



Marietta City Schools
2025 - 2026 District Unit Planner

AP Literature and Composition

Unit title	Analyzing Comparisons	Unit duration (hours)	3 Weeks
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

[AP Literature & Composition Big Ideas and Skill Categories](#)

Priority Standards Unit Learning Targets:

- **FIG 5.A:** Distinguish between the literal and figurative meanings of words and phrases.
- **FIG 5.B** Explain the function of specific words and phrases in a text.
- **FIG 5.D** Identify and explain the function of an image or imagery.
- **FIG 6.B** Identify and explain the function of a metaphor.
- **FIG 6.C** Identify and explain the function of personification.
- **FIG 6.D** Identify and explain the function of an allusion.

Essential Knowledge:

- **FIG-1.L** Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.
- **FIG-1.M** Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.
- **FIG-1.N** Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object
- **FIG-1.O** Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.
- **FIG-1.P** An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
- **FIG-1.Q** A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.
- **FIG-1.R** Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.
- **FIG-1.S** Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.
- **FIG-1.T** An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is

expanded through additional details, similes, and images.

- **FIG-1.U** Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.
- **FIG-1.V** Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.
- **FIG-1.W** Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.

Literary Argumentation

- **LAN 7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- **LAN 7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- **LAN 7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- **LAN 7.E** Demonstrate control over the elements of composition to communicate clearly.

Essential Knowledge:

- **LAN-1.D** A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.
- **LAN-1.E** A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- **LAN-1.F** A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
- **LAN-1.G** A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.
- **LAN-1.H** Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.
- **LAN-1.I** Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.
- **LAN-1.J** Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
- **LAN-1.K** Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.
- **LAN-1.Q** Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.

Structure

- **STR 3C:** Explain the function of structure in a text

Essential Knowledge:

- **STR-1.U** Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem. Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry
- **STR-1.V** Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.

- **STR-1.W** Structures combine in texts to emphasize certain ideas and concepts.

Essential Questions

How does a text's organization and arrangement of ideas and details in lines, stanzas, sentences, paragraphs, chapters, or other sections of text contribute to a text's structure?

How does considering the connotations, representations, and associations of specific words or phrases in a text convey figurative meaning and facilitate an interpretation of the text?

Which literal objects, images, and events in a text convey figurative meaning through representations and associations?

Which repeated sound, word, or phrase in a text emphasizes an idea or association, and what is the emphasized idea or association?

How does the use of hyperbole and understatement convey a particular perspective of their subjects?

What is significant about the selection of the objects being compared and their particular traits, qualities, or characteristics?

How does an extended metaphor continue a comparison in several portions of text?

How does a metaphorical comparison contribute to the figurative meaning of a character, conflict, setting, theme, etc.?

How does making a comparison between a nonhuman entity and some human trait characterize the nonhuman entity and convey meaning?

Where does the text make a direct or subtle reference to a person, place, object, event, literary work, or idea that is culturally, historically, and/or literarily consequential?

What are the points of comparison between the person, place, object, event, literary work, or idea that is referenced in the text and some aspect of the text?

How do you develop commentary that does more than restate plot details?

How do you develop commentary that explicitly articulates your critical thinking and relationships among ideas rather than leaving it to readers to make inferences or connections on their own?

Which information from a text can serve as evidence to develop and support your line of reasoning?

How do you know when evidence is relevant to your reasoning?

How do you introduce evidence into your argument and indicate the purpose of the evidence as it relates to your argument?

How do you select and place transitions in sentences to create particular relationships between ideas and create coherence?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Free-Response Question: Poetry Analysis

FOCUS: Creating Coherence Using Transition Elements

George Herbert

“The Collar” (poem)

Elisavietta Ritchie

“Sorting Laundry” (poem)

Multiple-Choice Questions: Prose

Barbara Kingsolver

from The Poisonwood Bible (excerpt)

Multiple-Choice Questions: Poetry

Toi Derricotte

“Black Boys Play the Classics” (poem)

Multiple-Choice Questions: Poetry

AP Classroom Exam Bank Questions (poems)

Summative Assessment(s):

- College Board PPC (MCQ)
- Unit Mini Summative- Textbook Bank (MCQ)

- **Unit Mini Summative- AP Classroom Bank (MCQ)**

Learning Experiences

Common learning experiences are pinnacle instructional activities that all PLC members have vetted as rigorous, aligned, student centered, equitable skill based learning experiences for all students taking this course. Click here for definition and further guidance on common learning experiences.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
Big Idea Workshop: Structure	<ol style="list-style-type: none"> 1. Teachers will provide direct instruction on form, sound, rhythm and rhyme. 2. We will work together to analyze structure in “Sonnet XVIII” by Erik Didriksen 3. Students will work independently to analyze the structure of “Ode to Chinese Superstitions” by Dorothy Chan 4. Students will complete analysis questions 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Mini-lessons on annotation will be delivered as needed ● Gradual release for converting simplistic claims to sophisticated claims.

<p>Big Idea Workshop: Figurative Language — Word Choice, Imagery, and Symbols</p>	<ol style="list-style-type: none"> 1. Teachers will provide direct instruction on word choice, imagery and symbols. 2. We will work together to analyze figurative language in “Suburban” by John Ciardi 3. Students will work independently to analyze figurative language in “The Lanyard” by Billy Collins 4. Students will complete analysis questions 	<ul style="list-style-type: none"> ● Usage of stable prompt structure so students can consistently see the same language before the AP Exam. ● Partners to discuss and refine thinking before sharing with a full group. ● Peer editing to facilitate comfort with AP Rubric.
<p>Big Idea Workshop: Figurative Language — Comparisons (Metaphor, Personification & Allusion)</p>	<ol style="list-style-type: none"> 1. Teachers will provide direct instruction on comparisons in poetry 2. We will work together to analyze these comparisons in “Mending Wall” by Robert Frost 3. Students will work independently to analyze comparisons in “Digging” by Seamus Heaney 4. Students will complete analysis questions 	
<p>Common Content Resources</p>		
<p>Erik Didriksen “Sonnet XVIII” (poem) Dorothy Chan “Ode to Chinese Superstitions” (poem) John Ciardi “Suburban” (poem) Billy Collins “The Lanyard” (poem) Robert Frost “Mending Wall” (poem) Seamus Heaney “Digging” (poem)</p>		

Samuel Taylor Coleridge

“Rime of the Ancient Mariner” (poem)

Mary Oliver

“Singapore” (poem)

Herman Melville

John Keats

“Ode on a Grecian Urn” (poem}

Countee Cullen

“To John Keats, At Springtime” (poem)

Italo Calvino

“The Enchanted Garden”

(short story)

Common Media Text (s)

AP Daily Videos

Published: 11/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)