**AP Language Readings from *Patterns for College Writing***

**This Week’s Theme:** Family Relationships

**Required:**

E.B. White, *Once More to the Lake* p. 183 (HINT: No one actually dies in this essay.)

For the required essay, you must answer in full essay format the following question:

Argument Essay: Ernest Hemingway has said that Mark Twain “ruined” *The Adventures of Huckleberry Finn* with its ending. Similarly, some readers feel at the end of *Once More to the Lake* that White has “ruined” his beautiful essay with its concluding paragraph. Using specific evidence from the text of the piece, write an essay in which you argue for or against the suitability of White’s conclusion.

**Choose 1:**

Sandra Cisneros, *Only Daughter* p. 97

Gary Shteyngart, *Sixty-Nine Cents* p. 102

Leah Hager Cohen, *Words Left Unspoken* p. 172

Maggie Gallagher, *Why Marriage Is Good For You* p. 227

For the choice essay, you must briefly answer the following questions:

* Analyze the text using SOAPSTone.
* Write a thesis statement for a prompt that asks you to analyze the strategies the author uses to achieve the purpose.
* Write a theme statement that combines ideas from both the required and choice texts.

**DO NOT place your name on the response.**

**Paper assignment due to Turnitin.com on Thursday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Review a peer’s essay for a peermark assignment due in Turnitin.com on Tuesday, \_\_\_\_\_\_\_\_\_\_\_\_.**

**Revised essay due to Turnitin.com on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Multiple Choice over *Once More to the Lake* on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

You will want to be familiar with the following terms found on the MC test:

Prominent

Accumulation

Subordination

Coordination

Metaphor

Simile

Parallelism

Personification

Quantification

Progeny

Tone

Rapt

**AP Language Thematic Readings Rubric**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Theme \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **Standard** | **2****Emerging** | **4****Meets** | **5****Exceeds** |
| **Required****Text** | **INTERPRETATION OF PROMPT AND/OR PASSAGE*** **CBAPELC LO1**—analyze and interpret samples of good writing, **identifying and explaining** an author’s use of **rhetorical strategies and techniques**
 |  |  |  |
| **REASONS AND EVIDENCE*** **CBAPELC LO3**—**create and sustain arguments** based on readings, research, and/or personal experience
* **CBAPELC S4**—A balance of generalization and specific, illustrative **detail**
 |  |  |  |
| **ORGANIZATION*** **CBAPELC S3**—Logical **organization**, enhanced by specific techniques to increase **coherence**, such as repetition, transitions, and emphasis
 |  |  |  |
| **RHETORICAL DEVICES AND MATURE STYLE****At least 1 device underlined & labeled.** **Limited “to be” verbs and boring diction.*** **CBAPELC S5**—An effective use of **rhetoric**, including controlling **tone**, establishing and maintaining **voice**, and achieving appropriate emphasis through diction and sentence structure
* **CBAPELC LO2**—apply effective **strategies** and techniques in their own writing
 |  |  |  |
| **GRAMMAR AND USAGE*** **CBAPELC LO6**—demonstrate understanding and mastery of **standard written English** as well as stylistic maturity in their own writings
* **CBAPELC S2**—A variety of **sentence structures**, including appropriate use of subordination and coordination.
 |  |  |  |
| **VOCABULARY INCORPORATION****At least 1 vocabularyword underlined.*** **CBAPELC S1**—A wide-ranging **vocabulary** used appropriately and effectively
 |  |  |  |
| **QUOTATION LEAD-INS AND CITATION*** **CBAPELC LO7**—demonstrate understanding of the conventions of **citing primary and secondary sources**
 |  |  |  |
| **Choice** **Text** | **RHETORICAL SITUATION*** Speaker, Occasion, Audience, Purpose, Subject, Tone
 |  |  |  |
| **THESIS STATEMENT on AUTHOR’S STRATEGIES*** Tropes, Schemes, Appeals
 |  |  |  |
| **THEME STATEMENT*** Combines both readings
 |  |  |  |

**Total \_\_\_\_\_\_\_ / 50**