

Lightning Literature and Composition Spark

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 Texts

RF -- Reading Standards: Foundational Skills

W -- Writing Standards

SL -- Speaking and Listening Standards

L -- Language Standards

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

Lightning Lit Spark 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.2.1
Properly use collective nouns	L.2.1a
Properly form and use irregular plural nouns	L.2.1b
Form and use progressive (helping) verb tenses	L.4.1b
Properly use subject, object, and possessive pronouns	L.1.1d
Properly form and use the past tense of common irregular verbs	L.2.1d
Properly use adjectives and adverbs and be able to choose between them	L.2.1e
Demonstrate an ability to manipulate simple and compound sentences	L.2.1f
Correctly select frequently confused words (homophones)	L.4.1g
Form and use comparative and superlative adjectives and adverbs	L.3.1g
Properly use determiners (articles)	L.1.1h
Demonstrate an understanding of capitalization and punctuation	L.2.2
Properly use commas in dates	L.1.2a
Properly capitalize text titles	L.3.2a
Properly capitalize personal titles (Mr., Mrs., Ms., etc.)	L.3.2a
Use commas to separate items in a list	L.5.2a

Properly use end punctuation in sentences	L.1.2b
Properly use commas in greetings and closings of letters	L.2.2b
Properly use commas in addresses	L.3.2b
Properly use apostrophes in contractions and possessives	L.2.2c
Use commas and quotation marks in dialogue	L.3.2c
Properly form possessives with apostrophes	L.3.2d
Consult reference materials (e.g. dictionaries)	L.2.2e
Determine and clarify the meaning of unknown and multiple-meaning word and phrases using a variety of strategies	L.2.4
Use sentence-level context as a clue to the meaning of words and phrases	L.2.4a
Determine the meaning of an unknown word when a prefix is added to a known word	L.2.4b
Use a known root word to determine the meaning of a new word containing that root	L.2.4c
Use the known meaning of individual words to determine the meaning of compound words containing those words	L.2.4d
Use glossaries and dictionaries to determine or clarify the meaning of words and phrases	L.2.4e
Distinguish nuances of meanings in closely related verbs and adjectives	L.2.5b

Speaking and Listening Standards

Discuss works which have been read and/or heard, including issues raised by those works	SL.2.1
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Writing Standards

Write opinion pieces in which the topic is introduced, an opinion is stated, reasons are provided and linked to the opinion, and a conclusion is included	W.2.1
Write informative/explanatory texts (including research, how-to, biographical papers, etc.) which introduce the topic, include well-ordered facts and definitions, and provide a conclusion	W.2.2
Write narrative pieces which recount and event or series of events using temporal words to indicate order, include details describing actions, thoughts, and feelings, and which provides a sense of closure	W.2.3
With guidance, strengthen writing through revision and editing	W.2.5
Recall information from experiences or gather information from	

sources to answer a question

W.2.8

Reading Standards: Foundational Skills

Decode words with common prefixes and suffixes

RF.2.3d

Use context to determine word recognition and understanding

RF.2.4c

Reading Standards for Literature

Ask and answer questions demonstrating understanding of a text

RL.2.1

Recount stories from texts which have been read

RL.2.2

Describe how characters in a story respond to major events
and challenges

RL.2.3

Describe how words and phrases supply rhythm and meaning to a
Story, poem, or song with such devices as regular beats,
alliteration, rhyme, and repetition

RL.2.4

Describe the overall structure of a story which was read or heard

RL.2.5

Properly use terms for parts of stories and poems (e.g. chapter,
stanza, etc.) and describe how successive sections build
on earlier ones

RL.3.5

Recognize that different characters have different points of view

RL.2.6

Achieve at least Grade 2 reading level of literary texts by the end
of the school year

RL.2.10

Reading Standards for Information Texts

Ask and answer questions demonstrating understanding of a text

RI.2.1

Identify the main topic of a multiparagraph text as well as the main
topic of specific paragraphs within the text

RI.2.2

Describe the connection between a series of historical events,
scientific ideas or concepts, or steps in a technical
procedure in a text

RI.2.3

Identify the main purpose of a text, including the author's goals
In the text

RI.2.6

Describe how specific reasons support particular points made by
the author

RI.2.8

Achieve at least Grade 2 reading level of informational texts by
the end of the school year

RL.2.10