Literature & Composition II Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 1 Theme: Extending Freedom's Reach (Textbook Unit 3)		Unit 2 Theme: Blindness and Sight (Textbook Units 4 and 6)	
	44 Days (August 3-October 9)		44 Days (October 13-December 18)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	*10.T.C.1.a* 10.T.C.1.b *10.T.C.2.a*	***10.T.C.2.d***	10.T.C.2.c	*10.T.C.1.c* ***10.T.C.2.d***
Structure & Style		***10.T.SS.1.b*** 10.T.SS.1.c ***10.T.SS.1.d*** 10.T.SS.2.c	10.T.SS.1.a *10.T.SS.2.a*	***10.T.SS.1.b*** ***10.T.SS.1.d*** *10.T.SS.2.b*
Techniques	10.T.T.1.a 10.T.T.1.b 10.T.T.1.c 10.T.T.2.a ***10.T.T.3.a*** 10.T.T.3.b	**10.T.T.1.e** **10.T.T.2.d** ***10.T.T.3.c*** 10.T.T.3.d	*10.T.T.1.d* 10.T.T.2.a *10.T.T.2.b* ***10.T.T.3.a*** *10.T.T.4.a*	**10.T.T.1.e** **10.T.T.2.d** ***10.T.T.3.c*** *10.T.T.4.b*
Research & Analysis	*10.T.RA.1.a* ***10.T.RA.1.b***		***10.T.RA.1.b*** *10.T.RA.2.a* *10.T.RA.2.b*	*10.T.RA.2.c*
Periods & Movements			10.T.PM.1.a 10.T.PM.1.b	
Domain	**Language**		**Language**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Convention	K-12.L.GC.1.53 K-12.L.GC.1.54 K-12.L.GC.1.58 **K-12.L.GC.1.61**		K-12.L.GC.1.52 K-12.L.GC.1.53 K-12.L.GC.1.54 **K-12.L.GC.1.61**	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.L.GC.2.a	*10.L.GC.2.b*	10.L.GC.2.a	*10.L.GC.2.b* 10.L.GC.2.e
Vocabulary	**9-12.L.V.2.a** 9-12.L.V.2.b 9-12.L.V.3.b 9-12.L.V.3.d	**9-12.L.V.2.c** 9-12.L.V.2.d 9-12.L.V.3.e	9-12.L.V.1.a **9-12.L.V.2.a** 9-12.L.V.2.b 9-12.L.V.3.c	9-12.L.V.1.b **9-12.L.V.2.c** 9-12.L.V.2.d
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.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**
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**	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

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**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 3 Theme: Outsiders and Outcasts (Textbook Unit 2)		Unit 4 Theme: Fear and Longing (Textbook Units 1 and 4)	
	43 Days (January 5-March 12)		44 Days (March 16-May 21)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	10.T.C.1.b *10.T.C.2.a* 10.T.C.2.b	***10.T.C.2.d***	*10.T.C.1.a* 10.T.C.2.b 10.T.C.2.c	*10.T.C.1.c* ***10.T.C.2.d***
Structure & Style	10.T.SS.1.a *10.T.SS.2.a*	***10.T.SS.1.b*** ***10.T.SS.1.d*** *10.T.SS.2.b*	*10.T.SS.2.a*	***10.T.SS.1.b*** 10.T.SS.1.c ***10.T.SS.1.d*** *10.T.SS.2.b*
Techniques	10.T.T.1.a 10.T.T.1.b 10.T.T.1.c 10.T.T.2.a *10.T.T.2.b* ***10.T.T.3.a*** 10.T.T.3.b	***10.T.T.1.e*** ***10.T.T.2.d*** ***10.T.T.3.c*** 10.T.T.3.d	10.T.T.1.a 10.T.T.1.b *10.T.T.2.b* ***10.T.T.3.a*** *10.T.T.4.a*	***10.T.T.1.e*** ***10.T.T.2.d*** ***10.T.T.3.c*** 10.T.T.3.d *10.T.T.4.b*
Research & Analysis	*10.T.RA.1.a* ***10.T.RA.1.b*** *10.T.RA.2.b*	*10.RA.1.c*	***10.T.RA.1.b*** *10.T.RA.2.a* *10.T.RA.2.b*	*10.T.RA.1.c* *10.T.RA.2.c*
Periods & Movements			10.T.PM.1.a 10.T.PM.1.b	
Domain	**Language**		**Language**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.56 K-12.L.GC.1.57 K-12.L.GC.1.59		K-12.L.GC.1.50 K-12.L.GC.1.51 K-12.L.GC.1.60	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	K-12.L.GC.1.61		**K-12.L.GC.1.61**	
		10.L.GC.2.c *10.L.GC.2.d* 10.L.GC.2.e		
Vocabulary	**9-12.L.V.2.a** 9-12.L.V.3.b	**9-12.L.V.2.c**	9-12.L.V.1.a **9-12.L.V.2.a** 9-12.L.V.3.c 9-12.L.V.3.d	9-12.L.V.1.b **9-12.L.V.2.c**
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.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**
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**	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

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**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	Unit 1 Theme: Extending Freedom's Reach (Textbook Unit 3) 44 Days (August 3-October 9)	**Unit 2** Theme: Blindness and Sight (Textbook Units 4 and 6) 44 Days (October 13-December 18)
Domain	**Texts**	**Texts**
Context	*10.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.* (I) 10.T.C.1.b: Evaluate the impact of context and language on a text's reception by the audience. (I) *10.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) ***10.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)**	*10.T.C.1.c: Construct and self-evaluate 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)* 10.T.C.2.c: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I) ***10.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)***
Structure & Style	***10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)*** 10.T.SS.1.c: Guide the audience through texts using varied transitions, including between paragraphs and text sections, to enhance cohesion. (C) ***10.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)**	10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I) ***10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)*** ***10.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)***

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone. (C)	*10.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)* *10.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	10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) 10.T.T.1.c: Analyze and evaluate 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) **10.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 using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)** 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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 adjusts tone for a variety of audiences and purposes. (C)**	*10.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)* **10.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 using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)** 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) *10.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)* **10.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 adjusts tone for a variety of audiences and purposes. (C)** ***10.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)***

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.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) 10.T.T.3.b: Analyze the use of rhetorical appeals; identify fallacies in a text. (I) ***10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)*** 10.T.T.3.d: Integrate multiple rhetorical devices or appeals strategically. (C)	***10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)*** *10.T.T.4.a: Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)* *10.T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)*
Research & Analysis	*10.T.RA.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)* ***10.T.RA.1.b: Use analytical findings to support a research question or thesis, citing appropriately. (I)***	***10.T.RA.1.b: Use analytical findings to support a research question or thesis, citing appropriately. (I)*** *10.T.RA.2.a: Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)* *10.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)* *10.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)*
Periods & Movements		10.T.PM.1.a: Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances. (I)

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

		10.T.PM.1.b: Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features. (I)
Domain	**Language**	**Language**
Grammar & Conventions	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). (Reinforce) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Reinforce) K-12.L.GC.1.58: Use tenses and aspects to indicate the mood of a verb. (Reinforce) **K-12.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Master)** 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I) *10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)*	K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Reinforce) 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). (Reinforce) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses(citations) when incorporating textual evidence. (Reinforce) **K-12.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Master)** 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I) *10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods* 10.L.GC.2.e: Recognize and use parallel structure within a paragraph to create symmetry and convey a congruence of ideas. (C)
Vocabulary	**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.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)

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	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.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C) 9-12.L.V.3.b: Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I) 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.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)	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.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C) 9-12.L.V.3.c: Analyze the nuances in connotative meaning of words that share a similar denotation. (I)
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.**	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II 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.**
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 persuasive (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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	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. (I/C)** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)** **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. (I/C)**
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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	Unit 3 Theme: Outsiders and Outcasts (Textbook Unit 2) 43 Days (January 5-March 12)	**Unit 4** Theme: Fear and Longing (Textbook Units 1 and 4) 44 Days (March 16-May 21)
Domain	**Texts**	**Texts**
Context	10.T.C.1.b: Evaluate the impact of context and language on a text's reception by the audience. (I) *10.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)* 10.T.C.2.b: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. (I) ***10.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)***	*10.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I)* *10.T.C.1.c: Construct and self-evaluate 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)* 10.T.C.2.b: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. (I) 10.T.C.2.c: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I) ***10.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)***
Structure & Style	10.T.SS.1.a: Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I) ***10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)*** ***10.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***	***10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)*** 10.T.SS.1.c: Guide the audience through texts using varied transitions, including between paragraphs and text sections, to enhance cohesion. (C) ***10.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***

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C) *10.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)* *10.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)*	***organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)*** *10.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)* *10.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	10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) 10.T.T.1.c: Analyze and evaluate 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) **10.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 using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)** 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)	10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) **10.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 using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)** *10.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)* **10.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 adjusts tone for a variety of audiences and purposes. (C)**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.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) **10.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 adjusts tone for a variety of audiences and purposes. (C)** ***10.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)*** 10.T.T.3.b: Analyze the use of rhetorical appeals; identify fallacies in a text. (I) ***10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)*** 10.T.T.3.d: Integrate multiple rhetorical devices or appeals strategically. (C)	***10.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)*** ***10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)*** 10.T.T.3.d: Integrate multiple rhetorical devices or appeals strategically. (C) *10.T.T.4.a: Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)* *10.T.T.4.b: Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)*
Research & Analysis	*10.T.RA.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)* ***10.T.RA.1.b: Use analytical findings to support a research question or thesis, citing appropriately. (I)*** *10.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing ideas in Modern Language Association (MLA) format. (C)*	***10.T.RA.1.b: Use analytical findings to support a research question or thesis, citing appropriately. (I)*** *10.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing ideas in Modern Language Association (MLA) format. (C)* *10.T.RA.2.a: Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)*

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.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)	*10.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)* *10.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)*
Periods & Movements		10.T.PM.1.a: Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances. (I) 10.T.PM.1.b: Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features. (I)
Domain	**Language**	**Language**
Grammar & Conventions	K-12.L.GC.1.56: Use colons to introduce lists, examples, and explanations. (Reinforce) K-12.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Reinforce) K-12.L.GC.1.59: Use colons to introduce quotations. (Reinforce) **K-12.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Master)** 10.L.GC.2.c: Maintain consistent use of active voice throughout a text for deliberate effect. (C) *10.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. (Reinforce) K-12.L.GC.1.51: Use hyphens with appropriate affixes and compound words. (Reinforce) K-12.L.GC.1.60: Use dashes appropriately. (Master) **K-12.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Master)**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	10.L.GC.2.e: Recognize and use parallel structure within a paragraph to create symmetry and convey a congruence of ideas. (C)	
Vocabulary	**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.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.b: Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (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.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.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.c: Analyze the nuances in connotative meaning of words that share a similar denotation. (I) 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)
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.**	

All expectations that are repeated in all four units are notated in **blue** and **bolded** text.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	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.** **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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II Curriculum Map

	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.**
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 persuasive (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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Literature & Composition II 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. (I/C)** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)** **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. (I/C)**
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.**

All expectations that are repeated in all four units are notated in **blue** and **bolded** text**.**
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.