

# Lightning Literature and Composition

## Grade 6

### Scope and Sequence

Lightning Literature and Composition is not written in conjunction with the Common Core State Standards (CCSS), however the content within the curriculum does meet many of the Standards. In an effort to help you decide what and how the Lightning Lit curriculum teaches, we are providing information showing what is taught and how it does apply to the CCSS.

How to read the CCSS notation: the *Strand* is listed first, then the *Grade level*, and finally the *Standard*. For example, L.1.2a stands for Language, grade 1, standard 2a.

RL -- Reading Standards for Literature

RI -- Reading Standards for Informational Text

W -- Writing Standards

SL -- Speaking and Listening Standards

L -- Language Standards

\*\*\* -- Covered Lightning Lit, but not a CCSS Standard

Lightning Lit 6 Topic	Corresponding CCSS Standard
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### Language Standards

Review parts of speech (nouns, verbs, adjectives, adverbs, pronouns, articles, conjunctions, and prepositions)	L.6.1
Determine the case of pronouns (subjective, objective, possessive) and use them properly	L.6.1a
Properly use intensive pronouns (myself, ourselves)	L.6.1b
Recognize pronoun number and person and correct errors	L.6.1c
Recognize and correct vague pronouns	L.6.1d
Analyze works that have been read as well as the student's own writing for standard and conventional grammar and usage	L.6.1e
Review capitalization and punctuation	L.6.2
Properly use commas and parentheses to set off nonrestrictive/parenthetical elements	L.6.2a
Vary sentence structure for meaning, reader/listener interest, and style	L.6.3a
Identify style and/or tone and maintain it	L.6.3b
Determine or clarify the meaning of unknown or multiple-	

meaning words and phrases using a variety of strategies	L.6.4
Use context as a clue to the meaning of a word or phrase	L.6.4a
Use common Greek or Latin affixes and roots as a clue to the meaning of a word	L.6.4.
Consult reference materials (e.g. dictionaries) to determine meanings of words	L.6.4c
Determine the meaning of figurative language, word relationships, and nuances in word usage	L.6.5
Interpret figures of speech (similes, metaphors, etc.) in context	L.6.5a
Use word relationships (cause/effect, part/whole, item/category) to better understand each word	L.6.5b
Distinguish among the connotations (associations) of words with similar denotations (definitions)	L.6.5c
Properly use grade-appropriate general academic and domain-specific words and phrases	L.6.6

### **Speaking and Listening Standards**

Discuss works which have been read and/or heard, including Grade 6 topics and issues	SL.6.1
Ask and answer questions related to works read and/or heard	SL.6.1c
Report orally on topics or texts, presenting claims or findings, supported with logically sequenced facts and details	SL.6.4
Include multimedia components and visual aids (graphics, images, etc.) to clarify information	SL.6.5

### **Writing Standards**

Produce writing in which opinions/claims are supported with clear reasons and relevant evidence	W.6.1
Introduce opinions/claims and logically organize reasons and evidence	W.6.1a
Support claims with reasons and evidence from credible sources while demonstrating understanding of the topic or text	W.6.1b
Properly use words and phrase which demonstrate the relationship between the opinion/claims and supporting reasons	W.6.1c

Establish a formal style	W.6.1d
Provide a concluding statement or section which follows from the reasons and evidence	W.6.1e
Produce informative/explanatory/expository writing which examines a topic or conveys ideas, concepts, or information through selection, organization, and analysis of relevant evidence	W.6.2
Introduce a topic and organize ideas, concepts, and information using methods like definition, classification, comparison/contrast, and cause/effect	W.6.2a
Use formatting (e.g. headings) and graphics (e.g. charts, graphs, etc.) to aid comprehension	W.6.2a
Develop a topic with relevant facts, definitions, concrete details, quotations, information, and examples	W.6.2b
Use transitional words and phrases to show the relationships among ideas and evidence	W.6.2c
Use precise language and domain-specific vocabulary to inform and explain	W.6.2d
Establish a formal style	W.6.2e
Provide a concluding statement or section which follows from the information and explanation given	W.6.2f
Produce narrative writing describing real or imagined events and experiences using effective techniques, relevant descriptive details, and logical event sequences	W.6.3
Engage and orient the reader through context and introducing a narrator and/or characters	W.6.3a
Organize event sequences naturally and logically	W.6.3a
Use narrative techniques like dialogue, pacing, and description to develop experiences, events, and/or characters	W.6.3b
Use a variety of transitional words and phrases to convey sequence and/or signal shifts in time frame and/or setting	W.6.3c
Use precise words and phrases, relevant descriptive details, and sensory language to convey events and experiences	W.6.3d
Provide a conclusion which follows logically from the events and experiences depicted	W.6.3e
Produce a variety of clear and coherent writing types in which the development, organization, and style are appropriate to the task and purpose of the work	W.6.4

With some guidance and support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach	W.6.5
Conduct short research projects, drawing on several sources and refocusing the project when appropriate (when new information is learned in the course of research)	W.6.7
Use evidence from literary or informational sources to support analysis, opinion, and research	W.6.9
Apply Grade 6 reading standards to literature, comparing and contrasting the treatment of the same topic or issue in a variety of different kinds of literary works	W.6.9a
Apply Grade 6 reading standards to informational texts, evaluating arguments and determining how the author uses reasons and evidence to support points in the text, and identifying which assertions are supported by reasons and evidence and which are not	W.6.9b
Participate in numerous writing exercises of various types and durations for a variety of purposes	W.6.10

### **Reading Standards for Literature**

Identify the textual evidence which supports the analysis of what the text actually says as well as inferences drawn from the text about what it means	RL.6.1
Determine the theme or central idea of a text and how it is conveyed through particular details	RL.6.2
Summarize a text separate from personal opinions or judgments about that text	RL.6.2
Describe how the plot of a story or drama unfolds through a series of episodes	RL.6.3
Describe how characters in a story or drama respond to and/or change in response to events in the plot	RL.6.3
Determine the meaning of words or phrases as used in a text, including figurative and connotative meanings	RL.6.4
Recognize and explain the impact of specific word choices on meaning and tone of a text	RL.6.4
Analyze how a particular part of a text (sentence, chapter, scene, stanza, etc.) fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	RL.6.5
Explain how the author develops the point of view of the narrator	

or speaker in a text RL.6.6  
Achieve at least Grade 6 level of reading proficiency of literature,  
including stories, dramas, and poems by the end of the  
school year RL.6.10

### **Reading Standards for Informational Texts**

Identify evidence in a text which supports an analysis of what the  
text actually says as well as inferences which are drawn  
from it RI.6.1

Identify a central idea of a text and how it is conveyed through  
particular details RI.6.2

Summarize a text separate from personal opinions or judgments  
about that text RI.6.2

Analyze how a key individual, event, or idea is introduced,  
illustrated, and elaborated in a text (e.g. identifying  
key details) RI.6.3

Determine the meaning of a word or phrase as it is used in a text,  
including figurative, connotative, and technical meanings RI.6.4

Analyze how a particular part of a text (sentence, chapter,  
scene, stanza, etc.) fits into the overall structure of a text  
and contributes to the development of the ideas RI.6.5

Determine the author's point of view or purpose in a text and  
explain how it is conveyed RI.6.6

Trace and evaluate the argument and specific claims in a text,  
identifying claims which are supported by reasons and  
evidence and those which are not RI.6.8

Achieve at least Grade 6 level of reading proficiency of literary  
nonfiction by the end of the school year RI.6.10