

**Course Numbers**

LA 503/504

LA529/530 (Dual-credit)

**AP English Literature & Composition**

2019-2020

**1.0 English credit.**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**AP English Literature and Composition** **– Course Objectives:**

Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study.

• Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone

• Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students’ analyses of literary texts

• Writing that proceeds through several stages or drafts, with revision aided by teacher and peers

• Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading

• Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.

**AP English Literature** **Exam: Format of Assessment – 3 Hours**

**Section I: Multiple Choice | 55 Questions | 1 Hour | 45% of Exam Score**

• Includes excerpts from several published works of drama, poetry, or prose fiction

• Each excerpt is accompanied by several multiple-choice questions or prompts

**Section II: Free Response | 3 Essays | 2 Hours | 55% of Exam Score**

• Students have 2 hours to write essay responses to three free response prompts from the following categories:

-A literary analysis of a given poem

-A literary analysis of a given passage of prose fiction (this may include drama)

-An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student

[**http://secondaryliteracy.dmschools.org/**](http://secondaryliteracy.dmschools.org/)

[**http://grading.dmschools.org**](http://grading.dmschools.org)

[**http://apcentral.collegeboard.com/apc/public/courses/teachers\_corner/2124.html**](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.html)

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Constructing Writing** | * Writing 4
* Writing 5
* Writing 6
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| **Vocabulary & Terminology** | * Reading Literature 4
* Language 4
 |
| **Collaborating in Discussions** | * Speaking & Listening 1
* Speaking & Listening 2
* Speaking & Listening 3
 |
| **Reading Interpretation** | * Reading Literature 1
* Reading Literature 2
* Reading Literature 3
* Reading Literature 5
* Reading Literature 6
* Reading Literature 7
* Reading Literature 9
* Reading Literature 10
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| The Advanced Placement English Literature & Composition exam requires students to respond to three types of prompts within approximately 40 minutes: 1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and 2) an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. |
| **Poetry Analysis** | * Writing 9
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| **Prose Analysis** | * Writing 9
 |
| **Theme Analysis** | * Writing 9
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**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request without the express permission of the building textbook manager or the curriculum coordinator.

\*\*\*Link for Novel Requisition Request

**Suggested Texts:** Texts listed have been shared by other DMPS AP Lit. instructors as having success in preparing students for the AP exam. Poetry and prose should be paired with full length texts for full analysis.

*The Poisonwood Bible,* Barbara Kingsolver

*A Thousand Splendid Suns,* Khaled Hosseini

*To Kill a Mockingbird,* Harper Lee

*Catcher in the Rye,* J. D. Salinger

*The Joy Luck Club,* Amy Tan

*Song of Solomon,* Toni Morrison

*Hamlet*, Shakespeare

*Macbeth*, Shakespeare

*The Kite Runner,* Khaled Hosseini

*Kindred*, Octavia Butler

*The Color Purple,* Alice Walker

*The Bluest Eye,* Toni Morrison

*Huckleberry Finn,* Mark Twain

*Oedipus*, Sophocles

*Antigone*, Sophocles

*The Awakening,* Kate Chopin

*Bless Me, Ultima,* Rudolfo Anaya

*Invisible Man*, Ralph Ellison

*1984*, George Orwell

As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.

[Rubric to Assess Fiction](file:///C%3A%5CUsers%5Csheridanel%5CPictures%5CSCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf)

[Rubric to Assess Non-Fiction](file:///C%3A%5CUsers%5Csheridanel%5CPictures%5CSCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf)

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| **Constructing Writing** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:**** **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience
* **Create** an organizational structure that logically sequences claims and helps accomplish the purpose
* **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience.
* **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
* **Apply** the stylistic conventions and expectations of the task or genre
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?***Possible Level 2 Guidance:**Students demonstrate they have the ability to:* Describe the task, purpose, and audience for a given writing task
* Produce writing that attends to the requirements of a specific task or prompt
* Produce writing for a specific purpose
* Produce writing with a specific audience in mind
* Produce writing with organization (a clear beginning, middle, and end)
* Produce writing with consistent style (formal or informal)
* Plan the development of writing using a template or graphic organizer
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| **Standard Language:** [**CCSS.ELA W.11-12.4**](http://www.corestandards.org/ELA-Literacy/W/11-12/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**Standard Language:** [**CCSS.ELA W.11-12.5**](http://www.corestandards.org/ELA-Literacy/W/11-12/5/)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. |

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| **Ideal Student Experience:**Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester.Peer feedback is a vital part of the writing process. Students should be engaged in peer editing multiple times throughout the year, and this can also be assessed through **Collaborating in Discussions.** | **Teacher Clarifications****While evidence for constructing writing may take many forms, length expectations for 11-12th grade are 4-5+ pages for full length papers.****Development**: Is able to support all paragraphs with sufficient detail, evidence, explanation, and relevant qualifiers or counterclaims closely related to a strong thesis.**Organization:** Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.**Style**: Is able to make effective word choices (particularly in terms of persuasiveness) suited to the situation while also varying syntax for effect.**Stylistic Conventions** = APA/MLA as appropriate for the audience and purpose |
| **Academic Vocabulary**Development, Organization, Style, Task, Purpose, Audience, Syntax | **Additional Resources**No Red Ink Pro: Writing Coach |

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| **Vocabulary & Terminology** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.**Possible Level 4 Guidance:**1. Investigate the evolution of form and meaning of an unusual word in a text
2. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study
 | **LEVEL 3 LEARNING GOAL: (AT)***The student demonstrates the ability to:*1. Interpret, analyze, and critique author’s use of literary devices, language, and/or style. (AP R3.2)
2. Make stylistic choices with vocabulary and terminology to achieve intended effects. (AP W3.2; R1.1)
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*

**Possible Level 2 Guidance:*** Identify literary devices
* Use appropriate and varied vocabulary
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| **Standard Language: CCSS ELA RL.11-12.4**Determine the meaning of words and phrases as they are used in a 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**Standard Language: CCSS ELA L.11-12.4**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11-12 reading and content*, choosing flexibly from a range of strategies. |

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| **Multiple Opportunities** Students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic. | **Teacher Clarifications** |
| **Academic Vocabulary**Connotation, Denotation, Figurative Language, Nuance, Subtle, Tone | **Additional Resources** |

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| **Collaborating in Discussions** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, 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 to stimulate a thoughtful, well-reasoned exchange of ideas
* **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; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives
* **Respond thoughtfully to diverse perspectives**; synthesize comments, claims, and evidence made on *other* sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*

**Possible Level 2 Guidance:*** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
* Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner
* Prepare for participation in a discussion by reading and researching indicated material
 |
| **Standard Language: CCSS ELA SL.11-12.1**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.**Standard Language:** [**CCSS.ELA-LITERACY.SL.11-12.2**](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/)Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**Standard Language:** [**CCSS.ELA-LITERACY.SL.11-12.3**](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

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| **Multiple Opportunities**The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic.  | **Teacher Clarifications**This topic is posted in both Semester 1 and Semester 2**.**Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment.Not all qualifiers in each bullet point must be present in every discussion. Some teachers have found that the Devil’s Advocate role during student discussion helps further dialogue, especially when many agree on an issue.  |
| **Academic Vocabulary**Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources****Costa’s Level of Questioning (AVID strategy)****Question-Answer Relationship (QAR)** |

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| **Reading Interpretation** |
| **LEVEL 4: (ET) 70%-100%**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 60-64%*****Students demonstrate they have the ability to:***1. **Analyze** how an author achieves specific effects and purposes using literary and poetic devices, figurative language, and word choice to reinforce key ideas, events, and themes in order to create multiple layers of meaning. (R3.2-2.5)
2. **Analyze** explicit and implicit references to elements of the social, cultural, and historical context and use that understanding to extend and elaborate the meaning of texts. (R2.2-1.5)
 | **Level 2: (PT) 45-59%** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possible Level 2 Guidance:*** **Describe** how an author achieves specific effects and purposes using literary devices, figurative language, and word choice to reinforce key ideas, events, and themes in order to create multiple layers of meaning.
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| **Standard Language: CCSS ELA RL.11-12.1**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.**Standard Language: CCSS ELA RI.11-12.1**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. |

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| **Multiple Opportunities:** | **Teacher Clarifications** |
| **Academic Vocabulary** | **Additional Resources** |

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| **Poetry Analysis** |
| **LEVEL 4: (ET)****7+ on the AP scale**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale*****Students demonstrate they have the ability to:***1. **Create** a thoughtful, substantive, and sustained interpretation, weaving together effective reasoning with apt, specific evidence from the text (e.g., direct quotations, paraphrases, and examples).
2. **Respond** to all aspects of the task or prompt and express ideas in a clear and organized fashion, developing a coherent and smooth progression of ideas.
3. **Incorporate** varied syntax, precise language, fluid style.
 | **Level 2: (PT) ≤5 on the AP scale** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possible Level 2 Guidance:*** Develop a claim supported by evidence and reasoning.
* Respond to the task or prompt and express ideas in formulaic fashion.
* Utilize conventional sentence structure, language, and style.
 |
| **Standard Language:** **[CCSS.ELA-LITERACY.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)**Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary** | **Additional Resources** |

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| **Prose Analysis** |
| **LEVEL 4: (ET)****7+ on the AP scale**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale*****Students demonstrate they have the ability to:***1. **Create** a thoughtful, substantive, and sustained interpretation, weaving together effective reasoning with apt, specific evidence from the text (e.g., direct quotations, paraphrases, and examples).
2. **Respond** to all aspects of the task or prompt and express ideas in a clear and organized fashion, developing a coherent and smooth progression of ideas.
3. **Incorporate** varied syntax, precise language, fluid style.
 | **Level 2: (PT) ≤5 on the AP scale** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possible Level 2 Guidance:*** Develop a claim supported by evidence and reasoning.
* Respond to the task or prompt and express ideas in formulaic fashion.
* Utilize conventional sentence structure, language, and style.
 |
| **Standard Language:** [**CCSS.ELA-LITERACY.W.11-12.9**](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary** | **Additional Resources** |

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| **Theme Analysis** |
| **LEVEL 4: (ET)****7+ on the AP scale**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT) 6 on the AP scale*****Students demonstrate they have the ability to:***1. **Create** a thoughtful, substantive, and sustained interpretation, weaving together effective reasoning with apt, specific evidence from the text (e.g., direct quotations, paraphrases, and examples).
2. **Respond** to all aspects of the task or prompt and express ideas in a clear and organized fashion, developing a coherent and smooth progression of ideas.
3. **Incorporate** varied syntax, precise language, fluid style.
 | **Level 2: (PT) ≤5 on the AP scale** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possible Level 2 Guidance:*** Develop a claim supported by evidence and reasoning.
* Respond to the task or prompt and express ideas in formulaic fashion.

Utilize conventional sentence structure, language, and style. |
| **Standard Language:** [**CCSS.ELA-LITERACY.W.11-12.9**](http://www.corestandards.org/ELA-Literacy/W/11-12/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| **Multiple Opportunities:**As the first reading topic of the year, there can (and should) be many ways to connect to the **Constructing Writing** and **Collaborating in Discussions** topics. There should be many opportunities to circle back to collect additional evidence on this topic in Unit 2 as the study of complex fiction continues with the **Interpreting Complex Language** and **Analyzing Text Structure** topics. | **Teacher Clarifications**Pay special attention to the idea of a theme statement rather than a simple one word theme. One-word themes have been off the table for students throughout high school (contrary to popular belief). Note the need to analyze multiple themes within the same text. |
| **Academic Vocabulary**Analyze, Theme, Development, Interact, Universal, Explicit | **Additional Resources**[Clarification on Interact & Build](file:///C%3A%5CUsers%5Csheridanel%5CPictures%5Cinteract%20%26%20build.png) |