Publisher: CENGAGE Learning Evaluator Number: #4 Program Number: #3

Program/Title: Perrine's Literature: Structure, Sound, & Sense Grade Level: AP Literature

Total Score: 9

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. Book is separated by Elements of Fiction, Poetry, and Drama. Each Chapter focuses on a different element. Each section features writers and poets. A diversity of authors/poets is evident: Shakespeare, Frost, Yeats, Plath, Hughes, but seems to repeat a loft the same poets. Not as "culturally diverse." 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 ○

	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 different genre (fiction, poetry, and drama) is broken down by chapters which focus on different elements (plot, characterization, p.o.v, irony, etc.).
The questions that follow each text, focus on a specific device and ask students to write about that device.

The choices of passages seem really long.

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.

The book features a section "Writing about Literature."
Two basic approaches: Explication and Analysis (pg. vii)
1. Essays that focus on a single literary work
2. Essays of comparison and contrast
3. Essay on a number of works by a single author
4. Essays on a number of works with some feature other than authorship in common.\

Still only two approaches.

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.

This book offers tips on "Stance and Styles" (pg. 30-33) and grammar.

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