

AP English Literature & Composition Bexley High School

Course description: AP English Literature and Composition is meant to be the equivalent of two semesters of a college-level literature and writing course. Its design and content is geared toward preparation for the College Board’s AP exam in English Literature and Composition. In this course, students will engage in extensive reading, writing and analytical thinking while exploring poetry, drama, short stories and full-length works of fiction. While the primary basis for the course content and design is The College Board’s *English Literature and Composition Course Description*, the corresponding Common Core standards are included in this guide below each unit.

COURSE FOCUS & ESSENTIAL QUESTIONS

The focus of AP English Literature and Composition is the **close reading** of poetry and prose and **argumentative writing** about literature.

The questions that will guide our work this year include...

- How do we “unpack” the meaning of poetry and prose, making sense of works on both a literal and an interpretive level?
- How do literary elements and devices contribute to the meaning of works of poetry and prose?
- How do we engage in meaningful, academic conversations about literature, including both response and analysis?
- How do we create sound written analysis about literature that makes a clear and persuasive argument?
- What are the qualities and characteristics of good literature?
- What does literature communicate about the human condition?
- Why do we like the literature that we do as individuals?

SEMESTER I—CLOSE READING, POETRY & DRAMA

UNIT 1: SUMMER READING—INTRO TO CLOSE READING

Over the summer, students will read Thomas Foster’s *How to Read Literature Like a Professor: Revised Edition* and Barbara Kingsolver’s *The Poisonwood Bible*. The goal of the summer reading assignment is to explore Foster’s ideas about understanding and analyzing literature and then use his ideas to analyze the Kingsolver novel. Students will independently complete a dialectical journal over *The Poisonwood Bible* that applies Foster’s points. Following discussion of the novel, students will generate AP-style writing prompts and write an in-class essay over the text based on one of the prompts.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)

- Determine two or more **themes** or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- 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). (CCSS.ELA-Literacy.RL.11-12.6)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)

Speaking & 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)

- Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- **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. (CCSS.ELA-Literacy.SL.11-12.1c)
- **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

UNIT 2: CLOSE READING OF POETRY

Our first major unit in the course, the poetry unit, is designed to develop students' close reading skills, which will serve us for the rest of the course. In this unit, students will learn to understand and appreciate a wide range of poetry from the 17th century to the present day. Students will learn how to “unpack” the meaning of a poem and analyze poetic technique, increasing their familiarity with poetic devices. We will use the text *Perrine's Sound and Sense* as the basis for both teacher- and student-led seminar-style discussions of poetry. Homework assignments encourage students to engage independently with selected poems to prepare for class discussion. The unit culminates with instruction in the conventions of formal literary analysis, and each student will develop original arguments about a poem of literary merit that will be developed into an academic paper.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more **themes** or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- 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). (CCSS.ELA-Literacy.RL.11-12.6)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)

- **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
 - **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. (CCSS.ELA-Literacy.W.11-12.5)
 - **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. (CCSS.ELA-Literacy.W.11-12.6)
 - **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. (CCSS.ELA-Literacy.W.11-12.10)

Speaking & 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1c)
 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)
- 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. (CCSS.ELA-Literacy.SL.11-12.4)
- 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. (CCSS.ELA-Literacy.SL.11-12.5)



Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **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. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)
 - 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. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - 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. (CCSS.ELA-Literacy.L.11-12.4c)
 - **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). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)

UNIT 3: CLOSE READING OF DRAMA

In this unit, we will read Shakespeare's *King Lear*, exploring the major thematic threads of the play, including the relevance of these ideas over time and what they contribute to the discussion about the human condition. We continue to apply the close reading skills we developed in the poetry unit to our reading of this work. Students will participate in an in-class dramatic reading of

the play with regular discussion, and our analysis of the work culminates in students developing written arguments about the role of violence and madness in the play.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more **themes** or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Speaking & 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)

- Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- **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. (CCSS.ELA-Literacy.SL.11-12.1c)
- **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **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. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)
 - 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. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - 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. (CCSS.ELA-Literacy.L.11-12.4c)
 - **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). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)



SEMESTER II—FICTION: SHORT STORIES AND NOVELS

UNIT 4 –CLOSE READING OF SHORT STORIES

The goal of this unit is to improve students' ability to independently analyze literary fiction. Using the text *Writing About Literature* as a resource, students will learn about the role of syntax, character, point of view, setting, theme, symbolism, and tone in creating meaning in literature. Students will analyze the role of these conventions in a selection of 6-10 short stories, generating analytical ideas in informal writing assignments that will support sophisticated class discussion. This unit builds on the close reading skills students developed in the poetry and drama units and lays the groundwork for the later analysis of novels. The unit ends with each student generating an original, analytical thesis statement and supporting arguments about one of the short stories we studied, and they will develop those ideas for a formal literary analysis paper.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more **themes** or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- 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). (CCSS.ELA-Literacy.RL.11-12.6)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)

- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)
- **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. (CCSS.ELA-Literacy.W.11-12.6)
- **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. (CCSS.ELA-Literacy.W.11-12.10)

Speaking & Listening Standards

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 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)
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 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **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. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)



- **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)
 - 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. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - 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. (CCSS.ELA-Literacy.L.11-12.4c)
 - **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). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)

UNIT 5 – CLOSE READING OF NOVELS

Our work with close reading skills, analysis of literary devices and the elements of fiction culminates in this unit. Students will read, discuss and analyze James Joyce's *A Portrait of the Artist as a Young Man*, Charles Dickens' *Great Expectations*, Zora Neale Hurston's *Their Eyes Were Watching God*, and Albert Camus' *The Stranger*. Students will apply their understanding of literary language and conventions as they read, discuss and analyze these full-length works. As students study all of these novels, they will also consider such issues as the influence of the author's life and the cultural/historical context on the work. Students will be expected to develop both oral and written arguments about the major thematic threads in these works. Assignments and class activities are designed to encourage students to demonstrate their ability to read and analyze literature more broadly and independently with each successive text. Summative writing assignments will include AP-style prompts that require students to generate original arguments about each text.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)



- Determine two or more **themes** or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- 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). (CCSS.ELA-Literacy.RL.11-12.6)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)
- **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. (CCSS.ELA-Literacy.W.11-12.6)
- **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. (CCSS.ELA-Literacy.W.11-12.10)

Speaking & 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1c)
 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. (CCSS.ELA-Literacy.L.11-12.1a)
 - **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. (CCSS.ELA-Literacy.L.11-12.1b)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)
 - 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. (CCSS.ELA-Literacy.L.11-12.4a)
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (CCSS.ELA-Literacy.L.11-12.4b)
 - 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. (CCSS.ELA-Literacy.L.11-12.4c)

- **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). (CCSS.ELA-Literacy.L.11-12.4d)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)

YEAR-LONG SUPPLEMENTARY UNITS

POETRY RESPONSES

To improve students' comfort level with reading and understanding poetry, and to allow them to respond to poetry on a personal level, students will write a bi-weekly response to a poem of their choice from a packet provided each quarter. The poetry responses will also be a regular means of identifying and correcting problems with punctuation, grammar, and organization, as well as developing sophisticated and varied syntax.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Writing Standards

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)
- **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. (CCSS.ELA-Literacy.W.11-12.6)

- **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. (CCSS.ELA-Literacy.W.11-12.10)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)

QUARTERLY INDEPENDENT READING

To encourage students to read more widely and to explore authors and works of their interest, students will be required to read and analyze one additional novel on their own each quarter. The independent reading assignment also allows students to study three more works that they might use on the “Open Question” of the AP test. The independent reading assignment is an opportunity to consider in more depth the qualities and characteristics of good literature, as well as the question of why we like the literature that we do on a personal level. During first quarter, students read a novel of literary merit written prior to 1950; during second quarter, students read a novel of literary merit written after 1950; and during third quarter, students read a novel written by that year’s Bexley Community Book Club visiting author. Students will manage their own reading and annotating, and they will develop an argument of their choosing to develop into a written product.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)

- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
 - Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
 - Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)
- **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. (CCSS.ELA-Literacy.W.11-12.6)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)

- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)

AP TEST PRACTICE

To help students prepare for the specific tasks they will face on the AP English Literature and Composition exam in May, students will regularly engage in multiple choice and essay writing practice. Specifically, students will attempt multiple choice questions over poems and prose passages similar to what they will encounter on the AP test, and they will engage in both whole class and small group discussion of the correct answers. Furthermore, students will write essays in response to poetry and prose prompts from old AP tests. Following class discussion of the prompt, students will score and evaluate their own work and set goals for future essays. Students will also receive feedback from the teacher and/or classmates on each essay's strengths and areas for improvement.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)

Writing Standards

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - 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. (CCSS.ELA-Literacy.W.11-12.1a)
 - **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. (CCSS.ELA-Literacy.W.11-12.1b)
 - **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. (CCSS.ELA-Literacy.W.11-12.1c)
- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)

Speaking & 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1c)
 - **Respond thoughtfully** to diverse perspectives; **synthesize** comments, claims, and evidence made on all sides of an issue; **resolve** contradictions when possible; and **determine when additional information or research is required** to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)

Language Standards

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)
 - Observe **hyphenation** conventions. (CCSS.ELA-Literacy.L.11-12.2a)
 - **Spell** correctly. (CCSS.ELA-Literacy.L.11-12.2b)
- 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. (CCSS.ELA-Literacy.L.11-12.3)
 - **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. (CCSS.ELA-Literacy.L.11-12.3a)
- **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. (CCSS.ELA-Literacy.L.11-12.4)
- Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings**. (CCSS.ELA-Literacy.L.11-12.5)
 - Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.11-12.5a)
 - Analyze **nuances in the meaning of words** with similar denotations. (CCSS.ELA-Literacy.L.11-12.5b)
- 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. (CCSS.ELA-Literacy.L.11-12.6)