

Writing Crosswalk: Grade 5 (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.

<i>Old Strand</i>	<i>Old Benchmark #</i>	<i>Old Benchmark</i>	<i>Old GLE #</i>	<i>Old GLE</i>	<i>New Strand #</i>	<i>New Strand</i>	<i>New Standard #</i>	<i>New Standard</i>	<i>New Benchmark #</i>	<i>New Benchmark</i>
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, brainstorming, making lists, mapping ideas, grouping related ideas, keeping a notebook of ideas, observing surroundings, answering questions posed by others).	LA.3	Writing Process	LA.5.3.1.	Prewriting	LA.5.3.1.1	[The student will prewrite by] generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;
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. 1.2.1.2.	establishes a purpose for writing (including but not limited to explaining, informing, entertaining, explaining).	LA.3	Writing Process	LA.5.3.1.	Prewriting	LA.5.3.1.2	[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.5.3.1.	Prewriting	LA.5.3.1.3	[The student will prewrite by] organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.
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. 5.3.2	Drafting	LA.5.3.2.1	[The student will draft writing by] using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;
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 a organizational pattern appropriate to purpose and audience (including but not limited to topic sentences, supporting sentences, and sequence; develops new ideas in separate paragraphs; concludes with effectiveness).	LA.3	Writing Process	LA. 5.3.2	Drafting	LA.5.3.2.2	[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.3	Writing Process	LA. 5.3.2	Drafting	LA.5.3.2.3	[The student will draft writing by] creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).
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 devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
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 supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.3	[The student will revise by] creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) 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.	uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.1	[The student will revise by] evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.
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 varied sentence structures.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.1	[The student will revise by] evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.
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 fifth-grade or higher level				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. 1.2.2.8.	revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.	LA.3	Writing Process	LA. 5.3.3	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
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 strategies to spell words (for example, using resources such as dictionary or thesaurus to confirm spelling).	LA.3	Writing Process	LA.5.3.4.	Editing	LA.5.3.4.1	[The student will edit for correct use of] spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words 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.1.2.2.7	generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level	LA.3	Writing Process	LA.5.3.4.	Editing	LA.5.3.4.2	[The student will edit for correct use of] capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;
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; beginning and ending quotation marks; hyphens in compound words).	LA.3	Writing Process	LA.5.3.4.	Editing	LA.5.3.4.3	[The student will edit for correct use of] punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;
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.5.3.4.	Editing	LA.5.3.4.5	[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.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.5.3.4.	Editing	LA.5.3.4.4	[The student will edit for correct use of] the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns;
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.5.3.4.	Editing	LA.5.3.4.6	[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. 5.	uses basic features of page format (for example, paragraph indentations, margins).	LA.3	Writing Process	LA.5.3.5.	Publishing	LA.5.3.5.1	[The student will] prepare writing using technology 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.B.1. 2. 3. 5.	uses basic features of page format (for example, paragraph indentations, margins).	LA.3	Writing Process	LA.5.3.5.	Publishing	LA.5.3.5.2	[The student will] use elements of spacing and design to enhance the appearance of the document and 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	Communication	LA.5.5.1.	Penmanship	LA.5.5.1.1	[The student will] demonstrate fluent and legible cursive writing skills.

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. 3.6.	uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).				Little or no comparable match		Little or no comparable match
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 fifth-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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.1	[The student will] write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.2	[The student will] record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, 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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.4	[The student will] write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;
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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.5	[The student will] write simple directions to familiar locations using cardinal directions, landmarks, and distances, 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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.3.	Persuasive	LA.5.4.3.1	[The student will] write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence;
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, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).	LA.3	Writing Applications	LA.5.4.3.	Persuasive	LA.5.4.3.2	[The student will] include persuasive techniques (e.g., word choice, repetition, emotional appeal).

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.3	Information and Media Literacy	LA.5.6.3.	Media Literacy	LA.5.6.3.2	[The student will] use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.
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.3	Information and Media Literacy	LA.5.6.4.	Technology	LA.5.6.4.1	[The student will] select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);
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.3	Information and Media Literacy	LA.5.6.4.	Technology	LA.5.6.4.2	[The student will] determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.
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	uses strategies to create an effective central theme or focus (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 a consistent awareness of topic with no irrelevant information.	LA.3	Writing Process	LA.5.3.2.	Drafting	LA.5.3.2.2	[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.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	develops a story line that is easy to follow and paraphrase.	LA.3	Writing Process	LA.5.4.1.	Creative	LA.5.4.1.1	[The student will] write narratives that establish a situation and plot with rising action, conflict, and resolution;
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	chooses specific detail and precise word choice to support the story line.	LA.3	Writing Process	LA.5.4.1.	Creative	LA.5.4.1.1	[The student will] write narratives that establish a situation and plot with rising action, conflict, and resolution;
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	creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to narrative writing.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
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	uses transitions effectively to move the narrative story forward in time.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;

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	creates a clear sense of story completeness	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
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	uses a variety of sentence structures to reinforce the story.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.1	[The student will revise by] evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;
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.3	Writing Applications	LA.5.4.1.	Creative	LA.5.4.1.2	[The student will] write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or 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	establishes a clear, central focus with little or no irrelevant or repetitious information.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.2	[The student will revise by] creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure.
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	creates ample development of supporting ideas by presenting facts and information that clearly relate to the focus.	LA.3	Writing Process	LA.5.3.2.	Drafting	LA.5.3.2.1	[The student will draft writing by] using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;
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 extended anecdotes or examples to support reasons.				Little or no comparable match		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	presents facts, examples, and definitions objectively.				Little or no comparable match		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 (including an effective beginning, middle, end, and transitions) appropriate to expository writing.	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.3	[The student will] write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;

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	uses a variety of effective expository transitions to relate ideas within and between paragraphs.	LA.3	Writing Applications	LA.5.4.2.	Informative	LA.5.4.2.3	[The student will] write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;
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	uses a variety of sentence structures to reinforce ideas.	LA.3	Writing Process	LA.5.3.3.	Revising	LA.5.3.3.1	[The student will revise by] evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;