

### Writing Crosswalk: Grade 3 (DRAFT)

The new Reading and Language Arts standards have been approved by the State Board of Education. This draft crosswalk has been developed to assist Florida teachers in identifying connections between the old and new standards.

Old Strand	Old Benchmark #	Old Benchmark	Old GLE #	Old GLE	New Strand #	New Strand	New Standard #	New Standard	New Benchmark #	New Benchmark
LA.B. Writing	LA.B.1.2.1	The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	LA.B.1.2.1.1.	uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).	LA.3	Writing Process	LA.3.3.1.	Prewriting	LA.3.3.1.1	[The student will prewrite by] generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);
LA.B. Writing	LA.B.1.2.1	The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.			LA.3	Writing Process	LA.3.3.1.	Prewriting	LA.3.3.1.2	[The student will prewrite by] determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece;
LA.B. Writing	LA.B.1.2.1	The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.			LA.3	Writing Process	LA.3.3.1.	Prewriting	LA.3.3.1.3	[The student will prewrite by] using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B.1.2.2.1.	focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.2	[The student will draft writing by] organizing information into a logical sequence and combining or deleting sentences to enhance clarity;
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B.1.2.2.2.	uses an organizational pattern having a beginning, middle, and end (including but not limited to organizing ideas sequentially or around major points of information).	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.3	[The student will draft writing by] organizing information into a logical sequence through the use of time-order words and cause/effect transitions.

LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.			LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.1	[The student will revise by] evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.3.	uses supporting ideas and specific information that clearly relate to the focus.	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.1	[The student will draft writing by] using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.4.	uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness.	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.3	[The student will revise by] creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus);

LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.5.	understands the purpose of a first draft (for example, getting ideas on paper).				Little or no comparable match		Little or no comparable match
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.6.	uses effective sentence variety.	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.2	[The student will revise by] creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.7	generally follows the conventions of punctuation, capitalization, and spelling appropriate at third-grade or higher level.	LA.3	Writing Process	LA. 3.3.4	Editing	LA.3.3.4.2	[The student will edit for correct use of] capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);

LA.B. Writing	LA.B.1.2.2	The student drafts and revises writing in cursive that focuses on a topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	LA.B. 1.2.2.8	revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.2	[The student will revise by] creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B. 1.2.3.1	uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication).	LA.3	Writing Process	LA.3.3.4	Editing	LA.3.3.4.1	[The student will edit for correct use of] spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B. 1.2.3.2	uses conventions of punctuation (including but not limited to, commas in a series, dates, and addresses; quotation marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations).	LA.3	Writing Process	LA.3.3.4	Editing	LA.3.3.4.3	[The student will edit for correct use of] punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B. 1.2.3.2	uses conventions of punctuation (including but not limited to, commas in a series, dates, and addresses; quotation marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations).	LA.3	Writing Process	LA.3.3.4	Editing	LA.3.3.4.6	[The student will edit for correct use of] end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B. 1.2. . 3. 3.	use principles of agreement in written work (including but not limited to between subject and verb and noun and pronoun).	LA.3	Writing Process	LA.3.3.4	Editing	LA.3.3.4.4	[The student will edit for correct use of] present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;

LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B.1. 2. 3. 4.	uses parts of speech correctly in written word (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).	LA.3	Writing Process	LA.3.3.4	Editing	LA.3.3.4.5	[The student will edit for correct use of] subject/verb and noun/pronoun agreement in simple and compound sentences;
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.			LA.3	Writing Process	LA. 3.3.4	Editing	LA.3.3.3.4	[The student will edit for correct use of] applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	LA.B.1. 2. 3. 5.	uses basic features of page format (for example, paragraph indentations, margins).	LA.3	Writing Process	LA.3.3.5	Publishing	LA.3.3.5.1	[The student will] prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.			LA.3	Writing Process	LA.3.3.5	Publishing	LA.3.3.5.2	[The student will] add graphics where appropriate;
LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.			LA.3	Writing Process	LA.3.3.5	Publishing	LA.3.3.5.3	[The student will] share the writing with the intended audience.

LA.B. Writing	LA.B.1.2.3	The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.			LA.3	Communication	LA.3.3.5	Penmanship	LA.3.5.1.1	[The student will] demonstrate beginning cursive writing skills.
LA.B. Writing	LA.B.2.2.1	The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	LA.B.2.2.1.1	writes notes, comments, and observations that reflect comprehension of fourth-grade or higher level content and experiences from a variety of media.				Little or no comparable match		Little or no comparable match
LA.B. Writing	LA.B.2.2.2	The student organizes information using alphabetical and numerical systems.	LA.B.2.2.2.1	uses alphabetical and numerical systems (for example, outlining to organize information).				Little or no comparable match		Little or no comparable match
LA.B. Writing	LA.B.2.2.3	The student writes for a variety of occasions, audiences, and purposes.	LA.B.2.2.3.1	writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).	LA.3	Writing Applications	LA.3.4.2	Informative	LA.3.4.2.2	[The student will] record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
LA.B. Writing	LA.B.2.2.3	The student writes for a variety of occasions, audiences, and purposes.	LA.B.2.2.3.1	writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).	LA.3	Writing Applications	LA.3.4.2	Informative	LA.3.4.2.4	[The student will] write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations);
LA.B. Writing	LA.B.2.2.3	The student writes for a variety of occasions, audiences, and purposes.	LA.B.2.2.3.1	writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).	LA.3	Writing Applications	LA.3.4.2	Informative	LA.3.4.2.5	[The student will] write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.
LA.B. Writing	LA.B.2.2.3	The student writes for a variety of occasions, audiences, and purposes.	LA.B.2.2.3.1	writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).	LA.3	Writing Applications	LA.3.4.2	Persuasive	LA.3.4.3.1	[The student will] write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.
LA.B. Writing	LA.B.2.2.4	The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.	LA.B.2.2.4.1	uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).	LA.6	Information and Media Literacy	LA.3.6.3	Media Literacy	LA.3.6.3.2	[The student will] identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.
LA.B. Writing	LA.B.2.2.4	The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.	LA.B.2.2.4.1	uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).	LA.6	Information and Media Literacy	LA.3.6.4	Technology	LA.3.6.4.1	[The student will] use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites);
LA.B. Writing	LA.B.2.2.4	The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.	LA.B.2.2.4.1	uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).	LA.6	Information and Media Literacy	LA.3.6.4	Technology	LA.3.6.4.2	[The student will] use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.

LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.1	attempts to establish a single story focus on a topic through the use of suspense, humor, creativity or fantasy.				Little or no comparable match		Little or no comparable match
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.2	exhibits an awareness of topic with little irrelevant information.	LA.3	Writing Process	LA.3.3.2.	Drafting	LA.3.3.2.2	[The student will draft writing by] organizing information into a logical sequence through the use of time-order words and cause/ effect transitions.
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.3	attempts to develop a story line that is easy to follow and paraphrase.	LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.1	[The student will] write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.4	generally chooses specific detail and adequate word choice to support the story line.	LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.1	[The student will] write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.5	attempts to create a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).	LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.1	[The student will] write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.6	attempts to use transitions to move the narrative forward in time.	LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.1	[The student will] write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.7	generally creates a sense of story completeness.	LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.1	[The student will] write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.	LA.B. 2.2.5.8	attempts to use varied sentences within the story.	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.2	[The student will revise by] creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
LA.B. Writing	LA.B.2.2.5	The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.			LA.4	Writing Applications	LA.3.4.1	Creative	LA.3.4.1.2	[The student will] write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.

LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.1	attempts to focus on an expository topic with little or no irrelevant or repetitious information.	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.1	[The student will revise by] evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.2	develops supporting ideas with information that relates to the focus.	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.1	[The student will draft writing by] using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions;
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.3	develops anecdotes or examples objectively.						Little or no comparable match
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.4	begins to present facts and examples objectively.						Little or no comparable match
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.5	creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.2	[The student will draft writing by] organizing information into a logical sequence through the use of time-order words and cause/effect transitions.
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.6	attempts to use appropriate expository transitions to relate ideas.	LA.3	Writing Process	LA. 3.3.2	Drafting	LA.3.3.2.2	[The student will draft writing by] organizing information into a logical sequence through the use of time-order words and cause/effect transitions.
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	LA.B. 2.2.6.7	attempts to use a variety of sentence structures to present ideas.	LA.3	Writing Process	LA. 3.3.3	Revising	LA.3.3.3.2	[The student will revise by] creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.			LA.4	Writing Applications	LA.3.4.1	Informative	LA.3.4.2.1	[The student will] write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);
LA.B. Writing	LA.B.2.2.6	The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.			LA.4	Writing Applications	LA.3.4.1	Informative	LA.3.4.2.3	[The student will] write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;