking at verisimilitude , syntax, diction and word play
- Mini-lessons on grammar using Swift's prose as a jumping off point
- practice AP short answer passages with multiple choice
- Understanding of Greek Comedy and satire.
- ***Original satire - graded out of 7 - CPAS - using CPAS rubric***

19th century British Novel - *A Christmas Carol* (3 weeks)

- Historical portrayal
- Exploring social issues through fiction
- Characterization
- Serialized literature - suspense
- Reading stamina
- Continued study of satire
- Satire assignment (group assignment) (graded out of 9 - AP rubric)
- Historical social issues prezi assignment (independent or in pairs)

Semester 2

Independent Reading - Students will continue to read AP approved novels every 2 weeks, keeping reactions to their reading and 8-10 reaction papers will be turned in at random times throughout the semester. Papers will be 1-2 pages typed and doubled spaced focusing on any element of their reading.

Short Stories and other works - (Choices will vary from year to year) (2 weeks) **** This may not happen

- Understanding elements of fiction - plot cycle, using SOAPStone, Freytag's Pyramid
- Analytical Focus: various literary elements, as applicable
- Thematic Focus: various themes
- Close reading: annotate a major text from this unit
- Compare/Contrast graphic organizer
- Some possible short stories include, but are not limited to:
 - *The Awakening* by Kate Chopin - women's voices - point of view
 - *Allegory of the Cave* by Plato
 - *The A & P* by John Updike
 - *A Good Man is Hard to Find* by Flannery O'Connor
 - *Young Goodman Brown* by Nathaniel Hawthorne
 - *The Lottery* by Shirley Jackson
 - *Bartleby the Scrivener* by Herman Melville
- 5 page lit analysis paper comparing 2 short stories in terms of some element of author's craft excluding theme graded on a scale of 1-9 using the AP Rubric. This should be an analytical paper that uses the text to support assertions.
- 1 timed essay on a passage from a short text - in class

Fiction - The Novel - *The Great Gatsby* - *The American Dream and the capacity for imagination* (3 weeks)

- Elements of the novel
- *The Great Gatsby: Gatsby's Platonic Conception and its Aftermath*
- *Gatsby's* representation of the American dream
- Is Gatsby great?
- Fitzgerald's use of sensory imagery and syntax
- Dialectical journal entries for the unit readings
- 3-5 page paper addressing some element of Gatsby. Students will create a thesis and interpret the text through the lens of roaring 20s. How does Fitzgerald create his masterpiece about this particular time period.

Novel - *Pride and Prejudice* by Jane Austen

- Still focusing on how the historical context affects what the author does
- Understanding societal expectations and aspects of the novel and romance

- Deep study of characters and relationships within the early 19th century context
- Choice of 4 different papers - 2 analytical/interpretative choices and 2 creative choices - all focusing on author's craft. Using the AP rubric on a scale of 1-9

Drama - *Hamlet and Rosencrantz and Guildenstern are Dead*. (6 weeks)

- tenets of drama - techniques
- Exploring how and why Hamlet is considered Shakespeare's greatest tragedy
- Comparing/Contrasting a more modern take on the classic. Exploring point of view and perspective when the same story is told from different perspectives
- Possible connections for the future - Beowulf vs Grendel
- 8-10 creative paper that explores point of view and writing a scene.

Test prep for exam

- rigorous preparation using timed simulations of the exam.
- short passage analysis of short answer
- timed writing practice

Researched 15 page literary analysis paper with citations- (demystifying extended research) (3 weeks)

- Using a self-selected piece of literature, students will develop a thesis through a particular critical theory lens
- Develops a clear, self-invented thesis, with a depth of analysis
- Understanding of critical theories and writing through a particular lens
- Display a command of researched theory and understanding of MLA citation
- Ability to develop ideas without redundancy, clearly and cohesively
- Organization is logical and clear
- Writing is sophisticated and displays a command of language and style
- Strong understanding of grammar and conventions

AP Nine Point Trait Rubrics

All essays, both in-class and take-home, will be evaluated with the standard AP rubrics for poetry, prose and open-ended questions. When essays are done in class as timed writings using a real AP prompt, the corresponding rubric published by ETS is used for grading. However, sometimes materials are not directly related to an AP prompt. Below are samples of generic rubrics containing the general language and areas of concentration used to evaluate AP essays for [prose analysis](#), [poetry analysis](#), and [open-ended questions](#). The scoring is from 9 (highest) to 0 (lowest).

Prose Analysis Papers

#	Trait Description
9-8	These papers clearly demonstrate an understanding of the passage and recognize its complexity. The essays correctly identify two tones or sides of the author's attitude toward the subject in a well-written thesis and deal specifically with narrative techniques such as point of view, syntax, diction, detail, and organization. These papers use appropriate choices for quotation or reference and select an appropriate number of choices from throughout the passage. Although they may be flawed, the papers, nevertheless, display consistent control over the elements of effective writing and reveal the students' ability to read with perception and to express ideas with clarity and skill. Papers with a score of 9 will sing while 8 papers are almost there with just a few flat notes.
7-6	These papers adequately demonstrate an understanding of the passage. Tone identification may not be as precise or thesis as forcefully worded as in 9-8 essays. These papers are not as thorough, precise, or aware of complexities as the top scoring papers. They may deal with fewer narrative techniques, and analysis may be less perceptive or less developed than that of the better essays. The prose demonstrates an ability to express ideas clearly but with less maturity and control than the top-scoring papers. Generally, essays earning a score of 6 present a more limited analysis and less consistent command of the elements of effective writing than essays scored 7.
5	These papers represent the smallest score for college credit and are often characterized by superficiality. These essays respond to the question without important errors but miss the complexity of the passage. Their thesis statements may not reveal clear understanding of author's tone(s). Only a vague relationship exists between paragraphs' discussions of point of view, syntax, diction, detail, organization and how these relate to the question. Choices of proof may be less effective than those in 9-6 range or not from throughout the passage. Although adequate to convey the students' thoughts, the writing is not as well conceived, organized or developed as that in papers scoring in the upper half. These papers look good on the surface but are simplistic. Students respond correctly but do not devote enough space to arguments.
4-3	These papers attempt to explain the passage but do so inaccurately or ineffectively. They may present misguided or underdeveloped analysis of point of view, syntax, diction, detail, organization and/or fail to relate them to the thesis. The papers mistake examples of diction for detail or vice versa and may involve paraphrasing and/or omit analysis altogether. Generally the prose reveals weak control over writer's elements as diction, organization, syntax or grammar. Typical essays earning a score of 4 are partly right, forgot part of something, went astray on part of answer, or are missing part of answer. Typical essays earning a score of 3 exhibit more than one of these problems; they are flawed by weak writing skills, significant misinterpretations, inadequate developments, or serious omissions. Four papers are still swimming-albeit almost drowning; however, one good kick would put them above water. Three papers are going under for the third time and need a lifeline.
2-1	These papers compound the weaknesses of essays in the 3-5 range. Moreover, they seriously misread the passage or fail to respond adequately to the question. The essays may be unacceptably brief, may be poorly written on several counts and/or may contain many distracting errors in grammar and mechanics. Although they may have attempted to answer the question, the views presented typically have little clarity or coherence. Two papers will paraphrase from the selection while the one essays omit any reference to the text.
0	These essays respond with no more than a reference to the task, contain completely off-topic responses, or are blank.

Poetry Analysis Papers

#	Trait Description
9-8	These well-organized and well-written essays clearly demonstrate an understanding of how the poet expresses the complex attitude of the speaker. In their textual references they are apt and specific. Although the writers may provide a range of

	interpretations, these papers will offer a convincing interpretation of the poem as well as consistent control over the elements of effective composition, including the language unique to the criticism of verse. Though not without flaws, they demonstrate the writer's ability to read poetry perceptively and to write with clarity and sophistication.
7-6	These essays reflect a sound grasp of this poem; but they are less sensitive to the complexities than the best essays, and their interpretation of the poem may falter in some particulars. Though perhaps not as thorough or precise in their discussion of (how the speaker's tone) is revealed in the poem, their dependence on paraphrase, if any, should be in the service of analysis. These essays demonstrate the writers' ability to express ideas clearly, but they do not exhibit the same level of master, maturity and/or control as the very best essays. These essays are likely to be briefer, less incisive, and less well-supported than the 9-8 papers.
5	These essays are, at best, superficial. They respond to the assigned task yet probably say little beyond the most easily-grasped observations. Their analysis of HOW the author creates meaning may be vague, formulaic, or inadequately supported. They may suffer from the cumulative force of many minor misreadings. They tend to rely on paraphrase but nonetheless paraphrase which contains some implicit analysis. Composition skills are at a level sufficient to convey the writer's thoughts, and egregious mechanical errors do not constitute a distraction. These essays are nonetheless not as well-conceived, organized, or developed as upper-half papers.
4-3	These lower-half essays reveal an incomplete understanding of the poem and perhaps an insufficient understanding of the prescribed task as well: they may emphasize literal description without discussing the deeper implications of the poem. The analysis may be partial, unconvincing, or irrelevant or it may rely essentially on paraphrase. Evidence from the text may be meager or misconstrued. The writing demonstrates uncertain control over the elements of composition, often exhibiting recurrent stylistic flaws and/or inadequate development of ideas. Essays scored 3 may contain significant misreadings and/or unusually inept writing.
2-1	These essays compound the weaknesses of the papers in the 4-3 range. They may seriously misread the poem. Frequently, they are unacceptably brief. They are poorly written on several counts and may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to respond to the question, the writer's assertions are presented with little clarity, organization, or support from the text of the poem.
0	These essays respond with no more than a reference to the task, contain completely off-topic responses, or are blank.

Open-ended Questions

#	Trait Description
9-8	Superior papers are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition.
7-6	These papers are less thorough, less perceptive or less specific than 9-8 papers. These essays are well-written but with less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a more limited understanding than do the papers in the 9-8 range. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.
5	Superficiality characterizes these 5 essays. Discussion of meaning may be pedestrian, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. On the other hand, the writing is sufficient to convey the writer's ideas.
4-3	Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis.
2-1	These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence.
0	These essays respond with no more than a reference to the task, contain completely off-topic responses, or are blank.

Common Core Standards addressed in this class – which assignments/class work/expectations do you think go with the standards?

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Reading Standards for Literature 12 [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Analyze how an author’s choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
 - Analyze multiple interpretations of full-length works by authors other than American and European writers.
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Responding to Literature

- Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
 - Self-select text to respond and develop innovative perspectives.

- Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Standards for Informational Text 12

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
 - Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.
- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Text Types and Purposes**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

- Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Writing Standards 12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 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.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
 - Explore topics dealing with different cultures and world viewpoints.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal

U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]).

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

- Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
 - Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
 - Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
 - Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
- 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.
- 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.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can

follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.
- 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.
 - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.