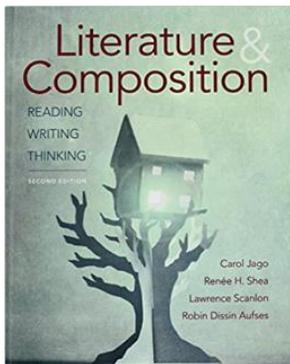


**Core Text / Materials**



**Please ensure you obtain the following:**

- Literature & Composition, 2<sup>nd</sup> Edition* – (Teacher Edition)
- Literature & Composition, 2<sup>nd</sup> Edition* – (Student Edition: class set)
- Achieve app on Clever for book online access
- AP Classroom Access
  - You can sign in or sign up here.
  - Identify your AP Coordinator on campus and obtain course audit approval.
- Unit/Model Internalization Guide
- AP English Literature Course and Exam Description, Fall 2020
- AP English Literature Conceptual Framework

**Note:** This guide will follow the unit materials provided by College Board through their CED and lay these beside the thematic chapters in *Literature & Composition, 2<sup>nd</sup> Edition*, emphasizing the skills that each unit enumerates and highlights.

**Unit Overview**

**Semester 1 Review** uses the three weeks before winter break to strategically review Units 1–3 in AP English Literature, reinforcing essential skills from short fiction, poetry, and long fiction. The goal is to strengthen mastery of key CED skills especially analysis of character, setting, structure, and written literary arguments while preparing students for the stamina and mental load of the Semester Exam. Students will revisit foundational texts, refine close reading and commentary skills, and engage in tasks that mirror AP expectations. After the exam, there is structured instructional time to diagnose misconceptions and refine skills based on semester exam results and determine next steps for skill growth in Semester 2.

**Big Ideas/Skills Categories**

**All Skills Taught: Focus on skills students have not yet mastered.**

<p><b>CHR:</b> Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p><b>SET:</b> Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p>	<p><b>STR:</b> 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.</p>	<p><b>NAR:</b> A narrator’s or speaker’s perspective controls the details and emphasizes that affect how readers experience and interpret a text.</p>	<p><b>FIG:</b> Comparisons, representation, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p><b>LAN:</b> Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>
---	--	---	---	---	---

**AP teachers should utilize information they have gained from skills data tracking either through Unit Exams, AP Classroom’s Personal Progress Checks (PPCs), or Class Companion’s Insights and identify the skills where their students most need additional instruction and practice. Teachers can use the AP Question Bank in AP Classroom to create additional practice on the skills, Class Companion’s IDEA District Folder with AI Tutoring Assignments, and/or use of Albert IO.**

Semester Exam				
Structure				Useful Resources
Section 1	Multiple Choice	60 minutes time limit	55 questions	<input type="checkbox"/> How to access the Semester Exam via AP Classroom links <input type="checkbox"/> Assigning Exams on AP Classroom and Transferring data to Edcite Roadmap <input type="checkbox"/> TEAMS AP English Literature Channel
Section 2	Free Response	2 hours	Question 1: Poetry Question 2: Prose Question 3: Literary Argumentation	
<b>Note:</b> Semester Exam is a full practice release. Essays are suggested in intervals of 40 minutes and teachers will score for all Rows in the scoring guidelines: <b>Row A defensible thesis (0-1 point), Row B evidence &amp; commentary, (0-4 points) and Row C sophistication (0-1 point).</b>				

**Multi-Tiered System of Support (MTSS)**

To support the district’s **Multi-Tiered System of Supports (MTSS)** initiative and align more closely with TEA’s **Research-Based Instructional Strategies (RBIS)** framework, instructional products will be created that prioritize **speaking and classroom discourse, text-based responses, and vocabulary development** throughout the AP English Literature curriculum. These focus areas are embedded within the curriculum in alignment with the **College Board’s Course Exam Description (CED)** and our textbook, *Literature and Composition*. This unit guide specifically targets the **effective integration** of these instructional strategies into daily instruction, ensuring that they are implemented in a way that fosters **intentional and focused** delivery. The goal is to enhance student engagement and performance, ensuring students are well-prepared for the AP exams in the 25-26 school year.

Roadmap				
<b>Note:</b> Review weeks are designed based on <b>each teacher’s individual data</b> and the <b>specific needs of their students</b> . The following roadmap <b>serves as a general suggested and optional review plan</b> intended to support all three major areas of study in AP Literature: short fiction, poetry, and long fiction. The lessons and material created are a mix of IDEA veteran teacher’s valued work and/or input.				
Week of December 1-5, 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Poetry Multiple Choice Review</b>  <b>Sonnets:</b> <ul style="list-style-type: none"> <li>1.A_Poetry_Sonnet 76 Multiple Choice Lesson</li> <li>3.C_Poetry_Sonnet 60 Multiple Choice Lesson</li> </ul>	<b>Poetry Analysis Body Paragraphs Review</b> <ul style="list-style-type: none"> <li>4.C_Poetry_Terminus_Class Companion Assignment</li> </ul>	<b>Prose Multiple Choice Review</b> <ul style="list-style-type: none"> <li>1.A_Prose_A New England Nun_Multiple Choice Lesson</li> </ul>	<b>Prose Analysis Body Paragraphs Review</b> <ul style="list-style-type: none"> <li>PearDeck_Using Prose Textual Evidence Effectively</li> </ul>	<b>Thesis Statements; Unpacking Literary Arguments Using Fences by August Wilson</b> <ul style="list-style-type: none"> <li>3.A_7.A_Masculinity and Power Class Companion Assignment</li> <li>3.A_7.A_Fathers and Sons Class Companion Assignment</li> </ul>

Week of December 8-12, 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>(Suggested Testing Day – Full Release 3 hours)</i></p> <p>If not testing, Building Body Paragraphs for Literary Argument (Novel/Play) Prompts Review</p>	<p><i>(Suggested Testing Day – Full Release 3 hours)</i></p> <p>If not testing, Multiple Choice Best Practices / Timing</p>	<p><i>(Suggested Testing Day – Full Release 3 hours)</i></p> <p><b>IDEAL TESTING DAY</b> to Mimic May 2026 Wednesday Testing Day</p>	<p>Unpack SE FRQ 1 – Poetry: “The Barren Moors” by William E. Channing Class Discussion</p>	<p>Revise/Edit FRQ1 – Poetry: “The Barren Moors” by William E. Channing</p>
Week of December 15-19, 2025				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Unpack SE FRQ 2 – Prose: “The Rock Eaters” by Brenda Peynado Class Discussion</p>	<p>Revise/Edit FRQ2 – Prose: “The Rock Eaters” by Brenda Peynado</p>	<p>Unpack SE M/C Passages (Review Incorrect Answers) Allow student corrections</p> <ul style="list-style-type: none"> <li>• 1.A_Poetry_The Female Philosopher Multiple Choice Lesson</li> <li>• 1.A_Prose_Isis in Darkness_Multiple Choice Lesson</li> <li>• 4.C_Poetry_Walking in Paris_Multiple Choice Lesson</li> </ul>	<p>Unpack SE M/C Passages (Review Incorrect Answers) Allow student corrections</p> <ul style="list-style-type: none"> <li>• 7.B_Poetry_The Grasshopper Multiple Choice Lesson</li> <li>• 4.C_5.A_Prose_The Education of Henry Adams_Multiple Choice Lesson</li> </ul>	<p>Flex Day</p>
Week of January 5-9, 2026				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Professional Development</p>	<p>Professional Development</p>	<p>S2 Reset Culture; Class Expectations Day, SE Student Data Conversations</p>	<p>Unpack SE FRQ 3 – Literary Argument: rebel character Class Discussion (Novels/Plays)</p>	<p>Introduce Unit 4: Long Fiction II</p> <p><b>Semester Exam Scanning Deadline</b></p>