(A) plan a piece of writing appropriate for a particular purpose and audience; by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

(B) develop drafts of persuasive and argumentative texts that dictate or compose;

(C) revise drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) capitalize the first letter in a sentence.

(E) share writing as part of a larger purpose when dictating by:

(F) use the elements of craft to advance the main purpose when dictating by:

(i) developing an idea with specific details and word choice.

(ii)一個人 or a group of people, and;

(iii) use sentences that vary in length and complexity.

(G) dictate or compose literary texts using genre characteristics and author's craft; and

(H) dictate or compose expository texts using genre characteristics and author's craft; and

(I) dictate or compose argumentative texts that dictate or compose:

(i) structure;

(ii) pictures or words;

(iii) and me;

(iv) punctuation, including:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using the standards for genres such as narrative, descriptive, expository, persuasive, and argumentative writing;

(B) develop drafts of persuasive and argumentative texts that dictate or compose:

(i) logic and reasoning;

(ii) speakers and their purposes;

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(C) revise drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) complete simple and compound sentences with correct subject–verb agreement;

(ii) use irregular verbs;

(iii) subject–verb agreement;

(iv) use nouns, pronouns, and antecedents consistently.

(D) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) make changes to improve the clarity, coherence, and consistency of the piece of writing in grade-appropriate conventional spelling and punctuation.

(E) develop drafts collaboratively by:

(i) making choices to support the purpose of the draft and audience's interests.

(ii) writing arguments with convincing evidence and reasoned claims.

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(F) develop drafts by choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations.

(G) develop drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.

(H) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) use nouns, pronouns, and antecedents consistently.

(ii) use parallel structure;

(iii) consistent verb agreement;

(iv) correct subject–verb agreement;

(v) consistent and logical use of verb forms.

(I) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.

(J) plan a first draft by selecting a genre for a particular topic, purpose, and audience using the standards for genres such as narrative, descriptive, expository, persuasive, and argumentative writing.

(K) develop drafts of persuasive and argumentative texts that dictate or compose:

(i) logic and reasoning;

(ii) speakers and their purposes;

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(L) revise drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) complete simple and compound sentences with correct subject–verb agreement;

(ii) use irregular verbs;

(iii) subject–verb agreement;

(iv) use nouns, pronouns, and antecedents consistently.

(M) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) make changes to improve the clarity, coherence, and consistency of the piece of writing in grade-appropriate conventional spelling and punctuation.

(N) develop drafts collaboratively by:

(i) making choices to support the purpose of the draft and audience's interests.

(ii) writing arguments with convincing evidence and reasoned claims.

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(O) develop drafts by choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations.

(P) develop drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.

(Q) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) use nouns, pronouns, and antecedents consistently.

(ii) use parallel structure;

(iii) consistent verb agreement;

(iv) correct subject–verb agreement;

(v) consistent and logical use of verb forms.

(R) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.

(S) plan a first draft by selecting a genre for a particular topic, purpose, and audience using the standards for genres such as narrative, descriptive, expository, persuasive, and argumentative writing.

(T) develop drafts of persuasive and argumentative texts that dictate or compose:

(i) logic and reasoning;

(ii) speakers and their purposes;

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(U) revise drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) complete simple and compound sentences with correct subject–verb agreement;

(ii) use irregular verbs;

(iii) subject–verb agreement;

(iv) use nouns, pronouns, and antecedents consistently.

(V) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) make changes to improve the clarity, coherence, and consistency of the piece of writing in grade-appropriate conventional spelling and punctuation.

(W) develop drafts collaboratively by:

(i) making choices to support the purpose of the draft and audience's interests.

(ii) writing arguments with convincing evidence and reasoned claims.

(iii) and me;

(iv) using evidence that supports my claims and counters possible objections.

(X) develop drafts by choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations.

(Y) develop drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.

(Z) edit drafts collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) use nouns, pronouns, and antecedents consistently.

(ii) use parallel structure;

(iii) consistent verb agreement;

(iv) correct subject–verb agreement;

(v) consistent and logical use of verb forms.
The table below shows the English Language Arts and Reading standards for various grades, focusing on the characteristics and purposes of personal narratives and poetry.

**Kindergarten**

- **Grade 1**
  - (i) composing personal narratives and poetry
  - (ii) using genre characteristics and author's craft
  - (iii) using intentional actions verbs
  - (iv) constructing a narrative’s structure and length
  - (v) developing voice

- **Grade 2**
  - (i) using a series and dates
  - (ii) capitalizing for proper nouns
  - (iii) accurately using abbreviations of titles

- **Grade 3**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **Grade 4**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **Grade 5**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **Grade 6**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **Grade 7**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **Grade 8**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

- **High School**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (iii) using intentional word choice, precise nouns, and strong actions verbs

**Achievement Indicators**

- **Grade 1**
  - (i) composing a personal narrative or poetry

- **Grade 2**
  - (i) using a series and dates

- **Grade 3**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **Grade 4**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **Grade 5**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **Grade 6**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **Grade 7**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **Grade 8**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

- **High School**
  - (i) developing an engaging idea reflecting depth of thought with specific details and relevance

**Assessment**

- **Kindergarten through Grade 12**
  - (i) composing a personal narrative or poetry
  - (ii) using a series and dates
  - (iii) accurately using abbreviations of titles
  - (iv) developing an engaging idea reflecting depth of thought with specific details and relevance
  - (v) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing
  - (vi) using intentional word choice, precise nouns, and strong actions verbs
  - (vii) developing a narrative’s structure and length
  - (viii) developing voice

**Characteristics and Purposes of Personal Narratives and Poetry**

- **Personal Narratives**
  - (i) engaging
  - (ii) informative
  - (iii) reflective
  - (iv) creative

- **Poetry**
  - (i) expressive
  - (ii) descriptive
  - (iii) narrative
  - (iv) free-form

**Genre Characteristics**

- **Personal Narratives**
  - (i) non-fictional
  - (ii)记叙
  - (iii) descriptive

- **Poetry**
  - (i) free verse
  - (ii) rhymed
  - (iii) free-form
<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) author's craft such as editorials; and (i) compose correspondence such as email or blog.</td>
<td>(g) compose literary texts using genre characteristics and author's craft; including personal narratives, fiction and poetry; (ii) compose informational texts using genre characteristics and author's craft including essays; (i) compose argumentative texts using genre characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
<td>(g) characteristics and author's craft; and (i) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure.</td>
</tr>
</tbody>
</table>

DRAFT