

Fall Semester at a Glance		
Workshop Routines & Workshop Goals	Reading/Writing Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with planning teams to organize daily routines that will best serve the needs of their learners. Routines for RW Workshop include systematic use of the following: Reading/Writing Notebook, self-selected Independent Reading, mentor texts, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student). Students can: utilize the established RW Workshop procedures to make the most of the learning experience; collaborate productively with others and contribute to the classroom community; set personal goals for learning, track their own progress, and provide feedback to others as they work toward their goals; select their own texts for independent reading and respond to them in both personal and analytical ways; read and write for authentic purposes and share their thinking with others. Students will also be working toward independent mastery of critical thinking, speaking, reading, and writing skills.	
Nine Weeks	1 st Nine Weeks (Recognizing)	2 nd Nine Weeks (Practicing)
Building Blocks	Teachers introduce students to skills they will need to participate in a rigorous and advanced reading and writing course. Students are given the opportunity to explore a range of literary texts, including prose, poetry, and informational texts, to notice and begin analyzing the complexities of text and meaning. Students learn to recognize and analyze author's craft and intentional choices that affect meaning. Teachers facilitate student talk and informal response to give students a foundation in experiencing literature. Teachers also use baseline writing to inform instruction.	Teachers continue to confer with students to set and formatively assess student reading and writing goals tailored to the needs of each individual student. Students continue learning to develop an argument based in critical reading as they practice and build upon the skills acquired in the first nine weeks. Students practice analyzing the intricacies of complex texts and how texts connect across genres and themes. Students' analytical arguments become more developed and organized. Students continue to improve stylistic maturity of their craft.
Essential Questions	<p><i>How does an AP student learn to read a literary text deliberately in order to understand its complexities?</i></p> <ul style="list-style-type: none"> • How does the structure of a work influence/drive/impact meaning? • How does a reader learn to recognize the essential elements of a literary text? • How does a reader begin to understand author's craft? • What are the essential elements of a complex literary text? • How do critical lenses (e.g. historical/cultural contexts) influence a literary text's essential commentary? • Which literary elements (e.g. character, setting, plot, structure, narration, figurative language) are important to a text? • How do those literary elements function in the text? • How does a reader find intrinsic purpose in reading? <p><i>How does an AP student learn to produce writing in response to a literary text in order to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • How does a writer respond informally to explore pre-critical impressions and emotional reactions to a literary text? • How do big ideas translate into thematic statements? • How does a writer differentiate between relevant and irrelevant evidence to craft a successful analytical response? • How does a writer explain the relationship between their thesis, supporting ideas, and evidence? • How does a writer find intrinsic purpose in writing? 	<p><i>How does an AP student interpret a literary text in order to analyze its complexities?</i></p> <ul style="list-style-type: none"> • How does the interplay of elements in a text impact its thematic messages? • How does a reader infer author's purpose from a text's context and nuances? • How does a reader analyze how multiple perspectives contribute to multiple meanings/interpretations within or across various texts? • How does a reader, through careful observations of textual detail, establishing connections among observations, and coming to a series of inferences, arrive at an interpretive conclusion about a piece of writing's meaning and value? • How does a reader make connections across genres to understand universal themes or contrasts? • How does a reader participate in thoughtful discussion of literature in the company of fellow students to heighten their comprehension and interpretation? • How does a reader find intrinsic purpose in reading? <p><i>How does an AP student produce writing that explains a critical analysis of literature?</i></p> <ul style="list-style-type: none"> • How does a writer develop and organize ideas in clear, coherent, and persuasive language? • How does a writer effectively integrate evidence to support insightful commentary? • How does a writer engage in the recursive cycle of analyzing evidence to form ideas and finding evidence to support pre-existing ideas? • How does a writer produce writing with stylistic maturity, characterized by sophisticated and varied diction, thoughtfully constructed syntax, an effective use of rhetoric, and a clear, consistent voice?

		<ul style="list-style-type: none"> • How does a writer differentiate between commentary and summary? • How does a writer engage in numerous opportunities to write and rewrite a variety of different responses, including personal, persuasive, expository, research, and analytical, in order to benefit from both the process and the product of their writing? • How does a writer write various pieces within and outside of time constraints? • How does a writer find intrinsic purpose in writing? 		
Skills	AP English Literature and Composition Course and Exam Description	AP English Literature and Composition Course and Exam Description		
Evidence for Learning (Formative)	RW Notebooks Reading/Writing conferences Student self-assessment and report Timed writes Responses to mentor/self-selected texts Observations during independent practice Observations during whole-class and small-group collaboration	RW Notebooks Reading/Writing conferences Student self-assessment and report Timed writes Critical reading questions Responses to mentor/self-selected texts Observations during independent practice Observations during whole-class and small-group collaboration		
Evidence for Learning (Summative)	Revised timed writes Process essays Skills-based projects Craft-based creative writing assignments Quarter exam	Revised timed writes Process essays Skills-based projects Craft-based creative writing assignments Semester final exam		
Questions for Planning and Reflection	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can I implement RW Workshop routines in my classroom? • How do I identify and prioritize the reading/writing skills my students need to learn? • What does a RW Workshop lesson cycle look like in my classroom? • How do I help students find engaging, challenging texts? • How do I model habits of a sophisticated reader/writer? How can I help students respond to texts in both personal and analytical ways? • How do I select and use mentor texts to support students in the craft of writing? • What does the writing process look like in my classroom? 	<p><u>Student</u></p> <ul style="list-style-type: none"> • Why do I read and how do I perceive myself as a reader? • How do I engage with different texts on multiple levels of enjoyment, understanding, and analysis? • How do I find books that spark my interest & challenge me to improve? • Why do I write and how do I perceive myself as a writer? • How have my experiences shaped my beliefs and ideas? • How can I share my unique voice and experiences through my writing? • How do I work collaboratively with my teacher and classmates in order to improve my reading comprehension and my writing skills? • How can I use feedback from others to revise my writing? 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can I monitor, reinforce, and adjust RW Workshop routines in my classroom according to what I have learned about student needs? • How do I guide students to explore new genres and challenge themselves to read increasingly complex texts? • How do I select and use mentor texts targeting the skills and craft moves my students will need to successfully advocate in their writing? • How can I use conferences and observations to formatively assess learning and make instructional adjustments? • How can I use written and verbal feedback strategies to target individual student needs regarding their reading and writing? 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How have my reading and writing habits changed and grown? • How can I continue to implement new reading/writing/speaking/ thinking strategies that I have learned to improve further? • Are my learning goals appropriate? What am I doing to meet them? • How can I challenge myself to step out of my comfort zone as a reader and writer? • What am I passionate about and how can I use my writing to advocate my arguments? • How can I state my claims clearly and support them with relevant and effective evidence? • What strategies can I employ to engage and persuade my audience? • How can I use feedback from my teacher and peers to revise my writing? • How can I start assessing my own writing accurately to improve my craft?

Spring Semester at a Glance		
Workshop Routines & Workshop Goals	Reading/Writing Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with planning teams to organize daily routines that will best serve the needs of their learners. Routines for RW Workshop include systematic use of the following: Reading/Writing Notebook, self-selected Independent Reading, mentor texts, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student). Students can: utilize the established RW Workshop procedures to make the most of the learning experience; collaborate productively with others and contribute to the classroom community; set personal goals for learning, track their own progress, and provide feedback to others as they work toward their goals; select their own texts for independent reading and respond to them in both personal and analytical ways; read and write for authentic purposes and share their thinking with others. Students will also be working toward independent mastery of critical thinking, speaking, reading, and writing skills.	
Nine Weeks	3 rd Nine Weeks (Refining)	4 th Nine Weeks (Approaching Mastery)
Building Blocks	Students refine skills learned in first semester through practice, collaboration, teacher feedback, and informal and formal writing opportunities. Texts increase in complexity and students should become more independent in their ability to demonstrate understanding of such texts. Students continue to improve stylistic maturity of their writing.	Students acquire confidence in their critical thinking, speaking, reading, and writing skills. Students use the skills they have learned to make judgements about literature. Students take ownership over their identities as readers and writers to extend beyond the high school experience.
Essential Questions	<p><i>How does an AP student demonstrate mastery of literary analysis independently?</i></p> <ul style="list-style-type: none"> • How does a reader become aware and demonstrate understanding of literary traditions, including how imaginative literature builds upon the ideas, works and authors of earlier times? • How does a reader participate in thoughtful discussion of literature with fellow students to deepen understanding? • How does literature vary from century to century, including the change in the use of language? • How does a reader, through careful observations of textual detail, establishing deliberate connections among observations, and coming to a series of supported inferences, arrive at an interpretive conclusion about a piece of writing's meaning and value independently? • How does a reader find intrinsic purpose in reading? <p><i>How does an AP student refine writing to explain a critical analysis of a literary text with sophistication and stylistic maturity?</i></p> <ul style="list-style-type: none"> • How does a writer employ a wide-ranging vocabulary, taking into consideration both denotative and connotative elements? • How does a writer vary sentence structures appropriately to accommodate audience, purpose, and effectiveness? • How do organizational patterns and craft moves such as repetition, transitions, and emphasis enhance the effectiveness of critical analysis? • How does a writer balance generalization with illustrative detail to support sophisticated interpretations of a literary text? • How does a writer use rhetoric effectively, specifically paying close attention to tone and voice? • How does a writer develop an argument and present an analysis at 	<p><i>How does an AP student evaluate a literary text in order to assess quality, artistic merit, and social and cultural relevance?</i></p> <ul style="list-style-type: none"> • How does a reader, through careful observations of textual detail, establishing deliberate connections among observations, and coming to a series of supported inferences, arrive at an interpretive conclusion about a piece of writing's meaning and value independently? • How does a reader lead thoughtful discussion of literature in the company of fellow students to argue their own interpretation? • How does a reader autonomously develop an established reading identity to apply to life outside of high school? • How does a student synthesize reading and writing to understand an author's craft and make similar conscious choices in their own writing? • How does a reader find intrinsic purpose in reading? <p><i>How does an AP student write to evaluate a literary text to make and explain judgments about its artistry and explore its underlying social and cultural values?</i></p> <ul style="list-style-type: none"> • How does a writer deliberately take numerous opportunities to write and rewrite a variety of different responses, both formal and informal, in order to demonstrate their mastery of the writing process through the final product? • How does a writer write various pieces based on their acquired time management skills? • How does a writer publish their writing through multiple means that utilizes both cited sources and their own arguments? • How does a writer find intrinsic purpose in writing?

	<p>length?</p> <ul style="list-style-type: none"> • How does a writer judge whether the evidence they have provided is sufficient to support their claims? • How does a writer address contradictory evidence or counterarguments? • How does a writer address alternative interpretations of a text? • How does a writer find intrinsic purpose in writing? 			
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Evidence for Learning (Summative)	<p>Revised timed writes Process essays Skills-based projects Craft-based creative writing assignments Quarter exam</p>		<p>Revised timed writes Process essays Skills-based projects Craft-based creative writing assignments Semester final exam</p>	
Questions for Planning and Reflection	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How do I encourage students to explore new genres and challenge themselves to read increasingly complex texts independently? • How do I select and use mentor texts targeting skills and craft moves so that my students can make informed and intentional choices in their new writing and revisions? • How can I use conferences and observations to continue formatively assessing learning and make instructional adjustments while also encouraging independent self-assessment? • How can I encourage my students toward independent critical thinking, reading, writing, and speaking? 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How can I adjust my reading and writing habits to meet my learning goals? • Are my learning goals appropriate for the beginning of my last semester? • Where am I in terms of ownership? How can I challenge myself to continue stepping out of my comfort zone as a reader and writer independently? • How can I select the most effective evidence and rhetorical strategies to build a persuasive analytical argument? • How can I use my voice to engage and persuade my audience? • How can I use feedback from others to revise my writing? • How can I assess my own writing accurately to improve my craft? 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can I help students prepare for the AP exam and review the genre of the test? • How do I provide student-centered opportunities (e.g. book clubs, literature circles) so that students can get the most out of a collaborative reading experience? • How do I select and use mentor texts targeting the skills and craft moves my students will need for their writing on the exam and in the future? • How can I use conferences and observations to formatively assess learning and make instructional adjustments? 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How have I grown as a reader and writer? • Have I met my learning goals, and how do I know? • What will the AP exam look like, and what do I need to be able to do to be successful? • How can I work collaboratively with peers in student-centered environments (e.g. book clubs, literature circles)? • How can I present my conclusive arguments regarding my own assessments of literature and support them with evidence?