

**Correlation of WriteMath Enterprises Curriculum
Sunshine State Standards for Language Arts for Grades 3-5
Florida Department of Education
Prepared by Jamie Francis, Independent Consultant**

This document provides suggested alignment of WriteMath Enterprises activities with Sunshine State Standards for Language Arts for Grades 3-5 as determined by the Florida Department of Education. A summary of the Sunshine State Standards for Language Arts for Grades 3-5 can be found on Page 2. The following pages provide a detailed outline of the Sunshine State Standards for Language Arts. Within the outline, each exercise that aligns with the given sub-standard is listed in a revised MLA style, which includes the page numbers and a brief description of the exercise.

Note: The suggested alignment represented by this document is not static. Many of the exercises contained within the WriteMath Enterprises curriculum align with more than one standard, but will only be listed under a single standard. Most exercises can also be altered slightly to align with more standards.

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Overview of Sunshine State Standards for Language Arts
Grades 3-5
Florida Department of Education

A. Reading

1. The student uses the reading process effectively.
2. The student constructs meaning from a wide range of texts.

B. Writing

1. The student uses writing processes effectively.
2. The student writes to communicate ideas and information effectively.

C. Listening, Viewing, and Speaking

1. The student uses listening strategies effectively.
2. The student uses viewing strategies effectively.
3. The student uses speaking strategies effectively.

D. Language

1. The student understands the nature of language.
2. The student understands the power of language.

E. Literature

1. The student understands the common features of a variety of literary forms.
2. The student responds critically to fiction, nonfiction, poetry, and drama.

A. Reading

Standard 1: The student uses the reading process effectively.

LA.A.1.2.1

- uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-9 □ 2-14.
The student determines if a given sentence is □expository□ or □narrative□ in a game format.

LA.A.1.2.2

- selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

LA.A.1.2.3

- uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-5.
The student will read and learn new vocabulary words relevant to the week□s lesson.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-5.
The student will read and learn new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-5.
The student will read and learn new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-5.
The student will read and learn new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-5.
The student will read and learn new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-10.
The student lists nouns and verbs that relate to a given word.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-6.
The student will read and learn new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-5.
The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-5.
The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-6.
The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-5.
The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-9 □ 10-14.
Teams of students categorize words into related categories.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-5.
The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-6.

The student reads and learns new vocabulary words.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-7.

The student reads and learns new vocabulary words that are all synonyms of a given word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-5.

The student reads and learns new vocabulary words that are all synonyms of a given word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-5.

The student reads and learns new vocabulary words that are all synonyms of a given word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-5.

The student reads and learns new vocabulary words that are all synonyms of a given word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-5.

The student reads and learns new vocabulary words that are all synonyms of a given word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-5.

The student reads and learns new vocabulary words that are all synonyms of a given word.

LA.A.1.2.4

- clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Standard 2: The student constructs meaning from a wide range of texts.

LA.A.2.2.1

- reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-26 □ 1-27.

The student identifies the main ideas of an essay.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-14 □ 1-18.

The student plots a story on a Narrative Graphic Organizer.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-22 □ 1-34.

The student plots stories on a Story Reading Graphic Organizer.

LA.A.2.2.2

- identifies the author's purpose in a simple text.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-11.

The student determines the difference between □expository□ and □narrative□ sentences.

LA.A.2.2.3

- recognizes when a text is primarily intended to persuade.

LA.A.2.2.4

- identifies specific personal preferences relative to fiction and nonfiction reading.

LA.A.2.2.5

- reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

LA.A.2.2.6

- recognizes the difference between fact and opinion presented in a text.

LA.A.2.2.7

- recognizes the use of comparison and contrast in a text.

LA.A.2.2.8

- selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

B. Writing

Standard 1: The student uses writing processes effectively.

LA.B.1.2.1

- prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-6.

The student prepares for writing by mentally preparing to write about a specific topic.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-28 □ 1-32.

The student recognizes parts of an essay.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-6.

The student reads the prompt, discusses the topic and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-16 □ 2-26.

The student brainstorms different topics and learns different strategies in brainstorming.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-6.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-9 □ 3-20.

The students group words into categories of their own choosing as a team.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-6.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-16 □ 4-17.

The student reads the prompt, brainstorms ideas and writes in response to the prompt.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-6.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-7.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-15.

The student reads the prompt, brainstorms ideas and writes in response to the prompt.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-19 □ 6-23.

The student writes an introductory paragraph.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-6.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-6.

The student reads the prompt, discusses the topics and brainstorms ideas.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-35.

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WriteMath Enterprises

- The student brainstorms ideas with other students for an essay.*
Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-5.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-21 □ 10-24.
The student writes paragraphs that develop and support a main idea or concluding paragraph.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-5.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-8.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-8.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 6-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-6.
The student reads the prompt, discusses the topics and brainstorms ideas.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-6.
The student reads the prompt, discusses the topics and brainstorms ideas.

LA.B.1.2.2

- drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates 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 and generally follows the conventions of punctuation, capitalization, and spelling.

- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-19 □ 4-35.
The student develops main idea sentences for essays and practices the authoring of essays.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-8 □ 6-9.
The student writes different types of sentences.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-14 □ 7-20.
The student incorporates transitional words and phrases into a paragraph.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-32 □ 8-34.
The student revises and edits an essay they have written.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-18 □ 10-20.
The student writes a complete essay independently.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-35 □ 4-39.
The student uses appropriate transitional words and phrases in narrative writing.

LA.B.1.2.3

- 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.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-7 □ 2-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-7 □ 3-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-7 □ 4-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-7 □ 5-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-36 □ 6-38.
The student writes introductory paragraphs.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-7 □ 7-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-7 □ 8-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-7 □ 10-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-7 □ 11-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-7 □ 12-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-9 □ 1-10.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-12 □ 1-13.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-7 □ 2-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-7 □ 3-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-9 □ 4-10.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-40 □ 4-46.
The student writes paragraphs about a main event in their story.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-7 □ 5-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 6-7 □ 6-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-7 □ 7-8.
The student writes different types of sentences.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-7 □ 8-8.
The student writes different types of sentences.

- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-7 □ 9-8.
The student writes different types of sentences.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-9 □ 9-15.
Students work in teams to elaborate given sections of a story.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-16.
The student rewrites a paragraph by describing scenery, adding dialogue and using interesting vocabulary.

Standard 2: The student writes to communicate ideas and information effectively.

LA.B.2.2.1

- writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-32 □ 3-35.
The student writes down attributes of the teacher that they observe and of characters in various stories.

LA.B.2.2.2

- organizes information using alphabetical and numerical systems.

LA.B.2.2.3

- writes for a variety of occasions, audiences, and purposes.

LA.B.2.2.4

- uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-33.
The student revises, edits, types and illustrates stories on the computer.

LA.B.2.2.5

- creates narratives in which ideas, details, and events are in a logical order and are relative to the story line.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-23 □ 3-31.
The student rewrites a story.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-33 □ 4-34.
The student writes an introductory paragraph.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-9 □ 5-15.
Students work in teams and individually to create a problem and storyline for a given situation.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-18 □ 5-24.
The student writes a paragraph about one main even in their story and a concluding paragraph.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 5-25 □ 5-33.
The student completes a Narrative Graphic Organizer to outline their story then complete the story.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 9-19 □ 9-34.
The student systematically brainstorms, outlines and writes a complete story.

LA.B.2.2.6

- creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-18 □ 1-22.
The student defines the concept of an essay.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-23 □ 1-25.
The student demonstrates the configured structure of an essay.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-23 □ 3-43.
The student writes in response to a given writing prompt.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 4-9 □ 4-15.
The student creates main idea sentences from a prompt using word cards in a game format.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-29 □ 5-32.
The student practices writing lead sentences. These exercises are meant to be used as an assessment.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-26 □ 6-28.
The student writes introductory paragraphs.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-31 □ 6-33.
The student writes introductory paragraphs.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-41 □ 6-43.
The student writes introductory paragraphs.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-21 □ 7-34.
The student learns to use transitional phrases correctly.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-9 □ 8-21.
The student creates essays that are relevant to a given topic with supplied and original sentences.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-25 □ 8-28.
The student writes a complete essay.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-29 □ 8-31.
The student writes a concluding paragraph.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-17 □ 9-22.
The student writes a complete essay.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-23 □ 9-26.
The student writes paragraphs that develop and support main idea and a concluding paragraph.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-9 □ 11-12.
The student elaborates on sections of an essay.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-15.
The student writes a complete essay independently.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 11-18 □ 11-21.
The student writes well-elaborated paragraphs and a concluding paragraph.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-19 □ 12-21.
The student writes a complete essay independently.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-22 □ 12-25.
The student writes well-elaborated paragraphs and a concluding paragraph.

C. Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

LA.C.1.2.1

- listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-9 □ 2-13.
Students work in teams to write problems for a chosen □ who, when, where □ situation and share with others.

LA.C.1.2.2

- identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

LA.C.1.2.3

- carries on an extended conversation with a group of friends.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-9.
The students gather in teams and write a lead sentence for given topics.

LA.C.1.2.4

- listens attentively to the speaker, including making eye contact and facing the speaker.

LA.C.1.2.5

- responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-7 □ 9-11.
The student learns to improve language and complex sentence structure through group work.

Standard 2: The student uses viewing strategies effectively.

LA.C.2.2.1

- determines main concept and supporting details in a nonprint media message.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-19.
The student watches a narrative show or movie and plots the story on a Narrative Graphic Organizer.

LA.C.2.2.2

- recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-12 □ 1-17.
The student explains the objectives of the artist from their point of view.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 2-15.
The student determines if a television show is □ expository □ or □ narrative □ in nature.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-14.

The student writes questions about a given picture and writes a paragraph by responding to those questions.
Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 10-15.

The student writes questions about a given picture and writes a paragraph by responding to those questions.
Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-9 □ 3-19.

The student writes dialogue for a given picture.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-36.

Students work in groups to write dialogue for a given picture.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-9 □ 7-16.

Students work in groups to write dialogue for a given picture.

Standard 3: The student uses speaking strategies effectively.

LA.C.3.2.1

- speaks clearly at an understandable rate and uses appropriate volume.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 9-12 □ 9-13.

The students orally create fact/personal experiences that suit given topics, main ideas and details.

LA.C.3.2.2

- asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

LA.C.3.2.3

- speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.

LA.C.3.2.4

- uses eye contact and gestures that engage the audience.

LA.C.3.2.5

- participates as a contributor and occasionally acts as a leader in a group discussion.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-11 □ 6-14.

The students work in teams to identify lead and main idea sentences.

LA.C.3.2.6

- organizes a speech using a basic beginning, middle, and ending.

D. Language

Standard 1: The student understands the nature of language.

LA.D.1.2.1

- understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-7 □ 1-9.

The student determines the difference between the subject and predicate of a sentence.

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WriteMath Enterprises

- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 3-21 □ 3-22.
The student answers questions about the structure of paragraphs and essays.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 7-9 □ 7-11.
The student identifies the type of sentence that is missing from introductory paragraphs.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-9 □ 12-15.
The student organizes an outline of an essay using game cards.

LA.D.1.2.2

- understands that language formality varies according to situations and audiences.

Standard 2: The student understands the power of language.

LA.D.2.2.1

- understands that word choice can shape reactions, perception, and beliefs.

- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-16 □ 5-17.
The student learns the importance of a good lead sentence.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-34.
The student rewrites lead sentences to be more creative and interesting.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-39.
The student rewrites lead sentences to be more creative and interesting.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-44.
The student rewrites lead sentences to be more creative and interesting.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 8-22.
The student rewrites introductory sentences as concluding sentences.
- Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 12-16.
The student elaborates on a main idea to write a well-balanced paragraph.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 1-11.
The student learns different ways to write □ said □ to convey different emotions.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-5.
The student learns different vocabulary words that are synonyms for a given word.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-14 □ 2-15.
The student writes two-word descriptions of each scene using the specified sense.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 3-20.
The student writes two-word descriptions of each scene using the specified sense.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-11 □ 4-18.
Students form teams and identify adjectives in their appropriate sense.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-19.
The student writes two-word descriptions of each scene using the specified sense.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 6-5.
The student reads and learns new vocabulary words that are all synonyms of a given word.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 6-9 □ 6-11.
Students work with a partner to fill in an appropriate noun for a given adjective.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 6-15 □ 6-35.
The student writes specific details in a narrative paragraph and writes more detailed paragraphs.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-17.
The student rewrites a given paragraph by describing the scenery and adding dialogue.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 7-20 □ 7-32.
Students use precise terms in writing by orally replacing simple statements with more precise ones.
- Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-9 □ 8-12.

Sunshine State Standards for Language Arts for Grades 3-5
WriteMath Enterprises

Students work in teams to find five good synonyms for each word.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-13.

The student rewrites a given paragraph by describing the scenery and adding dialogue.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 8-16 □ 8-31.

The student writes paragraphs that accurately describe actions, elaborate events and an appropriate ending.

LA.D.2.2.2

- identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-7.

The student reads and learns a series of similes as vocabulary words.

LA.D.2.2.3

- recognizes different techniques used in media messages and their purposes.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-18 □ 5-27.

The student practices writing lead sentences using different techniques.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-24.

The student identifies introductory sentences, main idea sentences and concluding sentences in a paragraph.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 6-29.

The student identifies introductory sentences, main idea sentences and concluding sentences in a paragraph.

LA.D.2.2.4

- selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.

LA.D.2.2.5

- understands that a variety of messages can be conveyed through mass media.

E. Literature

Standard 1: The student understands the common features of a variety of literary forms.

LA.E.1.2.1

- identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.

LA.E.1.2.2

- understands the development of plot and how conflicts are resolved in a story.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-18 □ 2-32.

The student points out details in a story.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 4-22 □ 4-32.

The student outlines a story using a Narrative Graphic Organizer.

LA.E.1.2.3

- knows the similarities and differences among the characters, settings, and events presented in various texts.

LA.E.1.2.4

- knows that the attitudes and values that exist in a time period affect the works that are written during that time period.

LA.E.1.2.5

- identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

LA.E.2.2.1

- recognizes cause-and-effect relationships in literary texts.

LA.E.2.2.2

- recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 5-13 □ 5-15.
The student searches through books or magazines for lead sentences that appeal to them.

LA.E.2.2.3

- responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.

LA.E.2.2.4

- identifies the major theme in a story or nonfiction text.

Robinson, Kathryn. Just Write: Expository. Valrico, FL: WriteMath Enterprises, 1995. 1-10.
The student discusses the main idea of paragraphs.

Robinson, Kathryn. Just Write: Narrative. Valrico, FL: WriteMath Enterprises, 1995. 2-33 □ 2-40.
The student rewrites stories.

LA.E.2.2.5

- forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.