

AP[®] English Literature and Composition Correlation to the Course and Exam Description (effective Fall 2019)

Correlation to the Course Content

Skills	Essential Knowledge	Text Page Numbers
UNIT 1: SHORT FICTION I		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.A—Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.A Description, dialogue, and behavior reveal characters to readers.	Unit 1, pp. 13-16
	CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.	Unit 1, pp. 14-16
	CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.	Unit 1, pp. 17-23
	CHR-1.D A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.	Unit 1, pp. 17-23
SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.		
Skills: 2.A—Identify and describe specific textual details that convey or reveal a setting.	SET-1.A Setting includes the time and place during which the events of the text occur.	Unit 1, pp. 27-29
	STR-1.A Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.	Unit 1, pp. 32-37
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.		
Skills: 3.A—Identify and describe how plot orders events in a narrative.	STR-1.A Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.	Unit 1, pp. 32-37
	STR-1.B The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.	Unit 1, pp. 32-37
Skills: 3.B—Explain the function of a particular sequence of events in a plot.	STR-1.C Plot and the exposition that accompanies it focus readers’ attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.	Unit 1, pp. 32-37, Unit 1, pp. 39-41
NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.		
Skills: 4.A—Identify and describe the narrator or speaker of a text.	NAR-1.A Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.	Unit 1, pp. 45-47
	NAR-1.B Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.	Unit 1, pp. 45-47
	NAR-1.C A speaker or narrator is not necessarily the author.	Unit 1, pp. 45-47

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4.B—Identify and explain the function of point of view in a narrative.	NAR-1.D The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.	Unit 1, pp. 48-51
	NAR-1.E Narrators may also be characters, and their role as characters may influence their perspective.	Unit 1, pp. 48-51
	NAR-1.F First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.	Unit 1, pp. 48-51
	NAR-1.G Third-person narrators are outside observers.	Unit 1, pp. 48-51
	NAR-1.H Third-person narrators' knowledge about events and characters may range from observational to all-knowing, which shapes their perspective.	Unit 1, pp. 48-51
	NAR-1.I The outside perspective of third-person narrators may not be affected by the events of the narrative.	Unit 1, pp. 48-51
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skill: 7.A—Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.	Unit 1, pp. 53-57
	LAN-1.B A claim is a statement that requires defense with evidence from the text.	Unit 1, pp. 58-59
	LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	Unit 1, pp. 61-63
UNIT 2: POETRY I		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.A—Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	CHR-1.E Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.	Unit 2, pp. 78-82
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.		
Skills: 3.C—Explain the function of structure in a text.	STR-1.D Line and stanza breaks contribute to the development and relationship of ideas in a poem.	Unit 2, pp. 86-89
	STR-1.E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.	Unit 2, pp. 86-89
	STR-1.F A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.	Unit 2, pp. 86-89
Skills: 3.D—Explain the function of contrasts within a text.	STR-1.G Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.	Unit 2, pp. 90-93
	STR-1.H Contrasts are the result of shifts or juxtapositions or both.	Unit 2, pp. 90-93
	STR-1.I Shifts may be signaled by a word, a structural convention, or punctuation.	Unit 2, pp. 90-93
	STR-1.J Shifts may emphasize contrasts between particular segments of a text.	Unit 2, pp. 90-93

Skills	Essential Knowledge	Text Page Numbers
FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.		
Skills: 5.B—Explain the function of specific words and phrases in a text.	FIG-1.A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.	Unit 2, pp. 96-99
	FIG-1.B Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.	Unit 2, pp. 96-99
	FIG-1.C Words or phrases may be repeated to emphasize ideas or associations.	Unit 2, pp. 102-103
	FIG-1.D Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.	Unit 2, pp. 102-103
Skills: 6.A—Identify and explain the function of a simile.	FIG-1.E A simile uses the words “like” or “as” to liken two objects or concepts to each other.	Unit 2, pp. 105-106
	FIG-1.F Similes liken two different things to transfer the traits or qualities of one to the other.	Unit 2, pp. 105-106
	FIG-1.G In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.	Unit 2, pp. 105-106
Skills: 6.B—Identify and explain the function of a metaphor.	FIG-1.H A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.	Unit 2, pp. 107-109
	FIG-1.I In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.	Unit 2, pp. 107-109
	FIG-1.J Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.	Unit 2, pp. 107-109
	FIG-1.K Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.	Unit 2, pp. 107-109
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.A—Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.	Unit 2, pp. 116-118
	LAN-1.B A claim is a statement that requires defense with evidence from the text.	Unit 2, pp. 119-121
	LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	Unit 2, pp. 123-125
UNIT 3: LONGER FICTION OR DRAMA I		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.A—Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.F The description of a character creates certain expectations for that character’s behaviors; how a character does or does not meet those expectations affects a reader’s interpretation of that character.	Unit 3, pp. 155-160
	CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader’s interpretation of that character.	Unit 3, pp. 155-160
	CHR-1.H Readers’ understanding of a character’s perspective may depend on the perspective of the narrator or speaker.	Unit 3, pp. 155-160
	CHR-1.I A character’s perspective may shift during the course of a narrative.	Unit 3, pp. 155-160
	CHR-1.J When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.	Unit 3, pp. 155-160
	CHR-1.K Readers can infer a character’s motives from that character’s actions or inactions.	Unit 3, pp. 155-160

Skills	Essential Knowledge	Text Page Numbers
Skills: 1.B—Explain the function of a character changing or remaining unchanged.	CHR-1.L A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.	Unit 3, pp. 163-165
	CHR-1.M Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.	Unit 3, pp. 163-165
	CHR-1.N Some characters remain unchanged or are largely unaffected by the events of the narrative.	Unit 3, pp. 163-165
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.		
Skills: 2.A—Identify and describe specific textual details that convey or reveal a setting.	SET-1.B Setting includes the social, cultural, and historical situation during which the events of the text occur.	Unit 3, pp. 168-170
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.		
Skills: 3.E—Explain the function of a significant event or related set of significant events in a plot.	STR-1.K A story, or narrative, is delivered through a series of events that relate to a conflict.	Unit 3, pp. 176-177
	STR-1.L Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot.	Unit 3, pp. 176-177
	STR-1.M The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.	Unit 3, pp. 176-177
Skills: 3.F—Explain the function of conflict in a text.	STR-1.N Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.	Unit 3, pp. 178-182
	STR-1.O A text may contain multiple conflicts. Often two or more conflicts in a text intersect.	Unit 3, pp. 178-182
	STR-1.P A primary conflict can be heightened by the presence of additional conflicts that intersect with it.	Unit 3, pp. 178-182
	STR-1.Q Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.	Unit 3, pp. 178-182
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.A—Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.	Unit 3, pp. 187-188
	LAN-1.B A claim is a statement that requires defense with evidence from the text.	Unit 3, pp. 187-188
	LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	Unit 3, pp. 187-188
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 3, pp. 188-191
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 3, pp. 188-191
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 3, p. 193
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 3, p. 193

Skills	Essential Knowledge	Text Page Numbers
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 3, pp. 194-196
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 3, pp. 194-196
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 3, pp. 194-196
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 3, p. 196 Unit 3, pp. 198-200
Skills: 7.E—Demonstrate control over the elements of composition to communicate clearly.	LAN-1.L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.	Unit 3, pp. 198-200
UNIT 4: SHORT FICTION II		
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.A—Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.O The significance of characters is often revealed through their agency and through nuanced descriptions.	Unit 4, pp. 220-223
	CHR-1.P Characters’ choices—in speech, action, and inaction— reveal what they value.	Unit 4, pp. 220-223
Skills: 1.C—Explain the function of contrasting characters.	CHR-1.Q The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature.	Unit 4, pp. 224-226
	CHR-1.R Protagonists and antagonists may represent contrasting values.	Unit 4, pp. 224-226
Skills: 1.D—Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	CHR-1.S Conflict among characters often arises from tensions generated by their different value systems.	Unit 4, pp. 224-226
SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.		
Skills: 2.B—Explain the function of setting in a narrative.	SET-1.C A setting may help establish the mood and atmosphere of a narrative.	Unit 4, pp. 229-232
Skills: 2.C—Describe the relationship between a character and a setting.	SET-1.D The environment a character inhabits provides information about that character.	Unit 4, pp. 229-232
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.		
Skills: 3.A—Identify and describe how plot orders events in a narrative.	STR-1.R Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved. <i>Note: For the exam, students are not expected to identify or label archetypes.</i>	Unit 4, pp. 236-237
Skills: 3.D—Explain the function of contrasts within a text.	STR-1.S The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.	Unit 4, pp. 239-240
	STR-1.T Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.	Unit 4, pp. 239-240
NAR-1 A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.		
Skills: 4.A—Identify and describe the narrator or speaker of a text.	NAR-1.J Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.	Unit 4, pp. 243-244

Skills	Essential Knowledge	Text Page Numbers
Skills: 4.B—Identify and explain the function of point of view in a narrative.	NAR-1.K Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.	Unit 4, pp. 245-248
	NAR-1.L Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.	Unit 4, pp. 245-248
Skills: 4.C—Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.M The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.	Unit 4, pp. 250-253
	NAR-1.N Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.	Unit 4, pp. 250-253
	NAR-1.O The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.	Unit 4, pp. 250-253
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 4, pp. 256-258
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 4, pp. 256-258
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 4, pp. 259-261
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 4, pp. 259-261
	LAN-1.M The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.	Unit 4, pp. 259-261
	LAN-1.N Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.	Unit 4, pp. 259-261
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 4, pp. 263-264
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 4, pp. 263-264
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 4, pp. 263-264
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 4, pp. 263-264
Skills: 7.E—Demonstrate control over the elements of composition to communicate clearly.	LAN-1.O Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	Unit 4, pp. 265-266
	LAN-1.P Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.	Unit 4, pp. 265-266

Skills	Essential Knowledge	Text Page Numbers
UNIT 5: POETRY II		
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.		
Skills: 3.C—Explain the function of structure in a text.	STR-1.U Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. <i>Note: The AP® Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry.</i>	Unit 5, pp. 285-291
	STR-1.V Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.	Unit 5, pp. 295-297
	STR-1.W Structures combine in texts to emphasize certain ideas and concepts.	Unit 5, pp. 295-297
FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.		
Skills: 5.A—Distinguish between the literal and figurative meanings of words and phrases.	FIG-1.L Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.	Unit 5, pp. 300-302
Skills: 5.B—Explain the function of specific words and phrases in a text.	FIG-1.M Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.	Unit 5, pp. 304-307
	FIG-1.N Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.	Unit 5, pp. 304-307
Skills: 5.D—Identify and explain the function of an image or imagery.	FIG-1.O Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.	Unit 5, pp. 310-311
	FIG-1.P An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.	Unit 5, pp. 310-311
	FIG-1.Q A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.	Unit 5, pp. 310-311
Skills: 6.B—Identify and explain the function of a metaphor.	FIG-1.R Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.	Unit 5, pp. 315-317
	FIG-1.S Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.	Unit 5, pp. 315-317
	FIG-1.T An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.	Unit 5, pp. 315-317
	FIG-1.U Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.	Unit 5, pp. 315-317
Skills: 6.C—Identify and explain the function of personification.	FIG-1.V Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.	Unit 5, pp. 318-319
Skills: 6.D—Identify and explain the function of an allusion.	FIG-1.W Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.	Unit 5, pp. 320-322
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		

Skills	Essential Knowledge	Text Page Numbers
Skills: 7B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 5, pp. 332-333
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 5, pp. 332-333
Skills: 7C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 5, pp. 334-335
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 5, pp. 334-335
Skills: 7D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 5, pp. 335-339
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 5, pp. 335-339
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 5, pp. 335-339
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 5, pp. 335-339
Skills: 7E—Demonstrate control over the elements of composition to communicate clearly.	LAN-1.Q Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.	Unit 5, pp. 339-341
UNIT 6: LONGER FICTION OR DRAMA II		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1A—Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.T Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.	Unit 6, pp. 373-375
Skills: 1C—Explain the function of contrasting characters.	CHR-1.U Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.	Unit 6, pp. 377-378
Skills: 1E—Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	CHR-1.V Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.	Unit 6, pp. 379-380
	CHR-1.W A character’s competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.	Unit 6, pp. 379-380
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.		
Skills: 3A—Identify and describe how plot orders events in a narrative.	STR-1.X Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.	Unit 6, pp. 383-386
Skills: 3B—Explain the function of a particular sequence of events in a plot.	STR-1.Y Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers’ experiences with a text by creating anticipation or suspense or building tension.	Unit 6, pp. 383-386

Skills	Essential Knowledge	Text Page Numbers
Skills: 3.D—Explain the function of contrasts within a text.	STR-1.Z Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.	Unit 6, pp. 387-389
NAR-1: A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.		
Skills: 4.C—Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.P The narrator's or speaker's tone toward events or characters in a text influences readers' interpretation of the ideas associated with those things.	Unit 6, pp. 392-396
	NAR-1.Q The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.	Unit 6, pp. 392-396
	NAR-1.R Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.	Unit 6, pp. 392-396
	NAR-1.S A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.	Unit 6, pp. 392-396
Skills: 4.D—Explain how a narrator's reliability affects a narrative.	NAR-1.T Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.	Unit 6, pp. 398-399
	NAR-1.U Readers who detect bias in a narrator may find that narrator less reliable.	Unit 6, pp. 398-399
	NAR-1.V The reliability of a narrator may influence a reader's understanding of a character's motives.	Unit 6, pp. 398-399
FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.		
Skills: 5.C—Identify and explain the function of a symbol.	FIX-1.X When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.	Unit 6, pp. 402-404
	FIX-1.Y A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.	Unit 6, pp. 402-404
	FIX-1.Z Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.	Unit 6, pp. 402-404
	FIX-1.AA When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal. <i>Note: The AP Exam will not require students to identify or label archetypes.</i>	Unit 6, pp. 402-404
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 6, pp. 408-409
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 6, pp. 408-409
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 6, pp. 409-410
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 6, pp. 409-410

Skills	Essential Knowledge	Text Page Numbers
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 6, pp. 410-411
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 6, pp. 410-411
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 6, pp. 410-411
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 6, pp. 410-411
Skills: 7.E—Demonstrate control over the elements of composition to communicate clearly.	LAN-1.R Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.	Unit 6, pp. 411-421
	LAN-1.S Writers use words that enhance the clear communication of an interpretation.	Unit 6, pp. 411-421
	LAN-1.T Punctuation conveys relationships between and among parts of a sentence.	Unit 6, pp. 411-421
UNIT 7: SHORT FICTION III		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.B—Explain the function of a character changing or remaining unchanged.	CHR-1.X Often the change in a character emerges directly from a conflict of values represented in the narrative.	Unit 7, pp. 453-457
	CHR-1.Y Changes in a character’s circumstances may lead to changes in that character.	Unit 7, pp. 453-457
	CHR-1.Z While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.	Unit 7, pp. 453-457
	CHR-1.AA An epiphany may affect the plot by causing a character to act on his or her sudden realization.	Unit 7, pp. 453-457
Skills: 1.D—Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	CHR-1.AB A group or force can function as a character.	Unit 7, pp. 459-461
	CHR-1.AC When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.	Unit 7, pp. 459-461
	CHR-1.AD The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character’s attitude toward the group.	Unit 7, pp. 459-461
SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.		
Skills: 2.B—Explain the function of setting in a narrative.	SET-1.E When a setting changes, it may suggest other movements, changes, or shifts in the narrative.	Unit 7, pp. 463-465
	SET-1.F Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.	Unit 7, pp. 463-465
Skills: 2.C—Describe the relationship between a character and a setting.	SET-1.G The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.	Unit 7, pp. 466-467
	SET-1.H The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers’ interpretations of them.	Unit 7, p. 467
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.		

Skills	Essential Knowledge	Text Page Numbers
Skills: 3.A—Identify and describe how plot orders events in a narrative.	STR-1.AA Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.	Unit 7, pp. 470-473
Skills: 3.B—Explain the function of a particular sequence of events in a plot.	STR-1.AB Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.	Unit 7, pp. 474-475
NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.		
Skills: 4.D—Explain how a narrator’s reliability affects a narrative.	NAR-1.W Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.	Unit 7, pp. 477-479
FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.		
Skills: 5.C—Identify and explain the function of a symbol.	FIG-1.AB A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.	Unit 7, pp. 483-485
	FIG-1.AC Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.	Unit 7, pp. 483-485
Skills: 5.D—Identify and explain the function of an image or imagery.	FIG-1.AD A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.	Unit 7, p. 487
Skills: 6.A—Identify and explain the function of a simile.	FIG-1.AE The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.	Unit 7, pp. 488-491
Skills: 6.C—Identify and explain the function of personification.	FIG-1.AF By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.	Unit 7, pp. 488-491
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 7, pp. 494-495
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 7, pp. 494-495
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 7, pp. 494-495
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 7, pp. 494-495
	LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.	Unit 7, pp. 496-499

Skills	Essential Knowledge	Text Page Numbers
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 7, pp. 494-495
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 7, pp. 494-495
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 7, pp. 494-495
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 7, pp. 494-495
	LAN-1.V Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.	Unit 7, pp. 494-495
UNIT 8: POETRY III		
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.		
Skills: 3.C—Explain the function of structure in a text.	STR-1.AC Ideas and images in a poem may extend beyond a single line or stanza.	Unit 8, pp. 515-522
	STR-1.AD Punctuation is often crucial to the understanding of a text.	Unit 8, pp. 515-522
	STR-1.AE When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.	Unit 8, pp. 515-522
Skills: 3.D—Explain the function of contrasts within a text.	STR-1.AF Juxtaposition may create or demonstrate an antithesis.	Unit 8, pp. 524-527
	STR-1.AG Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.	Unit 8, pp. 524-527
	STR-1.AH Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.	Unit 8, pp. 524-527
FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.		
Skills: 5.B—Explain the function of specific words and phrases in a text.	FIG-1.AG Ambiguity allows for different readings and understandings of a text by different readers.	Unit 8, pp. 531-533
Skills: 5.C—Identify and explain the function of a symbol.	FIG-1.AH Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.	Unit 8, pp. 534-535
Skills: 6.B—Identify and explain the function of a metaphor.	FIG-1.AI A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.	Unit 8, pp. 538-540
	FIG-1.AJ Often, conceits are used to make complex comparisons between the natural world and an individual.	Unit 8, pp. 538-540
	FIG-1.AK Multiple comparisons, representations, or associations may combine to affect one another in complex ways.	Unit 8, pp. 538-540
Skills: 6.D—Identify and explain the function of an allusion.	FIG-1.AL Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.	Unit 8, pp. 541-543
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 8, pp. 554-555
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 8, pp. 554-555

Skills	Essential Knowledge	Text Page Numbers
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 8, pp. 554-555
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 8, pp. 554-555
	LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation. .	Unit 8, p. 555
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 8, pp. 554-555
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 8, pp. 554-555
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 8, pp. 554-555
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 8, p. 554
Skills: 7.E—Demonstrate control over the elements of composition to communicate clearly.	LAN-1.W Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference. <i>Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers they develop in class through multiple revisions.</i>	Unit 8, pp. 557-560
UNIT 9: LONGER FICTION OR DRAMA III		
CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.		
Skills: 1.B—Explain the function of a character changing or remaining unchanged.	CHR-1.AE Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.	Unit 9, pp. 595-605
	CHR-1.AF Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.	Unit 9, pp. 595-605
Skills: 1.E—Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	CHR-1.AG A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.	Unit 9, pp. 607-610
	CHR-1.AH Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.	Unit 9, pp. 607-610
STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.		
Skills: 3.E—Explain the function of a significant event or related set of significant events in a plot.	STR-1.AI Significant events often illustrate competing value systems that relate to a conflict present in the text.	Unit 9, pp. 614-618
	STR-1.AJ Events in a plot collide and accumulate to create a sense of anticipation and suspense.	Unit 9, pp. 614-618
Skills: 3.F—Explain the function of conflict in a text.	STR-1.AK The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.	Unit 9, pp. 614-618
	STR-1.AL Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.	Unit 9, pp. 619-621
	STR-1.AM Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.	Unit 9, pp. 619-621

Skills	Essential Knowledge	Text Page Numbers
NAR-1: A narrator’s or speaker’s perspective controls the details and emphasizes that affect how readers experience and interpret a text.		
Skills: 4.C—Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	NAR-1.X Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.	Unit 9, pp. 624-626
	NAR-1.Y A narrator or speaker may change over the course of a text as a result of actions and interactions.	Unit 9, pp. 624-626
	NAR-1.Z Changes and inconsistencies in a narrator’s or speaker’s perspective may contribute to irony or the complexity of the text.	Unit 9, pp. 624-626
LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.		
Skills: 7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	Unit 9, pp. 630-632
	LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.	Unit 9, pp. 630-632
Skills: 7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	Unit 9, pp. 630-632
	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	Unit 9, pp. 630-632
	LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.	Unit 9, pp. 634-639
Skills: 7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	Unit 9, pp. 630-632
	LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	Unit 9, pp. 630-632
	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	Unit 9, pp. 630-632
	LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	Unit 9, pp. 630-632

Correlation to the AP[®] English Literature and Composition Skills

Skills	Text Pages
<p>Skill Category 1: Explain the function of character: By analyzing how a character is portrayed in a text, any change in a character over the course of a text, contrasting characters, and character relationships, students explore how characters in a literary work contribute to meaning in a text and are often vessels for conveying a range of ideas, values, beliefs, assumptions, biases, and cultural norms.</p>	
1.A—Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Unit 1: pp. 17 #1–2; 23 #1–3; 24 #4; 70 #8; Unit 2: 83 #1–3; 84 #4; 130 #8, 10; Unit 3: 161 #1–4; 162 #5–7; 202 #2–3; 204 #8–10; Unit 4: 223 #1–4; 271 #4; 273 #10; Unit 5: 345 #5; 346 #7–9; 377 #1, 3, 4; Unit 6: 426 #2; Unit 7: 503 #7; Practice Exam (PE): 653 #1; 660 #22–23; 671 #46
1.B—Explain the function of a character changing or remaining unchanged.	Unit 3: pp. 166 #1–3; Unit 7: 457 #1–3; 458 #4–7; 503 #2; Unit 8: 566 #10; Unit 9: 566 #10; PE: 663 #29–30
1.C—Explain the function of contrasting characters.	Unit 1: pp. 71 #11; Unit 4: 226 #1; Unit 6: 378 #1–3; 379 #4; 426 #1, 3
1.D—Describe how textual details reveal nuances and complexities in characters' relationships with one another.	Unit 4: pp. 226 #1; 227 #1; Unit 6: 461 #1; 462 #2–4; Unit 7: 503 #3; 506 #17; Unit 9: 605 #1–2; 606 #3–4; 645 #9–10; PE: 655 #9; 663 #28; 673 #54
1.E—Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	Unit 1: pp. 71 #10; Unit 6: 382 #1–2; 427 #4–6; Unit 7: 503 #6, 9; Unit 9: 610 #1–2; 611 #3; 642 #1; 643 #3
<p>Skill Category 2: Explain the function of setting: Recognizing the physical or literal aspects of settings in texts is just the beginning of analyzing how setting contributes to an interpretation of literature. Exploring how texts develop relationships between setting and other literary elements and exploring how settings can become associated with or represent ideas or values are crucial to helping students move from understanding setting at a literal level to a deeper understanding of how setting contributes to meaning in a text.</p>	
2.A—Identify and describe specific textual details that convey or reveal a setting.	Unit 1: pp. 29 #1; 30 #2; 70 #6; Unit 3: 170 #1; 204 #7; Unit 9: 644 #6; PE: 654 #4
2.B—Explain the function of setting in a narrative.	Unit 6: 466 #1–2; 503 #4; Unit 7: 506 #18; Unit 8: 564 #5; PE: 671 #45; 672 #48
2.C—Describe the relationship between a character and a setting.	Unit 4: pp. 232 #1; 233 #2; 271 #3; Unit 6: 468 #1; 469 #2; Unit 7: 507 #19; Unit 8: 565 #6–7; PE: 662 #26
<p>Skill Category 3: Explain the function of plot and structure: A deeper understanding of plot and structure in texts includes examining how the ordering of events in narratives affect readers' interpretations of texts. Additionally, exploring the relationships of particular events or a series of events to other literary elements, such as conflict, provides opportunities to examine how these plot relationships contribute to meaning. Furthermore, students develop a more sophisticated understanding of structure as they analyze part-to-part and part-to-whole relationships in texts, which may involve contrasts, and develop interpretations considering these structural relationships.</p>	
3.A—Identify and describe how plot orders events in a narrative.	Unit 1: pp. 38 #1–4; 69 #2; Unit 4: 239 #1; Unit 5: 349 #18, 20; Unit 6: 387 #1; 388 #2; 430 #15; Unit 7: 473 #1–2; 474 #3; 475 #1; 475 #2–4, Part 3 Apply What You Have Learned; 502 #1, 5; 506 #16; Unit 9: 648 #18
3.B—Explain the function of a particular sequence of events in a plot.	Unit 1: pp. 41 #1; 42 #2; Unit 4: 273 #8; Unit 6: 387 #1; 388 #3; 427 #7; Unit 7: 505 #13
3.C—Explain the function of structure in a text.	Unit 1: pp. 47 #1–2; 89 #1–5; 131 #11; Unit 4: 276 #18; 294 #1–3; Unit 5: 297 #1–2; 298 #3; 344 #2; 345 #3; 347 #13; Unit 8: 527 #1; 528 #2–4; 529 #5, Part 1 Apply What You Have Learned (AWYHL); 563 #2; 568 #14; 569 #15; Unit 9: 647 #14; PE: 653 #2; 655 #8; PE: 659 #19; 660 #20; 662 #27; 667 #37–38
3.D—Explain the function of contrasts within a text.	Unit 1: pp. 69 #5; Unit 2: 93 #1–3; 94 #4–5; 128 #2; 131 #12; Unit 4: 240 #1; 240 #2; 272 #7; 273 #9; 275 #15; Unit 5: 349 #19; Unit 6: 377 #20; 390 #1, 3, 4; 428 #8; 429 #13–14; Unit 7: 504 #10–11; Unit 8: 522 #1; 523 #2–4; 564 #4; 565 #8; 568 #12; PE: 654 #2; 661 #24; 664 #31; 668 #40; 673 #53
3.E—Explain the function of a significant event or related set of significant events in a plot.	Unit 3: pp. 177 #1–2; 183 #3; 202 #1; Unit 9: 618 #1–3; 643 #3
3.F—Explain the function of conflict in a text.	Unit 3: pp. 182 #1–2; 183 #4; 203 #4–5; Unit 9: 618 #4; 621 #1–4

Skills	Text Pages
<p>Skill Category 4: Explain the function of the narrator or speaker: Analyzing the narrators and speakers of texts includes more than the simpler tasks of identifying and describing narrators and speakers or identifying the points of view in which texts are narrated. Through their analysis of texts' narrators and speakers, students explore how the points of view in texts contribute to interpretations. Furthermore, students build an understanding that narrators and speakers reveal their perspectives (which also inform their reliability) in the texts they narrate and influence readers' interpretations.</p>	
4.A—Identify and describe the narrator or speaker of a text.	Unit 1: pp. 47 #1–2; 68 #1; 69 #3; Unit 4: 244 #1–2; 245 #3; PE: 664 #33
4.B—Identify and explain the function of point of view in a narrative.	Unit 1: pp. 51 #1; 52 #2–3; Unit 2: 128 #1; Unit 4: 249 #1–2; 250 #3; 275 #14; Unit 5: 344 #4; PE: 656 #12; 668 #41; 672 #50
4.C—Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	Unit 4: pp. 253 #1–3; 271 #1–2; 272 #5–6; 275 #12–13; Unit 5: 346 #10; Unit 6: 390 #1–4; 397 #1; 398 #2–4; 428 #10–11; 430 #16–18; Unit 8: 566 #9; 569 #16; Unit 9: 626 #1–2; 627 #3; 643 #4; 644 #7; 645 #11; 647 #15; PE: 656 #11; 658 #14; 659 #18; 664 #32; 666 #36; 672 #49; 673 #51
4.D—Explain how a narrator's reliability affects a narrative.	Unit 1: pp. 71 #9; Unit 6: 402 #1–3; 428 #9; 429 #13; Unit 7: 479 #1; 480 #2–3; 505 #12
<p>Skill Category 5: Explain the function of word choice, imagery, and symbols: Developing an interpretation of literature includes an understanding of how words and phrases denote literal meaning and connote associations and representations that convey figurative meaning. Always attending to the literal meaning conveyed in the texts they analyze, students develop interpretations of literature by exploring how word choice, imagery, and symbols propose particular associations and representations beyond the physical and into the abstract.</p>	
5.A—Distinguish between the literal and figurative meanings of words and phrases.	Unit 2: pp. 132 #16; Unit 5: 303 #1–4; 348 #14; PE: 658 #15
5.B—Explain the function of specific words and phrases in a text.	Unit 2: pp. 102 #1–2; 104 #1–2; 128 #3; 129 #5; 130 #7; 132 #15; Unit 5: 276 #16–17; 276 #19; 307 #1; 308 #2–3; 344 #1; Unit 8: 533 #1; 534 #2; 567 #11; Unit 9: 646 #13; PE: 653 #3; 660 #21; 666 #35; 668 #42
5.C—Identify and explain the function of a symbol.	Unit 6: pp. 407 #1; 408 #2–3; 428 #12; 430 #15, 19; Unit 7: 485 #1; 486 #2; 488 #1–2; 491 #1; 492 #2–3; 503 #6, 8; 506 #14; Unit 8: 536 #1–2, Part 2 Apply What You Have Learned (AWYHL), 563 #1; 568 #13; Unit 9: 645 #8; 648 #17; PE: 656 #10
5.D—Identify and explain the function of an image or imagery.	Unit 5: 312 #1–2; Unit 7: 507 #20; Unit 8: 568 #12; Unit 9: 647 #16; PE: 655 #7; 673 #52
<p>Skill Category 6: Explain the function of comparison: So often literature depends on comparison to convey figurative meaning; yet, because it is frequently assumed that they can easily interpret comparisons, students may not receive instruction in how comparisons work. By breaking down—and thus, demystifying—the reasoning processes involved in interpreting comparisons, teachers can help students' understanding of texts move from literal comprehension to interpreting figurative meaning.</p>	
6.A—Identify and explain the function of a simile.	Unit 1: pp. 69 #4; Unit 2: 107 #1–2; 128 #4; Unit 3: 203 #6; Unit 5: 345 #6; 347 #12; Unit 8: 570 #18; Unit 9: 648 #19–20; PE: 654 #6; 672 #47
6.B—Identify and explain the function of a metaphor.	Unit 2: pp. 110 #1–3; 129 #6; 130 #9; Unit 5: 318 #1–2; 347 #11; Unit 8: 540 #1; 541 #2; 543 Part 3 AWYHL; 569 #17; PE: 659 #17; 668 #43
6.C—Identify and explain the function of personification.	Unit 5: pp. 320 #1–2; 348 #15–17; Unit 7: 506 #15; PE: 658 #16; 667 #39
6.D—Identify and explain the function of an allusion.	Unit 4: pp. 274 #11; Unit 5: 322 #1; 323 #2; Unit 8: 543 #1–2, Part 3 AWYHL; 564 #3
<p>Skill Category 7: Develop textually substantiated arguments about interpretations of part or all of a text: Throughout the course, students develop textually substantiated arguments about the literature they read. To build the skills necessary to develop arguments about literature, students will need multiple opportunities to practice these skills by approaching writing as a recursive process. Additionally, students will benefit from an instructional approach that integrates writing instruction with the study of literature, rather than an approach to writing instruction that disjoins or isolates reading from writing.</p>	
7.A—Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Unit 1: pp. 51 #1–2; 60 #1–4; 63 #1–2; Unit 2: 119 #1–3; 121 #1–4; 125 #1–2; Unit 6: 390 #2; Unit 7: 462 Part 1 AWYHL
7.B—Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	NOTE: All of the FRQs in Units 3–9 assess 7.B, 7.C, 7.D, and 7.E Unit 1: pp. 70 #7; Unit 2: 131 #13; Unit 3: 192 Composing on Your Own (COYO); Unit 4: 259 5.1 Checkpoint, COYO; 262 COYO; Unit 5: 333 5.1 Checkpoint; 334 COYO; 335 5.2 Checkpoint, COYO; Unit 6: 407 #1; 409 Part 4 AWYHL; 412 COYO; Unit 7: 469 Part 2 AWYHL; 499 AWYHL; Unit 8: 557 COYO; Unit 9: 644 #5; 646 #12; PE: 657 #13; 661 #25; 665 #34; 669 #49; 674 #55

Skills	Text Pages
7.C—Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	Unit 3: pp. 194 Unit 4: COYO; 227 Part 1 Apply What You Have Learned (AWYHL); 234 Part 2 AWYHL; 262 COYO; Unit 6: 382 Part 1 AWYHL; 414 COYO; Unit 7: 469 Part 2 AWYHL; 499 AWYHL; Unit 8: 557 COYO
7.D—Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	Unit 3: pp. 197 COYO; Unit 4: 265 COYO; Unit 5: 339 5.3 Checkpoint, COYO; Unit 6: 377 #2; 382 Part 1 AWYHL; 414 COYO; Unit 7: 499 AWYHL; Unit 8: 557 COYO
7.E—Demonstrate control over the elements of composition to communicate clearly.	Unit 3: pp. 200 4.5 Checkpoint and COYO; Unit 4: 267 COYO; Unit 5: 342 5.4 Checkpoint, COYO; Unit 6: 422 COYO, Part 5 AWYHL; Unit 8: 557 COYO; 561 Part 4 AWYHL; Unit 9: 632 COYO; 639 Part 4 AWYHL

Correlation to the Big Ideas

Big Ideas	Text Pages
BIG IDEA 1: CHARACTER (CHR)	
Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	Part 1 of Units 1 (pp. 13–25); 2 (pp. 78–84); 3 (pp. 154–166); 4 (pp. 219–227); 6 (pp. 373–382); 7 (pp. 452–462); 9 (pp. 595–612)
BIG IDEA 2: SETTING (SET)	
Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	Unit 1, Part 2 (pp. 26–31); Unit 3, Part 2 (pp. 167–174); Unit 4, Part 2 (228–234); Unit 7, Part 2 (pp. 463–469)
BIG IDEA 3: STRUCTURE (STR)	
Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	Unit 1, Part 3 (pp. 32–43); Unit 2, Part 2 (pp. 85–94); Unit 3, Part 3 (pp. 175–185); Unit 4, Part 3 (pp. 235–241); Unit 5, Part 1 (pp. 285–298); Unit 6, Part 2 (pp. 383–391); Unit 7, Part 3 (pp. 470–475); Unit 8, Part 1 (pp. 514–529); Unit 9, Part 2 (pp. 613–622)
BIG IDEA 4: LITERARY ARGUMENTATION (LAN)	
Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	Unit 1, Part 5 (pp. 53–66); Unit 2, Part 5 (pp. 115–126); Unit 3, Part 4 (pp. 186–200); Unit 4, Part 5 (pp. 255–268); Unit 5, Part 5 (pp. 331–342); Unit 6, Part 5 (pp. 410–422); Unit 7, Part 6 (pp. 493–499); Unit 8, Part 4 (pp. 553–561); Unit 9, Part 4 (pp. 629–639)