

Lightning Literature and Composition Grade 5

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 5 Topic	Corresponding CCSS Standard
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Language Standards

Review parts of speech (nouns, verbs, adjectives, adverbs, pronouns, articles, conjunctions, and prepositions)	L.5.1
Be able to explain the use of conjunctions, prepositions, and interjections	L.5.1a
Form and use perfect verb tenses	L.5.1b
Use verbs to convey various times, sequences, states, and Conditions (including continuous, or progressive, verbs)	L.5.1c
Recognize and correct inappropriate verb tenses	L.5.1d
Use correlative conjunctions	L.5.1e
Review capitalization and punctuation	L.5.2
Use commas to separate items in a series	L.5.2a
Use commas to separate introductory clauses	L.5.2b
Use commas to set off interjections and tag questions	L.5.2c
Use vocative commas (punctuating direct address)	L.5.2c
Properly format and punctuate titles	L.5.2d
Use a dictionary when necessary	L.5.2e
Manipulate sentences for meaning, reader/listener interest,	

and style	L.5.3a
Understand, compare, and contrast various types of English (dialects, registers, etc.)	L.5.3b
Determine or clarify the meaning of unfamiliar words using a variety of strategies	L.5.4
Use context to determine the meaning of a word or phrase	L.5.4a
Consult reference material (dictionaries) to determine precise meanings of words	L.5.4c
Demonstrate understanding of figurative language, word relationships, and nuances of word meanings	L.5.5
Interpret figurative language (metaphor, simile, etc.)	L.5.5a
Recognize and explain the meanings of common idioms, adages, and proverbs	L.5.5b
Use context to better understand synonyms, antonyms, and homophones	L.5.5c
Acquire and accurately use grade-appropriate general academic and domain specific words and phrases, including those that indicate contrast, addition, and other logical relationships	L.5.6

Speaking and Listening Standards

Discuss works which have been read and/or heard, including issues raised by those works	SL.5.1
Ask and answer questions related to works read and/or heard	SL.5.1c
Express opinions on issues raised in works read and/or heard	SL.5.1d
Paraphrase works read and/or heard	SL.5.2
Report orally on topics or texts, tell stories, and recount experiences	SL.5.4

Writing Standards

Produce opinion pieces on topics and texts supporting a point of view with reasons and information	W.5.1
Produce persuasive writing	W.5.1
Produce a comparison/contrast paper	W.5.1
Introduce opinion writing by stating an opinion on a topic or text and create an organized and logical structure listing reasons in support of the writer's purpose	W.5.1a
Provide logically organized reasons which support an opinion with facts and details	W.5.1b
Use linking words and phrases which connect opinions and reasons	W.5.1c

Provide concluding statement	W.5.1d
Produce informative/explanatory writing	W.5.2
Produce descriptive writing	W.5.2
Produce a research paper	W.5.2
Introduce topics and group related pieces of information together logically, using illustrations when useful	W.5.2a
Develop topics with facts, definitions, details, and examples	W.5.2b
Use linking words and phrases to connect ideas	W.5.2c
Use strong, precise, and domain-specific vocabulary	W.5.2d
Create conclusions summarizing presentations	W.5.2e
Produce narrative writing, developing real and/or imagined experiences and events with descriptive details and clear sequences of events	W.5.3
Retell a real incident from someone's life (family interview)	W.5.3
Establish situations and develop characters; organize natural sequences of events	W.5.3a
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and/or demonstrate responses of characters to situations	W.5.3b
Use transitional words and phrases to indicate the order of events	W.5.3c
Use concrete language and sensory details to convey experiences and events precisely	W.5.3d
Provide closure	W.5.3e
Produce writing with organization appropriate to task and purpose	W.5.4
Develop and strengthen pieces of writing through planning, revising, editing, rewriting, and trying new approaches to the material	W.5.5
Conduct research	W.5.7
Recall information on experiences and/or gather information from sources, take notes, sort evidence into categories	W.5.8
Use evidence from literary or informational sources to support analysis, opinion, and research	W.5.9
Apply Grade 5 reading standards to literature, describing characters, settings, or events in depth referring to specific details in the text	W.5.9a
Apply Grade 5 reading standards to informational texts, explaining how the author uses reasons and evidence to support points in the text, identifying which reasons and evidence supports which points	W.5.9b
Participate in numerous writing exercises of various types and durations for a variety of purposes	W.5.10

Reading Standards for Literature

Determine the theme of a literary text (story, drama, or poem) from details within the text, including how characters respond to challenges and how they speak in the poem reflects upon the topic	RL.5.2
Summarize literary texts	RL.5.2
Compare and contrast characters, settings, or events in a literary text (story or drama) using details within the text	RL.5.3
Determine the meanings of words and phrases, including figurative language like metaphors and similes, from context	RL.5.4
Explain how a series of stanzas, scenes, or chapters fit together to provide the overall structure of a poem, drama, or story	RL.5.5
Describe how the narrator's or speaker's point of view influences how events and other aspects of the literary text are described	RL.5.6
Achieve at least Grade 5 reading skill by the end of the school year	RL.5.10

Reading Standards for Informational Texts

Identify two or more main ideas of a text and explain how they are supported through key details	RI.5.2
Summarize an informational text	RI.5.2
Explain the relationships or interactions between two or more events, procedures, ideas, concepts, or individuals in historical, scientific, and/or technical texts by referring to details in the text	RI.5.3
Determine the meaning of general academic and domain-specific words and phrases in a text	RI.5.4
Compare and contrast the overall structure of events, ideas, concepts, and information in two or more texts	RI.5.5
Explain how an author uses reasons and evidence to support particular points, identifying which reasons and pieces of evidence support which points	RI.5.8
Achieve at least Grade 5 reading skill by the end of the school year	RI.5.10