

# AP Literature Close Reading Journal

Name \_\_\_\_\_

Text \_\_\_\_\_ Section Read: \_\_\_\_\_ Due Date \_\_\_\_\_

<p><b>DESCRIBE BELOW YOUR INSIGHTS ON THIS SECTION</b>  <u>Describe, label</u> and <u>check off</u> at least 3 of the items listed below in relation to this section of the text. <b>BE SPECIFIC!</b> Consider a variety of observations and insights over time (e.g., look at different characters, themes, conflicts, etc.)</p> <p> <input type="checkbox"/> Structure of Time &amp; Events (Str)    <input type="checkbox"/> Narration/Speaker /Voice (NSV)  <input type="checkbox"/> Setting/Atmosphere (SA)        <input type="checkbox"/> Audience (A)  <input type="checkbox"/> Characterization (C)            <input type="checkbox"/> Style/Diction/Syntax (SDS)  <input type="checkbox"/> Theme (T)                         <input type="checkbox"/> Patterns/Motifs (PM)  <input type="checkbox"/> Conflict/Tension (CT)         <input type="checkbox"/> Point of View (POV)                 </p>	<p><b>WHAT'S YOUR EVIDENCE?</b></p> <p>                     ✓ List abbreviated quotes and page #s                      ✓ Other <u>specific</u> textual justification                 </p> <p><b>NOTE:</b> An abbreviated quote looks like this:                      "HAMLET: To be or not to be....all my sins remember'd" [III-I, L56-89] [Act-scene, Line]                      OR "As Gregor Samsa awoke one morning...a cold shiver run through him" p. 11</p>	<p><b>SO WHAT? (SIGNIFICANCE/INSIGHT/PATTERNS):</b></p> <ul style="list-style-type: none"> <li>So what? Why does this matter?</li> <li>What emotional or intellectual insight does this provide the reader?</li> <li>How does this insight connect to others you've made?</li> <li>What pattern(s) does this insight reveal? What meaning does the pattern(s) suggest?</li> <li>How does this develop a larger purpose you see the author intending?</li> </ul> <p><b>NOTE: Please choose a variety of the prompts above over time.</b></p>
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

<p><b>EVALUATING YOUR JOURNAL:</b></p> <p>1. MY JOURNAL FOLLOWS DIRECTIONS</p> <p>2. ... IS SPECIFIC</p> <p>3. ... EXPRESSES MY VIEWS CLEARLY</p> <p>4. ... HAS CLAIMS BACKED BY EVIDENCE</p> <p>5. IS COMPLETE</p>	<p><b>SELF-EVALUATION</b></p> <p> <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD                 </p>	<p><b>TEACHER EVALUATION</b></p> <p> <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD  <input type="checkbox"/> EXCELS   <input type="checkbox"/> GOOD   <input type="checkbox"/> SO-SO   <input type="checkbox"/> BAD                 </p>	<p><b>TEACHER COMMENTS:</b></p>

<b>RECURRING LITERARY TECHNIQUES</b> <i>Describe (explain author's use of) at least 2 techniques (see list below)</i>	<b>WHERE EXACTLY DOES THIS OCCUR?</b> (PAGE #S + PARAGRAPH OR LINE #S)	<b>SIGNIFICANCE OF THIS? HOW DOES IT AFFECT READERS?</b> <i>I = Intellectual (causes you to think...) or E = Emotional (causes you to feel...)</i>

**SAMPLE LITERARY TECHNIQUES:**

- ✓ *Figurative Language (metaphor, simile, hyperbole, metonymy, personification, understatement, synecdoche, apostrophe, connotation/denotation...)*
- ✓ *Voice, persona, satire, irony (dramatic, verbal, situational)*
- ✓ *Style, sentence pattern, tone, mood, atmosphere, ambiance*
- ✓ *Allusion (historical, literary, social-political, mythological, biblical, etc.)*
- ✓ *Key imagery, deliberate contrast/comparison, analogy, symbolism, stereotype, archetype*
- ✓ *Point of view (1<sup>st</sup> person, 3<sup>rd</sup> person -omniscient -limited -objective)*
- ✓ *Foreshadowing, flashback, flash-forward, stream-of-consciousness*

<b>AT LEAST 2 QUALITY DISCUSSION QUESTIONS:</b> 1.  2.	<b>AT LEAST 1 PREDICTION (OR IMPLICATION) FOR FUTURE DEVELOPMENTS:</b>  <i>This prediction is based on...</i>

**THEME STATEMENT:** ...IS A SPECIFIC CLAIM, OR THESIS, YOU HAVE ABOUT A PARTICULAR PASSAGE OF LITERATURE. MY PASSAGE IS FOUND AT/ON:

\_\_\_\_\_

START BY IDENTIFYING THE THREE COMPONENTS OF A GOOD **THESIS STATEMENT**:

- AN **IDEA** I SEE THE AUTHOR DEVELOPING IN THIS PASSAGE:
- A SPECIFIC **TECHNIQUE** THE AUTHOR USES TO CONVEY THIS IDEA:
- WHAT **GREATER UNDERSTANDING** ("UNIVERSAL" LESSON) DO THE TECHNIQUE AND IDEA CREATE (THEME):

NOW, COMPOSE A **THESIS STATEMENT** BELOW WITH ALL OF THESE ELEMENTS:

**IDEAS FROM THIS JOURNAL I WANT TO USE IN MY NEXT PAPER OR PROJECT:**

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