

Lightning Literature and Composition Flash

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

W -- Writing Standards

SL -- Speaking and Listening Standards

L -- Language Standards

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

Lightning Lit Flash Topic	Corresponding CCSS Standard
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Language Standards

Demonstrate an understanding of standard English grammar and usage (grade level command of parts of speech, verb tenses, etc.)	L.3.1
Demonstrate an understanding the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and in particular sentences (e.g. through diagramming sentences)	L.3.1a
Properly use regular and irregular plural nouns	L.3.1b
Properly use abstract nouns	L.3.1c
Properly use regular and irregular verbs	L.3.1d
Properly use simple verb tenses	L.3.1e
Correctly create accurate subject/verb agreement	L.3.1f
Correctly create accurate pronoun/antecedent agreement	L.3.1f
Properly use comparative and superlative adjectives and adverbs	L.3.1g
Properly use coordinating and subordinating conjunctions	L.3.1h
Produce simple, compound, and complex sentences	L.3.1i
Demonstrate an understanding of capitalization and punctuation	L.3.2
Capitalize the appropriate words in titles	L.3.2a
Properly use commas in addresses	L.3.2b
Use commas and quotation marks properly to punctuate dialogue	L.3.2c

Properly use apostrophes to form possessives	L.3.2d
Properly add suffixes to base words	L.3.2e
Choose words and phrases for effect	L.3.3a
Determine the meaning of unknown words or phrases using a variety of strategies	L.3.4
Use context as a clue to the meaning of a word or phrase	L.3.4a
Determine the meaning of a new word when an affix is added to a known word	L.3.4b
Use a known root word to determine the meaning of a new word with the same root	L.3.4c
Demonstrate an understanding of word relationships and nuances of meaning	L.3.5
Distinguish the literal and nonliteral meaning of words and Phrases from context	L.3.5a
Identify real-life connections between words and their use	L.3.5b
Acquire and properly use grade-appropriate conversational, General academic, and domain-specific words and phrases	L.3.6

Speaking and Listening Standards

Discuss works which have been read and/or heard, including issues raised by those works	SL.3.1
Ask questions related to works read and/or heard	SL.3.1c
Express opinions on issues raised in works read and/or heard	SL.3.1d
Report orally on topics or texts, tell stories, and recount experiences	SL.3.4

Writing Standards

Produce opinion pieces based on topics and texts supporting a point of view with reasons	W.3.1
Produce persuasive writing	W.3.1
Produce a comparison/contrast paper	W.3.1
Introduce the topic or text, state an opinion, and create an organized structure listing reasons	W.3.1a
Provide reasons which support an opinion	W.3.1b
Use linking words and phrases to connect specific opinions with specific reasons	W.3.1c
Provide concluding statement or section	W.3.1d
Produce informative/explanatory writing	W.3.2
Produce descriptive writing	W.3.2
Produce a how-to piece	W.3.2

Produce a research paper	W.3.2
Introduce topics and group related pieces of information together, using illustrations when useful	W.3.2a
Develop topics with facts, definitions, and details	W.3.2b
Use linking words and phrases to connect ideas	W.3.2c
Create conclusions summarizing presentations	W.3.2d
Produce narrative writing, developing real and/or imagined experiences and events using effective techniques, descriptive details, and clear sequences of events	W.3.3
Retell a real incident from someone's life (family interview)	W.3.3
Retell fictional life events from the perspective of a character in a book (creative book report)	W.3.3
Construct a fairy tale	W.3.3
Establish situations and develop narrator or characters; organize natural sequences of events	W.3.3a
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and/or demonstrate responses of characters to situations	W.3.3b
Use temporal words and phrases to indicate the order of events	W.3.3c
Provide closure	W.3.3d
With guidance, produce writing with organization appropriate to task and purpose	W.3.4
With guidance, develop and strengthen pieces of writing through planning, revising, and editing	W.3.5
Conduct short research projects	W.3.7
Recall information from experiences and/or gather information from sources, take notes, sort evidence into categories	W.3.8
Participate in numerous writing exercises of various types and durations for a variety of purposes	W.3.10

Reading Standards for Literature

Ask and answer questions demonstrating understanding of a text	RL.3.1
Use specific details from a text to answer questions	RL.3.1
Recount stories from texts which have been read	RL.3.2
Determine the central message, lesson, or moral of a story	RL.3.2
Explain how the central message, lesson, or moral is conveyed through key details from the text	RL.3.2
Describe the traits, motivations, and feelings of characters from texts	RL.3.3
Explain how the actions of a character contribute to a sequence of events	RL.3.3
Determine the meanings of words and phrases from context of reading	RL.3.4

Demonstrate and understanding of figurative language in poetry	RL.3.4
Recognize sections of stories, plays, and poems (e.g chapter, scene, and stanza) and describe how later sections build on earlier ones	RL.3.5
Distinguish one's own point of view from that of the narrator and/or characters	RL.3.6
Achieve at least Grade 3 reading level by the end of the school year	RL.3.10