

# AP Literature & Composition



## Frost's C.C.D.

(Critical Class Documents)

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# Wahoo



**Unity**

**Harmony**

**Celebration**

**Joy**

**Completion**

**Agency**

**Understanding**



# **Boohoo**



**Isolation**

**Destruction**

**Fear**

**Chaos**

**Toil**

**Despair**

## BIG IDEAS

### CHR Character

### SET Setting

### STR Structure

### NAR Narration

### FIG Figurative Language

### LAN Literary Argumentation

## ENDURING UNDERSTANDINGS

Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

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.

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

### Skill Category 1

*Explain the function of character.*

### Skill Category 2

*Explain the function of setting.*

### Skill Category 3

*Explain the function of plot and structure.*

### Skill Category 4

*Explain the function of the narrator or speaker.*

### Skill Category 5

*Explain the function of word choice, imagery, and symbols.*

### Skill Category 6

*Explain the function of comparison.*

### Skill Category 7

*Develop textually substantiated arguments about interpretations of part or all of a text.*

## SKILLS

**1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Units 1, 2, 3, 4, 6

**1.B** Explain the function of a character changing or remaining unchanged.

Units 3, 7, 9

**1.C** Explain the function of contrasting characters.

Units 4, 6

**1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.

Units 4, 7

**1.E** Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

Units 6, 9

**2.A** Identify and describe specific textual details that convey or reveal a setting.

Units 1, 3

**2.B** Explain the function of setting in a narrative.

Units 4, 7

**2.C** Describe the relationship between a character and a setting.

Units 4, 7

**3.A** Identify and describe how plot orders events in a narrative.

Units 1, 4, 6, 7

**3.B** Explain the function of a particular sequence of events in a plot.

Units 1, 6, 7

**3.C** Explain the function of structure in a text.

Units 2, 5, 8

**3.D** Explain the function of contrasts within a text.

Units 2, 4, 6, 8

**3.E** Explain the function of a significant event or related set of significant events in a plot.

Units 3, 9

**3.F** Explain the function of conflict in a text.

Units 3, 9

**4.A** Identify and describe the narrator or speaker of a text.

Units 1, 4

**4.B** Identify and explain the function of point of view in a narrative.

Units 1, 4

**4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

Units 4, 6, 9

**4.D** Explain how a narrator's reliability affects a narrative.

Units 6, 7

**5.A** Distinguish between the literal and figurative meanings of words and phrases.

Unit 5

**5.B** Explain the function of specific words and phrases in a text.

Units 2, 5, 8

**5.C** Identify and explain the function of a symbol.

Units 6, 7, 8

**5.D** Identify and explain the function of an image or imagery.

Units 5, 7

**6.A** Identify and explain the function of a simile.

Units 2, 7

**6.B** Identify and explain the function of a metaphor.

Units 2, 5, 8

**6.C** Identify and explain the function of personification.

Units 5, 7

**6.D** Identify and explain the function of an allusion.

Units 5, 8

**7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Units 1, 2, 3

**7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

Units 3, 4, 5, 6, 7, 8, 9

**7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

Units 3, 4, 5, 6, 7, 8, 9

**7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Units 3, 4, 5, 6, 7, 8, 9

**7.E** Demonstrate control over the elements of composition to communicate clearly.

Units 3, 4, 5, 6, 8

## MIST Clarification

**MOOD:** how does it feel wahoo or boohoo? Refine the emotions from there.

This is the overall sense of the poem and comes about due to **all** the elements and techniques.

--Sound has the most direct impact on mood: soothing/euphonic (o, m, n, l..) or jarring/cacophony (p,t, b,k...)

--assonance, alliteration, consonance, rhyme will impact the pacing

--Meter will impact the mood, we will not study it much

\*\*Mood is not to be confused with TONE. TONE is made up of imagery, diction, and syntax\*\*

**IMAGERY:** what senses are appealed to and what is the weight? The images will “stack” in different levels or binaries to effect mood and tension through **connotation**.

--auditory, tactile, visual, taste, olfactory, gustatory; does the appeal to the senses vary or remain the same? To what purpose or effect?

If you discuss imagery, put an ADJECTIVE in front of the word imagery: vibrant/muted, dark/light, interior/exterior, broken/whole, secular/sacred.....

--This is where the TENSION or PROBLEM will show itself most times

--**Figurative Language** is often grouped with Imagery

--Unifying: personification, similes, and metaphors create connections

--apostrophe and hyperbole

**STRUCTURE:** understand how the poem is presented and why; shifts of all sorts deepen the message; how is the discussion of the problem **FRAMED**

--Form: sonnet or something else; specific forms have set patterns that shift predictably

--Shift in pov, speakers, or time; watch for **ITALICS** to reveal this

--transitional words: but, if, however, therefore..... shift a discussion

--Diction (high or low); Syntax (simple or complex); Enjambment or line breaks; closed or open stanzas

**TENSION:** This is the struggle of the poem, or the celebration; what is the problem, what are the forces pushing and pulling; interior or exterior? Imagery and shifts will give you this.

--TONE: make certain you get the TONE of the poem correct. While it can be discussed as part of the mood, it really surfaces in the TENSION.

List and define the components applicable for each element.

**M:** Mood: how does it feel; WAHOO OR BOOHOO; WHAT IS THE PROBLEM IN THE POEM

Wahoo concepts: unity, understanding, completion, agency

Bohoo concepts: isolation, confusion, lack of appreciation, waste, chaos

Sound and sense (euphonic and easy or harsh and a struggle)

**I:** Imagery: adjective; **connotation**; binary; juxtaposition; inversion

1. Auditory, tactile, gustatory, hearing, sight, touch, taste

This is where the TENSION is most evident. The message of the poem comes through its images. Notice how the images lead you to a positive or negative mood. Is the imagery rich and lush, fantastic, light or dark? Is it an interior/exterior?

Figurative Language is imagery

--simile, metaphor, hyperbole, personification, symbol

**S:** Structure and shifts

1. Structures and shifts
  - form
  - rhyme scheme; proximity and theme
  - shifts, transitions, repetitions
  - syntax
  - enjambment
  - the dominant sense used

**T:** Tension: What are the emotions or ideas that seem to be engaged? Tension is primarily created through the use of **Imagery and Structure**. Are there things that are in contrast or out of place/structure?

# 2019 AP Literature CED

## Domain-Specific and Academic Terms

Students will NOT be expected to identify or label archetypes (59)

Students will NOT be expected to “label or identify specific rhyme schemes, metrical patterns, or forms of poetry” (68).

Students are not expected to “use a specific attribution style (like MLA) within the timed essays on the AP exam” (100).

Adjectives	Foil	Poetry: Open-form
Adverbs	Foreshadowing	Point of view
Allusion	Function	Pronoun references
Ambiguity	Genre	Protagonist
Analogy	Hyperbole	Reasoning
Analysis	Imagery	Referent
Antagonist	Inconsistencies	Reliability
Antecedent	Infer	Repetition
Antithesis	In medias res	Resolution
Atmosphere	Interpretation	Setting
Catharsis	Irony	Shift
Character	Juxtaposition	Simile
Chronology	Line of reasoning	Soliloquy
Claim/Thesis	Literal vs. Figurative Meaning	Stanza
Climax	Literary Argument	Stream of consciousness
Comparison	Metaphor	Structure
Conceit	Mood	Symbols
Conflict: External	Motif	Synonyms
Conflict: Internal	Narrative	Syntax
Diction	Narrator	Tempo
Drama	Narrator bias	Tense (grammatical)
Dramatic monologue	Narrator reliability	Theme
Dramatic situation or moment	Nuance	Third-person narrator
Epiphany	Paradox	Tone
Evidence	Parallel structure	Understatement
Exposition	Patterns and breaks in patterns	Use of evidence, to: Amplify
Extended metaphor	Personification	Use of evidence, to: Associate
Fiction	Perspective	Use of evidence, to: Clarify
Figurative Language	Plot	Use of evidence, to: Exemplify
First-person narrator	Poetry	Use of evidence, to: Qualify
Flashback	Poetry: Closed-form	



You can provide great insights and STILL miss the point if you are not providing specific support that discusses purpose, effect or reason. Below is a list of MANY words and phrases you can use to describe an author's purpose:

Adds to	Elaborates	Points out
Aligns	Emphasizes	Portrays
Allows	Employs	Presents
Allows readers to	Enhance	Proposes
Amplifies	Enriches the	Proves
Analyzes	Entices	Provides
Anticipates	Establishes	Re-creates
Captures	Exemplifies	Reflects
Cause	Explains	Reinforces
Characterizes	Focus	Represent
Comments	Foreshadows	Reveals
Completes the	Hastens	Reveals
Confirms	Highlights	Serves to
Connects	Humors	Shapes
Connotes	Illuminates	Shifts
Contradicts	Illustrates	Showcases
Contrasts	Implies	Shows
Contributes to	Indicates	Signals
Conveys	Infers	Solidify
Creates	Informs	Stresses
Defends	Infuses	Stresses the
Delays	Intones	Suggests
Demonstrates	Introduces	Summarizes
Describes	Is supported by	Symbolize
Develops	Juxtaposes	Ties
Directs	Lets the reader know	Translates to
Discredits	Limits	Trivializes
Disparages	Links	Validates
Echoes	Pleas	



## MARKER VERBS FOR ESSAYS OF ANALYSIS

### Abbreviated List

#### **\*COMMUNICATES**

Concludes  
Connects  
Declares  
Implies  
Informs  
Introduces  
Provides  
Reports  
Reveals  
Signifies  
States  
Suggests

#### **\*CONVEYS**

Expresses  
Relates  
Reveals

#### **\*REVEALS**

Clarifies  
Demonstrates  
Displays  
Illustrates

#### **\*ENHANCES**

Exaggerates  
Reinforces

#### **\*EXAMINES**

Analyzes  
Compares  
Contrasts  
Explores  
Investigates  
Questions

#### **\*DESCRIBES**

Depicts  
Explains  
Expresses

Illustrates  
Portrays

#### **\*USES**

Employs  
Utilizes

#### **\*REINFORCES**

Adds to  
Backs up  
Confirms  
Defends  
Emphasizes  
Proves  
Stresses  
Supports

#### **\*RELATES**

Depicts  
Describes  
Expresses  
Narrates  
Presents  
Reports  
Reveals  
Shows

#### **\*DEVELOPS**

Expands  
Explains

#### **\*SYMBOLIZES**

Illustrates  
Personifies  
Represents  
Shows  
Signifies

#### **\*COMMENTS**

Asserts  
Clarifies  
Criticizes  
Explains  
Mentions  
Notes  
Points out  
Remarks

#### **\*CLAIMS**

Argues  
Asserts  
Reasons  
States

## Key Ideas for the FRQ:

### Row A: Thesis (assertion/claim)

1. Echo the prompt (frames the work to be done) but don't parrot it.
2. Avoid describing the poem or personalizing/judging the poem
3. Make a claim or an assertion that is founded on an interpretation, not merely an observation
4. Offer a line of reasoning or blueprint
5. A writer can "work their way" to the meaning

Key words: by, through, complex, illustrates/maintains/conveys/explores, author's name.

Phrases to avoid: "The poem is about...", "Mankind is constantly..."

Thesis: "Through her use of vivid imagery, abrupt shifts in perspective, and strongly juxtaposed metaphors, Oliver suggests that the relationship between a family and their home is not only complex, but conflicted." (Black Walnut Tree)

### Row B: Evidence and Commentary (argument)

1. Topic sentences need to echo thesis and should have an element of the blueprint
2. Don't stack, unpack. Evidence and qtes need to be explored and explicitly bent toward the thesis
3. Embed qtes
4. Use the author's name to illustrate authorial intent and your interpretation. If you only discuss the actions or descriptions of the text without using the author's name, it is difficult to build a discussion of the author's craft.

### Row C: Sophistication

1. Don't spend time analyzing what is not there. For example, "If the author was discussing a pet instead of a tree, the poem would be much different."
2. Don't spend time praising the author or discussing how a literary device might work. For example, "Mary Oliver is one of the greatest nature writers and her use of imagery is unparalleled. Her imagery lets the reader feel like they are right there."
3. Use a prose style that will afford complexity of thought. For example, "While it may seem like the speaker in the poem longs to escape the hassles created by the walnut tree, in reality she understands that the tree—both literally and figuratively—has come to represent her family's history.... her family tree, if you will."

## AP Literature Writing Rubric

ROW A:	Thesis
0 points	<ul style="list-style-type: none"> <li>• There is no defensible thesis</li> <li>• The thesis only restates the prompt</li> <li>• The thesis provides summary of piece with no claim or analysis</li> <li>• The thesis does not respond to the prompt</li> </ul>
1 point	<ul style="list-style-type: none"> <li>• <b>Must respond to the prompt as a defensible thesis that presents an interpretation</b></li> <li>• <b>May be more than one sentence</b></li> <li>• <b>Should appear in introduction</b></li> </ul>
ROW B:	Evidence
0 points	<ul style="list-style-type: none"> <li>• Simply restates thesis (if present)</li> <li>• Provides only plot summary</li> <li>• Provides examples that are irrelevant or incoherent</li> <li>• <b>Opinion or judgment with no textual references or analysis</b></li> </ul>
1 point	<ul style="list-style-type: none"> <li>• Summarizes text without reference to a thesis</li> <li>• Provides vague references to the text that are only vaguely relevant</li> <li>• Provides little analysis</li> <li>• Provides little to no explanation of textual references</li> </ul>
2 points	<ul style="list-style-type: none"> <li>• Makes textual references that are relevant to the thesis</li> <li>• Provides some analysis</li> <li>• Support is repetitive or oversimplified</li> <li>• <b>Analysis represents a misinterpretation of text</b></li> </ul>
3 points	<ul style="list-style-type: none"> <li>• <b>Makes textual references that are relevant to the thesis</b></li> <li>• <b>Provides analysis</b></li> <li>• <b>Explains or implies the relationship between the thesis and evidence</b></li> <li>• <b>Analysis may be uneven, under-developed, limited, or incomplete</b></li> </ul>
4 points	<ul style="list-style-type: none"> <li>• <b>Makes textual references that are relevant to the thesis</b></li> <li>• <b>Provides a well-developed analysis</b></li> <li>• <b>Explicitly explains the relationship between the evidence and the thesis</b></li> <li>• <b>Analysis is consistent, complete, and insightful</b></li> </ul>
NOTE: WRITING THAT CONTAINS GRAMMATICAL ERRORS THAT INTERFERE WITH THE UNDERSTANDING OF THE PIECE CANNOT EARN A 4.	
ROW C:	Sophistication
0 points	<ul style="list-style-type: none"> <li>• References to context contain sweeping generalizations</li> <li>• Only hints or suggests other possible interpretations</li> <li>• Makes single statement relating interpretation to theme without consistently maintaining that thematic interpretation</li> <li>• Oversimplifies complexities in text</li> <li>• Uses overly complex sentences or language that do not enhance the argument</li> <li>• Reduces the text to a cliché or a simple moral value</li> </ul>
1 point	<ul style="list-style-type: none"> <li>• <b>Demonstrates sophistication of thought or develops a complex literary argument</b></li> <li>• <b>Crafts a thesis that demands nuanced consideration of textual evidence and successfully proves it</b></li> <li>• <b>Explains relevance of interpretation in a broader context</b></li> <li>• <b>Discusses alternative interpretations of the text</b></li> <li>• <b>Recognizes and accounts for contradictions or complexities in the text</b></li> <li>• <b>Uses relevant analogies to help the audience understand the interpretation</b></li> <li>• <b>Utilizes prose style that is consistently vivid, persuasive, convincing, or outstanding</b></li> </ul>