Publisher: McGraw-Hill Evaluator Number: #4 Program Number: #5

Program/Title: Literature Craft &Voice Grade Level: AP Literature

Total Score: 10

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, poetry, and drama are all present. Literature is present from different time periods and genres and the authors/poets are 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.

Part 2-Fiction is based upon "Reading a Story for Its Elements." Elements include plot, character, setting, point of view, language, tone, and style, theme, symbol, etc."

Doesn't seem to be really aligned with AP types of questions or formatting. Much more modern and visually engaging.

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.

Create your own literacy narrative, developing argument, using logic, writing across the curriculum, compare-contrast, writing reviews, etc."

The book seems similar to a traditional English class vs. being formatted more specifically for an AP course.

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.

The book touched on avoiding plagiarism and documenting sources, but there was not an abundance of material on developing word choice, syntax, and organization.

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