

AP Literature Close Reading Journal

Name_____

Text_____ Section Read:_____ Due Date_____

DESCRIBE BELOW YOUR INSIGHTS ON THIS SECTION <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. BE SPECIFIC! Consider a variety of observations and insights over time (e.g., look at different characters, themes, conflicts, etc.) <input type="checkbox"/> Structure of Time & 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)	WHAT’S YOUR EVIDENCE? ✓ List abbreviated quotes and page #s ✓ Other <u>specific</u> textual justification NOTE: 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	SO WHAT? (SIGNIFICANCE/INSIGHT/PATTERNS): ▪ So what? Why does this matter? ▪ What emotional or intellectual insight does this provide the reader? ▪ How does this insight connect to others you’ve made? ▪ What pattern(s) does this insight reveal? What meaning does the pattern(s) suggest? ▪ How does this develop a larger purpose you see the author intending? NOTE: Please choose a variety of the prompts above over time.
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EVALUATING YOUR JOURNAL: 1. MY JOURNAL FOLLOWS DIRECTIONS 2. ... IS SPECIFIC 3. ... EXPRESSES MY VIEWS CLEARLY 4. ... HAS CLAIMS BACKED BY EVIDENCE 5. IS COMPLETE	SELF-EVALUATION <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	TEACHER EVALUATION <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	TEACHER COMMENTS:

RECURRING LITERARY TECHNIQUES <i>Describe (explain author's use of) at least 2 techniques (see list below)</i>	WHERE EXACTLY DOES THIS OCCUR? (PAGE #S + PARAGRAPH OR LINE #S)	SIGNIFICANCE OF THIS? HOW DOES IT AFFECT READERS? <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 (1st person, 3rd person -omniscient -limited -objective)
- ✓ Foreshadowing, flashback, flash-forward, stream-of-consciousness

AT LEAST 2 QUALITY DISCUSSION QUESTIONS:	AT LEAST 1 PREDICTION (OR IMPLICATION) FOR FUTURE DEVELOPMENTS:
1.	
2.	<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: