

W.1.a Prewriting & Analysis Planning Document

This planning document aligns with ELA Standards W.1.a, W.2, W.3, and W.4 across Grades 9–12. Use this guide to analyze communicative situations, curate sensory details, outline descriptive structures, and plan reflective elements for writing projects.

Section 1: Focus & Communicative Situation

Planning Category	Student Planning & Analysis Notes
Purpose / Prompt (W.1.a)	Describe a situation, experience, idea, or imagining. What is the core goal of this piece? To describe my dog and make people laugh
Title & Author	Working Title: D-Dog Author Name: Ryan Anderson
Task & Genre Style (W.3.c)	Genre (e.g., Descriptive Vignette, Personal Essay, Narrative Essay, Multimodal Story). What genre conventions will be followed or adapted? I'll use elements of Personal Narrative Essay Descriptive Vignette
Target Audience Analysis (W.2.2)	Who is the intended audience? What are their background knowledge, expectations, perspectives, beliefs, and values? How can you help them imagine and empathize? People who can relate: Dog owners, but also people who don't own a dog. Dog ownership or not is a possible different background knowledge. Narrative elements will help non-dog owners imagine and empathize better.

Planning Category	Student Planning & Analysis Notes
Dominant Impression / Focus (W.4.a)	Central Theme / Core Impression = Topic + Key Emotional or Conceptual Resonance. Dogs can be frustrating, but also endearing and make us laugh.

Section 2: Sensory & Figurative Language Brainstorming

Sensory Category	Concrete Details & Sensory Words (W.3.d)	Analogy, Metaphor, & Imagery Ideas (W.3.d)
Visual (Sight)	Colors, shapes, lighting, movement, scale How he looks on the couch, and his facial expression when he gets caught! His coloring and fur. The way he moves.	Metaphor/Analogy: His color is like milk with chocolate sprinkles in it. He moves like a guilty child when he's caught.
Auditory (Sound)	Volume, pitch, rhythm, silence, background noise The sound of his barking, especially when people are over.	Metaphor/Analogy: His constant barking at company, at first, is like a car alarm that never turns off.
Tactile (Touch)	Textures, temperature, pressure, physical sensations	Metaphor/Analogy:

Sensory Category	Concrete Details & Sensory Words (W.3.d)	Analogy, Metaphor, & Imagery Ideas (W.3.d)
	The texture of his fur, paws, tongue.	His fur is an oily old brush. His foot-pads are sandpaper rough. His tongue is a warm wet washcloth
Olfactory & Gustatory (Smell/Taste)	Aromas, flavors, subtle scents, associations The smell of his gas, and breath. Imagining the flavor of his food.	Metaphor/Analogy: His gas is a sudden terrorist attack. His breath is like an open sewer grate. I imagine his food tastes like a combo of cardboard and stale gravy.

Section 3: Idea & Material Curation

Material / Artifact / Research (W.3.b)	Curated Details & Relevance	Attributions & Fair Use (W.3.j)
Multimedia Artifact / Image / Audio	How does this artifact support the descriptive purpose? Maybe a picture of Deputy?	Source attribution / license details
Background Research / Personal Journal	Key facts or personal memories selected	Citation format

Material / Artifact / Research (W.3.b)	Curated Details & Relevance	Attributions & Fair Use (W.3.j)
	GEM Response (Define CS) GEM Response (Vignette/Frame Example from GEM)	

Section 4: Descriptive Outline & Analysis Plan

Section / Moment	Descriptive Focus & Sensory Details (W.3.d)	Figurative Language & Appeals (W.3.d)	Reflection & Audience Empathy (W.3.d / W.4)
Introduction (W.4.a)	Hook & initial sensory setting: Start with a gross/funny description and narrative context.	Opening metaphor/analogy: Fart gas analogy.	Establishing core theme / impression: Dogs can be frustrating/gross, but also endearing and make us laugh.
Descriptive Moment 1	Specific scene details (Sights, Sounds, Touch): Breath stench, leading into imagining his food flavor.	Specific device (Analogy/Metaphor): His breath is like an open sewer grate. I imagine his food tastes like a combo of cardboard and stale gravy.	Personal reflection & significance: Frustration/Disgust, but...
Descriptive	Specific scene details:	Specific device:	Personal reflection &

Section / Moment	Descriptive Focus & Sensory Details (W.3.d)	Figurative Language & Appeals (W.3.d)	Reflection & Audience Empathy (W.3.d / W.4)
Moment 2	Texture of paws/tongue and visuals and auditory of Mr. Doggo from above	See section 2 stuff	significance: More funny/frustration, leading to endearment.
Descriptive Moment 3	Specific scene details:	Specific device:	Personal reflection & significance:
Conclusion (W.4.c)	Final imagery & lingering sensory impression: Tactile of his fur/petting him/cuddling	Closing thematic reflection: Aww....	"So What?" factor / Universal takeaway: Sometimes the things that annoy us most are the most endearing qualities.

Section 5: Project Management & Revision Goals

Goals & Timeline (W.2.3)	Re-reading & Self-Evaluation (W.5.a)	Feedback Integration (W.2.4, W.5.b-c)
Establish writing milestones, draft deadlines, and resource allocation. Plan 9/29 Draft 10/1 start, done by 10/5 Feedback/Revise 10/5 and	Re-read draft to identify gaps between intended sensory/emotional meaning and reader interpretation.	Record peer and teacher feedback on descriptive impact, empathy building, and clarity. Plan targeted revisions. PEER's Draft with Feedback

Goals & Timeline (W.2.3)	Re-reading & Self-Evaluation (W.5.a)	Feedback Integration (W.2.4, W.5.b-c)
revised by 10/9 Teacher feedback: LAUNCH: 10/12		