Enhanced Literature and Composition I Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 1 Theme: Journeys of Transformation (Textbook Unit 5)		Unit 2 Theme: Many Voices One Nation (Textbook Unit 1 and Textbook Unit 3)	
	44 Days (August 3-October 9)		44 Days (October 13-December 18)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	*8.T.C.1.b* *8.T.C.2.c*	9.T.C.2.d	*8.T.C.1.a* 9.T.C.1.b *9.T.C.2.a* 8.T.C.2.b 9.T.C.2.b *8.T.C.2.c*	8.T.C.1.c 9.T.C.2.d
Structure & Style	**9.T.SS.2.a**	9.T.SS.1.b **9.T.SS.1.d** 8.T.SS.2.c	9.T.SS.1.a **9.T.SS.2.a**	*8.T.SS.1.b* 9.T.SS.1.c **9.T.SS.1.d** 9.T.SS.2.b
Techniques	9.T.T.1.a 8.T.T.1.b 8.T.T.1.c 9.T.T.1.d 8.T.T.2.a 8.T.T.3.a 9.T.T.4.a	9.T.T.1.e **9.T.T.2.d** 8.T.T.3.c	9.T.T.1.c 9.T.T.2.a 8.T.T.2.b 8.T.T.3.a 9.T.T.3.b	**9.T.T.2.d** 8.T.T.3.c 9.T.T.3.d 9.T.T.4.b
Research & Analysis	*8.T.RA.1.a* 8.T.RA.2.a 8.T.RA.2.b	9.T.RA.1.c	9.T.RA.2.b	
Periods & Movements	9.T.PM.1.a		8.T.PM.1.b	

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Enhanced Literature and Composition I Curriculum Map

Domain	Language		Language	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.44 K-12.L.GC.1.46 K-12.L.GC.1.50 K-12.L.GC.1.52 K-12.L.GC.1.57 K-12.L.GC.1.58 K-12.L.GC.1.61		K-12.L.GC.1.43 K-12.L.GC.1.45 K-12.L.GC.1.54 K-12.L.GC.1.55 K-12.L.GC.1.60	
	9.L.GC.2.a	9.L.GC.2.c	9.L.GC.2.a 9-12.L.V.3.c	9.L.GC.2.b 9.L.GC.2.d 9.L.GC.2.e
Vocabulary	**9-12.L.V.2.a** 9-12.L.V.2.b 9-12.L.V.3.d	9-12.L.V.1.b 9-12.L.V.2.c	9-12.L.V.1.a **9-12.L.V.2.a**	

Domain	Practices
This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—practices for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices with their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.	

Big Idea	All Units			
Engagement & Intention for Comprehension & Composition	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d** **K-12.P.EICC.1.e** **K-12.P.EICC.1.f**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d** **K-12.P.EICC.2.e**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d** **K-12.P.EICC.3.e** **K-12.P.EICC.3.f**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d** **K-12.P.EICC.4.e** **K-12.P.EICC.4.f**

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Enhanced Literature and Composition I Curriculum Map

			K-12.P.EICC.3.g	**K-12.P.EICC.4.g** **K-12.P.EICC.1.h**
Situating Texts: Author, Audience, Context & Purpose		**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**	**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**	
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**		**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**
Collaboration & Presentation		**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**	**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**	

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Enhanced Literature and Composition I Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 3 Theme: Choices and Consequences (Textbook Unit 4)		Unit 4: Theme: World's End and Survival (Textbook Unit 2 and Textbook Unit 6)	
	43 Days (January 5-March 12)		44 Days (March 16-May 21)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	*9.T.C.2.a* 9.T.C.2.c	8.T.C.1.c	*8.T.C.1.a* 9.T.C.1.a 8.T.C.2.b	
Structure & Style	*8.T.SS.1.a* **9.T.SS.2.a**	9.T.SS.1.b **9.T.SS.1.d** 9.T.SS.2.b	*8.T.SS.1.b* **9.T.SS.2.a**	9.T.SS.1.c **9.T.SS.1.d** 8.T.SS.2.c
Techniques	9.T.T.1.a 9.T.T.1.d 8.T.T.2.a 9.T.T.2.b 9.T.T.3.a	9.T.T.1.e **9.T.T.2.d** 8.T.T.3.c 9.T.T.3.d 9.T.T.4.b	*8.T.T.1.a* 9.T.T.1.b 9.T.T.1.c 9.T.T.2.a 9.T.T.3.a 9.T.T.3.b 9.T.T.4.a	**9.T.T.2.d** 9.T.T.3.c
Research & Analysis	*8.T.RA.1.a* 8.T.RA.2.a	8.T.RA.2.c	*8.T.RA.1.b* 8.T.RA.2.b	9.T.RA.1.c 8.T.RA.2.c
Periods & Movements	8.T.PM.1.a		8.T.PM.1.b	

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Enhanced Literature and Composition I Curriculum Map

Domain	Language		Language	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.47 K-12.L.GC.1.48 K-12.L.GC.1.51 K-12.L.GC.1.53 K-12.L.GC.1.54 K-12.L.GC.1.59		K-12.L.GC.1.49 K-12.L.GC.1.50 K-12.L.GC.1.52 K-12.L.GC.1.55 K-12.L.GC.1.56 K-12.L.GC.1.57 K-12.L.GC.1.60	
		9.L.GC.2.d	9.L.GC.2.a	9.L.GC.2.e
Vocabulary	**9-12.L.V.2.a** 9-12.L.V.2.b	9-12.L.V.1.b	9-12.L.V.1.a **9-12.L.V.2.a**	9-12.L.V.3.e
Domain	**Practices**			
This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—practices for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices with their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.				
Big Idea	**All Units**			
Engagement and Intention for Comprehension & Composition	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d** **K-12.P.EICC.1.e** **K-12.P.EICC.1.f**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d** **K-12.P.EICC.2.e**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d** **K-12.P.EICC.3.e** **K-12.P.EICC.3.f** **K-12.P.EICC.3.g**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d** **K-12.P.EICC.4.e** **K-12.P.EICC.4.f** **K-12.P.EICC.4.g** **K-12.P.EICC.1.h**

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Enhanced Literature and Composition I Curriculum Map

Situating Texts: Author, Audience, Context & Purpose		**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**	**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**	
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**		**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**
Collaboration & Presentation		**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**	**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**	

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Enhanced Literature and Composition I Curriculum Map

	Unit 1 Theme: Journeys of Transformation (Textbook Unit 5) 44 Days (August 3-October 9)	Unit 2 Theme: Many Voices One Nation (Textbook Unit 1 and Textbook Unit 6) 44 Days (October 13-December 18)
Domain	**Texts**	**Texts**
Context	*8.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts*. (I) *8.T.C.2.c: Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development*. (I) 9.T.C.2.d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest (C)	*8.T.C.1.a*: *Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.* (I) 9.T.C.1.b: Assess the impact of context and language on a text's reception by the audience. (I) 8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes. (C) *9.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)* 8.T.C.2.b: Identify an author's bias and determine how that bias impacts text credibility. (I) 9.T.C.2.b Identify the impact of the speaker's reliability or credibility on the text. (I) *8.T.C.2.c: Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. (I)* 9.T.C.2.d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)

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Enhanced Literature and Composition I Curriculum Map

Structure & Style	9.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C) **9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)** **9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)** 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context. (C)	9.T.SS.1.a: Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I) *8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience*. (C) 9.T.SS.1.c: Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C) **9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)** **9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)** 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
Techniques	9.T.T.1.a: Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 8.T.T.1.b: Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I) 8.T.T.1.c: Analyze how authors convey and reveal themes through characters, events, and plot structure. (I)	9.T.T.1.c: Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I) 9.T.T.2.a: Analyze and evaluate the use and effect of expository techniques and organizational patterns. (I) 8.T.T.2.b: Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (I)

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	9.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I) 9.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. (C) 8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I) **9.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose. (C)** 8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I) 8.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C) 9.T.T.4.a: Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)	**9.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose. (C)** 8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I) 9.T.T.3.b: Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I) 8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences. (C) 9.T.T.3.d: Use rhetorical devices and appeals to guide the creation and revision of texts. (C) 9.T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)
Research & Analysis	*8.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)* 9.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that	9.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)

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	strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format. (C) 8.T.RA.2.a: Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (I) 8.T.RA.2.b: Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)	
Periods & Movements	9.T.PM.1a: Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods. (I)	8.T.PM.1.b: Compare and contrast the treatment of a common theme by different writers within a time period. (I)
Domain	**Language**	**Language**
Grammar & Conventions	K-12.L.GC.1.44: Form and use participles. (Reinforce) K-12.L.GC.1.46: Use correlative conjunctions to join words, phrases, or clauses. (Reinforce) K-12.L.GC.1.50: Use ellipses appropriately. (Master, Grade 8) K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master, Grade 8) K-12.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerun9ds, and infinitives) based on function. (Master, Grade 9) K-12.L.GC.1.58: Use tenses and aspects to indicate the mood of a verb. (Master, Grade 9)	K-12.L.GC.1.43: Form and use the progressive, perfect, and perfect progressive verb aspects. (Reinforce) K-12.L.GC.1.45: Recognize and correct vague pronoun references. (Reinforce) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master, Grade 9) K-12.L.GC.1.55: Use demonstrative pronouns. (Reinforced, Grade 9) K-12.L.GC.1.60: Use dashes appropriately. (Continue, Grade 9) 9.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure. (I) 9.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)

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Enhanced Literature and Composition I Curriculum Map

	K-12.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Introduced, Grade 8) 9.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure. (I) 9.L.GC.2.c: Maintain consistent use of active voice throughout a text to communicate clearly and concisely. (C)	9.L.GC.2.d: Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. (C) 9.L.GC.2.e: Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas. (C)
Vocabulary	9-12.L.V.1.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C) **9-12.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)** 9-12.L.V.2.b: Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I) 9-12.L.V.2.c: Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C) 9-12.L.V.3.d: Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)	9-12.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) 9-12.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I) 9-12.L.V.3.c: Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)
Domain	**Practices**	
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity:** **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.**	

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Enhanced Literature and Composition I Curriculum Map

	K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.** **K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer.** **Engagement & Intention:** **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.** **Comprehension Strategies:** **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.** **K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.** **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.**

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Enhanced Literature and Composition I Curriculum Map

	K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**
Situating Texts: Author, Audience, Context & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.** **Author, Audience, & Purpose:** **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.** **Writing Like a Reader:** **K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.**

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Enhanced Literature and Composition I Curriculum Map

	K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.** **Text Design:** **K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.** **K-12.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.**
Collaboration & Presentation	**Collaboration:** **K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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Enhanced Literature and Composition I Curriculum Map

	Unit 3 Theme: Choices and Consequences (Textbook Unit 4) 43 Days (January 5-March 12)	**Unit 4** Theme: World's End and Survival (Textbook Unit 5) 44 Days (March 16-May 21)
Domain	**Texts**	**Texts**
Context	8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes. (C) *9.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs*. (I) 9.T.C.2.c: Determine the reasons for changing attitudes around a topic and how that affects texts. (I)	*8.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I)* 9.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I) 8.T.C.2.b: Identify an author's bias and determine how that bias impacts text credibility. (I)
Structure & Style	*8.T.SS.1.a*: *Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)* 9.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C) **9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)** **9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)**	*8.T.SS.1.b Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.* (C) 9.T.SS.1.c: Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C) **9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)** **9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)** 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context. (C)

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Enhanced Literature and Composition I Curriculum Map

	9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)	
Techniques	9.T.T.1.a: Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 9.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I) 9.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. (C) 8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I) 9.T.T.2.b: Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I) **9.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose. (C)** 9.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)	*8.T.T.1.a: Analyze how narrative techniques are used across the text to develop plot, characters, and setting. (I)* 9.T.T.1.b: Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) 9.T.T.1.c: Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I) 9.T.T.2.a: Analyze and evaluate the use and effect of expository techniques and organizational patterns. (I) **9.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose. (C)** 9.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) 9.T.T.3.b: Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I) 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C) 9.T.T.4.a: Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)

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Enhanced Literature and Composition I Curriculum Map

	8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences. (C) 9.T.T.3.d: Use rhetorical devices and appeals to guide the creation and revision of texts. (C) 9.T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)	
Research & Analysis	*8.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)* 8.T.RA.2.a: Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (C) 8.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (C)	*8.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)* 9.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format. (C) 8.T.RA.2.b: Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I) 8.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (C)
Periods & Movements	8.T.PM.1.a: Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. (I)	8.T.PM.1.b: Compare and contrast the treatment of a common theme by different writers within a time period. (I)
Domain	**Language**	**Language**
Grammar & Conventions	K-12.L.GC.1.47: Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. (Reinforce)	K-12.L.GC.1.49: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Reinforce)

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Enhanced Literature and Composition I Curriculum Map

	K-12.L.GC.1.48: Use semicolons to separate items in a series or list when at least one of the items already contains commas. (Reinforce) K-12.L.GC.1.51: Use hyphens with appropriate affixes and compound words. (Master, Grade 8) K-12.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Master, Grade 8) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master, Grade 9) K-12.L.GC.1.59: Use colons to introduce quotations. (Master, Grade 9) 9.L.GC.2.d: Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. (C)	K-12.L.GC.1.50: Use ellipses appropriately. (Master, Grade 8) K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master, Grade 8) K-12.L.GC.1.55: Use demonstrative pronouns. (Reinforced, Grade 9) K-12.L.GC.1.56: Use colons to introduce lists, examples, and explanations. (Master, Grade 8) K-12.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Master, Grade 9) K-12.L.GC.1.60: Use dashes appropriately. (Continue, Grade 9) 9.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure. (I) 9.L.GC.2.e: Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas. (C)
Vocabulary	9-12.L.V.1.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C) **9-12.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)** 9-12.L.V.2.b: Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)	9-12.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) **9-12.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)** 9-12.L.V.3.e: Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. (C)

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Enhanced Literature and Composition I Curriculum Map

Domain	Practices
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity:** **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.** **K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.** **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.** **K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer.** **Engagement & Intention:** **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.** **Comprehension Strategies:** **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.**

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Enhanced Literature and Composition I Curriculum Map

	K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.** **K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.** **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**
Situating Texts: Author, Audience, Context & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.** **Author, Audience, & Purpose:** **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.**

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Enhanced Literature and Composition I Curriculum Map

	Writing Like a Reader: **K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.** **K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.** **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.** **Text Design:** **K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.** **K-12.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.**
Collaboration & Presentation	**Collaboration:** **K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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