Publisher: PEARSON Evaluator Number: #4 Program Number: #2

Program/Title: LITERATURE: AN INTRODUCTION TO READING AND WRITING Grade Level: AP LITERATURE

Total Score: 11

Washoe County School District AP English Literature and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Reading complex imaginative literature (fiction, drama, and poetry) from several genres and periods - from 16th to the 21st century by British, American, World, and culturally diverse authors. Fiction, drama, and poetry are all evident. "Reading and Writing about Fiction, Poetry, and Drama," are all different chapters. Multiple diverse authors are present. Cisneros, O'Brien, Ines Arredondo, Zora Hurston, Amy Tan, etc. Book offers "Topical and Thematic Contents" in case teacher wants to focus on a common theme. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: 0 ○ / Minimally Evident in Materials: 1 ○ / Some of the Materials: 2 ○ / Majority of the Materials: 3 ● / Embedded Throughout the Materials: 4 ○

	College Board Course Content	2. Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes, and such elements as the use of figurative language, imagery, symbolism, and tone; the social and historical values it reflects and embodies; and how these elements contribute to author's purpose.

Each of the chapters focuses on an element. For example, Part II. Is about fiction, but focuses on elements such as point of view, characters, setting, structure, tone and style, etc.
Poetry and drama are also broken down the same way.
The questions that follow each text focus on the element studied in the portion of the chapter.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

	College Board Course Content	

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

Part V focuses on Special Writing Topics about Literature
Critical Approaches, Compare-Contrast, Reader-Response, and Argument

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

	College Board Course Content	4. Revising their work to develop stylistic skills: -A wide-ranging vocabulary used appropriately and effectively; -A variety of sentence structures, including appropriate use of subordination and coordination; -Logical organization, enhanced by techniques such as repetition, transitions, and emphasis; -A balance of generalization and specific, illustrative detail; and -An effective use of rhetoric, including tone, voice, diction, and sentence structure. Evidence for organization, but little evidence of syntax, diction, etc. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: ○ 0 Minimally Evident in Materials: ○ 1 Some of the Materials: ● 2 Majority of the Materials: ○ 3 Embedded Through-out the Materials: ○ 4