Prewriting

involves deciding on topic and audience, gathering and organizing information, and selecting appropriate form for writing

	K	1	2	3	4	5	6	7	8	9	10	11	12
The student generates ideas. (Brainstorm)													
Brainstorms with class	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Brainstorms with peer group		I	I/D	D	D	D	D	M&A	M&A				
Brainstorms independently	I	I/D	D	D	D	D	D	M&A	M&A				
Generates ideas from verbal prompt	I	D	D	D	D	M/A	M&A	M&A	M&A				
Generates ideas from written prompt			I	D	D	D	D	D	D				
The student considers purpose.													
Informs	I	D	D	D	D	D	D	D	D				
Describes	I	D	D	D	D	D	D	D	D				
Explains		I	I/D	D	D	D	D	D	D				
Persuades			I	I/D	D	D	D	D	D				
Creates	I	I/D	D	D	D	D	D	D	D				
Reflects			I	I/D	D	D	D	D	D				
Infers						I	I/D	D	D				
Concludes						I	I/D	D	D				
Applies for job									I	D	D	D	D
The student considers audience.													
Self	I	D	D	D	D	M/A	M/A	M/A	M/A				
Family	I	D	D	D	D	D	M/A	M/A	M/A				
School	I	I/D	D	D	D	D	D	M/A	M/A				
Community	I	I/D	D	D	D	D	D	M/A	M/A				
Group/Individual	I	I/D	D	D	D	D	D	M/A	M/A				
The student focuses ideas.													
Narrows topic with class	I	I/D	D	D	D	M/A	M/A	M/A	M/A				
Narrows topic independently		I	I/D	D	D	D	D	D	M/A				
The student gathers information.													
Experiences	I	D	D	D	D	D	D	M/A	M/A		Maintain and Apply		
Observations	I	D	D	D	D	D	D	D	D	D	Maintain and Apply		
References			I	I/D	D	D	D	D	D	D	Maintain and Apply		
Technology sources			I	I	D	D	D	D	D				
Interviews				I	I/D	D	D	D	D				

Prewriting, Continued

involves deciding on topic and audience, gathering and organizing information, and selecting appropriate form for writing

	K	1	2	3	4	5	6	7	8	9	10	11	12
The student uses strategies to organize ideas:													
Utilizes sketches	I/D	D	M/A	M/A	M/A	M/A	M/A	M/A	M/A				
Uses graphic organizers (maps, webs, etc.)-teacher provided		I/D	D	D	M/A	M/A	M/A	M/A	M/A				
Creates and applies graphic organizers (maps, webs, etc.) - student does without teacher assistance			I	I/D	D	D	D	M/A	M/A				
Making Lists			I	I/D	D	D	M/A	M/A	M/A				
Notetaking				I	I/D	D	D	D	D				
Outlining						I/D	D	D	D				
The student considers genre.													
Narrative: [e.g. journal, story]	I	I/D	D	D	D	D	D	M/A	M/A				
Narrative: Friendly Letter	I	I/D	D	D	M/A	M/A	M/A	M/A	M/A				
Creative: [e.g. story, poems, song, play script]	I	I/D	D	D	D	D	D	D	D				
Expository: Early nonfiction writing	I	I/D	D	D	M/A	M/A	M/A	M/A	M/A				
Expository: Nonfiction Report (guided research)			I	D	D	D	D	D	D				
Expository: Research Report (1-2 sources)				I	D	D	D	D	D	Maintain and Apply			
Expository: Business Letter					I	D	D	D	D	Maintain and Apply			
Expository: Research Paper (with formal citations)									I		D		
Expository: Resumé									I		D		M/A
Persuasive			I	I	I	I/D	D	D	D				
Technical Writing (basic directions, instructions)		I	I	I/D	D	D	D	D	D				
Technical Writing (M.S/H.S)													

Drafting

involves developing idea/topic through sentences and/or paragraphs

	K	1	2	3	4	5	6	7	8	9	10	11	12
The student connects pre-write process.													
Apply pre-write activities to create the draft.	I	D	D	D	D	D	M&A	M&A	M&A				
The student creates text from ideas.													
Matches text with pictures.	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Creates text that makes sense.	I	I/D	D	D	D	D	D	D	D				
Develops text with purpose.	I	I/D	D	D	D	D	D	D	D				
Uses developmental spelling.	I	D	D	D	D	D	D	D	D				
The student rereads as necessary. (while writing draft)													
Rereads with teacher help	I/D	D	D	D	D	D	D	M&A	M&A				
Rereads independently	I	D	D	D	D	D	D	D	M&A				
The student writes independently or as a team.													
Writes independently	I	D	D	D	M&A	M&A	M&A	M&A	M&A				
Writes collaboratively as a group.			I/D	D	D	D	D	D	M&A				
The student composes in a variety of ways.													
Uses sketches	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Handwritten (uses letters and words with paper/pencil)	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Word Processed at the computer.					I	I/D	D	D	D				
The student uses genre in drafting.													
Recognizes structure in genre		I	I/D	I/D	D	D	D	D	D				
Student applies general concept of genre to writing. (attempts genre with first draft)		I/D	D	D	D	D	D	D	D				
Student applies genre characteristics to writing. (learns specific format characteristics & applies to first draft)			I/D	I/D	D	D	D	D	D				

Conference/Respond

involves the process of reflecting and sharing to improve writing

	K	1	2	3	4	5	6	7	8	9	10	11	12
The student reads own work to improve writing.													
Student independently finds ways to improve their writing.		I	I/D	D	D	D	D	D	D				
Student uses resources with teacher assistance.	I	I/D	I/D	I/D	I/D	I/D	D	D	D				
Student independently uses resources to improve their writing.		I	I/D	I/D	D	D	D	D	D				
The student shares writing with the teacher to receive feedback to improve text.													
Student is able to converse about their writing.	I/D	D	D	D	D	D	D	D	D				
Student shares writing for improvement.		I	D	D	D	D	D	D	D				
Student identifies area for feedback with teacher assistance.			I/D	D	D	D	D	D	D				
Student identifies area for feedback independently.					I	D	D	D	D				
Student considers and applies teacher feedback for revision.	I	I	I/D	D	D	D	D	D	D				
The student shares writing with peers to receive feedback to improve text.													
Student is able to converse with their peers about their writing.		I/D	D	D	D	D	D	D	D				
Student shares writing with peers for improvement.		I	I/D	D	D	D	D	D	D				
Student identifies area for feedback with their peer.			I/D	D	D	D	D	D	D				
Student identifies area for feedback independently.						I	I/D	D	D				
Student evaluates and applies peer feedback for revision.			I	I/D	D	D	D	D	D				

Revising

involves the process of improving the meaning and content for clarity (reread, reorder, remove or elaborate upon)

	K	1	2	3	4	5	6	7	8	9	10	11	12
Adds text.													
Adds labels to sketches	I	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Adds text to elaborate on topic and ideas		I	I/D	D	D	D	D	D	D				
Adds text to clarify purpose or meaning		I	I/D	D	D	D	D	D	D				
Adds text to complete sentences		I	I/D	D	D	D	D	D	D				
Adds text to improve sentence fluency			I	I/D	D	D	D	D	D				
Adds text to create complete paragraphs (topic sentences, supporting details, closing sentence)			I	I	D	D	D	D	D				
Adds text to target specific audience						I	I/D	I/D	D				
Adds/Incorporates Figurative language				I	D	D	D	D	D				
Adds drawings/graphics to enhance text.	I	D	D	D	D	D	D	D	D	D	D	D	D
Subtracts text.													
Subtracts incorrect labels or misplaced words		I	I/D	D	D	D	D	D	D				
Subtracts text to focus on topic and ideas		I	I/D	D	D	D	D	D	D				
Subtracts text to clarify purpose or meaning		I	I/D	D	D	D	D	D	D				
Subtract text to improve sentence fluency			I	I/D	D	D	D	D	D				
Subtracts text to improve paragraph structure					I/D	D	D	D	D				
Subtracts text to target specific audience						I	I/D	I/D	D				
Organizes writing according to genre and purpose.													
Recognizes that published text has a structure(**structure exists**)		I	I/D	D	D	D	D	D	D				
Recognizes that published text has a genre(**naming it**)		I	I/D	I/D	D	D	D	D	D				
Recognizes that published text has a specific purpose(**purpose**)				I/D	I/D	D	D	D	D				
Mimics genre format in their own writing				I	I/D	D	D	D	D				
Organizes text to convey message, topic or idea				I	I/D	D	D	D	D				
Organizes text according to genre format with teacher assistance				I	I/D	D	D	D	D				
Organizes text according to genre independently					I	I/D	I/D	I/D	D				
Utilizes point of view in consideration of genre and purpose							I	I/D	D				
Recognizes and revises for appropriate word usage according to genre and purpose (formal, informal, non-standard)							I	I/D	D				

Revising, Continued

involves the process of improving the meaning and content for clarity (reread, reorder, remove or elaborate upon)

	K	1	2	3	4	5	6	7	8	9	10	11	12
Adds own personality to writing.													
Understands concept of voice	I	I/D	D	D	D	D	D	D	M&A				
Recognizes voice in writing			I	D	D	D	D	D	D				
Attempts to include own voice in writing			I	D	D	D	D	D	D				
Revises in consideration of voice				I	D	D	D	D	D				
Applies and revises voice as a tool in targeting audience and purpose					I	I/D	I/D	D	D				
Recognizes Tone and Mood in text			I	D	D	D	D	D	D				
Revises own Writing for Tone and Mood							I	I	I/D				
Utilizes and Adjusts Voice: Active/Passive													
Rewords text.													
Recognizes that authors have word choice		I	I/D	D	D	D	M&A	M&A	M&A				
Considers word choice in own writing			I/D	I/D	D	D	D	D	D				
Revises in consideration of word choice			I/D	I/D	D	D	D	D	D				
Revises for word choice in consideration of audience and purpose					I	I/D	I/D	D	D				
Uses the thesaurus as a reference.			I	I	I/D	D	D	D	D				
Adjusts word order for fluency.													
Understands concept of fluency in writing		I	I/D	D	D	D	D	D	D				
Recognizes areas lacking fluency in writing (with teacher assistance)		I	I/D	D	D	D	D	D	M&A				
Recognizes areas lacking fluency in own writing				I	I/D	D	D	D	D				
Adjusts word order (placement) to improve fluency				I	I/D	D	D	D	D				
Adjusts sentence structure to improve fluency				I	I/D	D	D	D	D				
Adjusts paragraph structure to improve fluency				I	I/D	D	D	D	D				
Adjusts organization of text to improve fluency				I	I/D	D	D	D	D				
Adjusts Point of View to improve fluency													
Addresses Diction to improve fluency							I	D	D				
Addresses dangling modifiers													
Applies sophisticated sentence structures.							I	I/D	D				
Improves text by using resource materials.													
Dictionary/thesaurus with teacher assistance				I	I/D	D	D	D	D				
Dictionary/thesaurus independently					I/D	D	D	D	D				
Reference books with teacher assistance			I	I/D	D	D	D	D	D				
Reference books independently				I	I/D	D	D	D	D				
Technology resources with teacher assistance			I	I/D	D	D	D	D	D				
Technology resources independently					I	I/D	D	D	D				
Periodicals with teacher assistance						I	I/D	D	D				
Periodicals independently									I				
Interviews								I	I/D				

Editing

involves proofreading the written work for wording, mechanics, spelling, and punctuation

	K	1	2	3	4	5	6	7	8	9	10	11	12
Addresses CAPITALIZATION errors.													
The word "I"	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Beginning of a sentence	I/D	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Proper nouns: names of													
People	I	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Holidays	I	D	D	D	D	M&A	M&A	M&A	M&A				
Historical events				I	I/D	D	D	M&A	M&A				
Specific Places (Jones Park, Luther School)			I	I/D	D	M&A	M&A	M&A	M&A				
Cities, states, continents, oceans		I	I/D	D	M&A	M&A	M&A	M&A	M&A				
Nationalities, religions and deity				I	D	D	D	D	D				
Organizations, trade names, businesses			I	I/D	D	D	D	D	D				
Titles (books, people)			I	D	D	D	D	M&A	M&A				
Days of week, months of year	I/D	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Abbreviations:													
Initials				I	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A	M&A
Acronyms					I	D	D	D	D	D	M&A	M&A	M&A
First word in direct quotation (dialogue)			I	I/D	D	D	D	D/M	M&A				
Identifies and corrects PUNCTUATION errors													
Periods													
End of sentences	I	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Abbreviations		I	D	D	M&A	M&A	M&A	M&A	M&A				
Titles		I	D	D	D	M&A	M&A	M&A	M&A				
Initials		I	D	M&A	M&A	M&A	M&A	M&A	M&A				
Acronyms (no periods)					I	D	D	D	D				
Question Marks		I	D	D	D	M&A	M&A	M&A	M&A				
Exclamation Marks		I	D	D	D	M&A	M&A	M&A	M&A				
Commas													
Dates		I	D	D	D	D	D	M&A	M&A				
Addresses			I	D	M&A	M&A	M&A	M&A	M&A				
Direct address			I	D	D	D	D	D	D				
Series			I	D	D	D	D	D/M	M&A				
Greetings/Closings			I	D	D	D	D	M&A	M&A				
Quotation				I	D	D	D	D	D				
Introductory words				I	D	D	D	D	D				
Time order					I	D	D	D	D				
Compound Sentence					I	D	D	D	M&A				
Parallel structure									I		D		M/A
Appositive						I	D	D	D				

Editing, Continued

involves proofreading the written work for wording, mechanics, spelling, and punctuation

	K	1	2	3	4	5	6	7	8	9	10	11	12
Identifies and corrects PUNCTUATION errors													
Colon													
Time/hours: minutes			I	D	D	M&A	M&A	M&A	M&A				
Salutation						I	D	D	Maintain and Apply				
Introduction of a list						I		D	Maintain and Apply				
Bibliography									I		D		M/A
Bible reference											I/D		M/A
Formal introduction											I	D	M/A
Semi colon													
Conjunctions								I	I/D		D		
Conjunctive adverb											I/D		
Commas in series									I		D		
Quotation marks													
Dialogue			I	D	D	D	D	D	D	Maintain and Apply			
Titles [short poems, songs, chapters, articles]				I	D	D	D	D	D	Maintain and Apply			
Direct quotes				I	D	D	D	D	D	Maintain and Apply			
Unacceptable slang or rarely used language										I	Maintain and Apply		
Quote within a quote										I	D		
Underlining (written or typed) or Italics (word processing)													
Titles: Books, plays movies		I	D	D	D	D	D	Maintain and Apply					
Titles: Magazines, newspapers				I	D	D	D	Maintain and Apply					
Titles: Long poems, ships, works of art										I	Maintain and Apply		
Dashes											I	D	
Ellipses													
Interruptions						I	I/D	I/D	D	Maintain and Apply			
Break up a quote									I	D	Maintain and Apply		
Apostrophe – possession													
Regular			I	D	D	D	D	D	D				
Irregular				I	D	D	D	D	D				
Independently corrects errors.			I	D	D	D	D	D	D				

Editing, Continued

involves proofreading the written work for wording, mechanics, spelling, and punctuation

	K	1	2	3	4	5	6	7	8	9	10	11	12
Applies knowledge of grammar to text. (sentence structure, fluency, etc.)													
Parts of Speech													
Nouns		I	D	D	D	D	D	M&A	M&A				
Verbs		I	D	D	D	D	D	M&A	M&A				
Adjectives			I	D	D	D	D	D	M&A				
Pronouns			I	D	D	D	D	D	M&A				
Adverbs				I	D	D	D	D	M&A				
Conjunctions					I	D	D	D	D				
Interjections						I	D	D	M&A				
Prepositions								I	D				
Verb Tense													
Past, present, future			I	D	D	D	D	D	D		Maintain and Apply		
Consistency of tense				I	D	D	D	D	D	D	Maintain and Apply		
Subject - verb agreement			I	D	D	D	D	D	D		Maintain and Apply		
Pronoun agreement with antecedent					I	D	D	D	D		Maintain and Apply		
Syllabication				I	D	D	D	M&A	M&A				
Parts of Speech					I	D	D	M&A	M&A				
Uses the THESAURUS as a reference.				I	D	D	D	D	D				
Style manuals									I			D	
Utilizes grade level editing marks.		I/D	I/D	I/D	I/D	I/D	I/D	D	D				

Publish

involves preparing and bringing a final product to the attention of the audience

	K	1	2	3	4	5	6	7	8	9	10	11	12
Applies penmanship and/or word processing skills.													
Publishes using sketches and labels	I/D	M&A											
Publishes by **printing** letters and/or words	I/D	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Publishes by writing in cursive				I/D	D	D	D	M&A	M&A				
Publishes by word processing		I	I/D	D	D	D	D	D	D				
Publishes using presentation software				I	D	D	D	D	D				
Provides adequate citations.													
Documents sources informally			I	I/D	D	D	D	D	D				
Lists sources at end of document			I	I/D	D	D	D	D	D				
Documents sources in Work Cited format						I	I/D	D	D				
Internally cites sources									I				
Uses appropriate format. (title, cover page, heading)													
Gives writing a title		I/D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Assigns titles appropriate to genre and text		I	I/D	D	D	D	D	D	D				
Creates a heading according to teacher expectation	I	I/D	D	D	D	D	D	D	D				
Creates an informal title page (title, date, grade, name)			I	I/D	D	D	D	D	D				
Creates a formal title page (according to genre)									I				
Shares writing with intended audience.													
Shares writing with home	I/D	D	D	D	D	D	D	D	D				
Shares writing with peers	I	I/D	D	D	D	D	D	D	D				
Shares writing with self identified audience		I/D	D	D	D	D	D	D	D				
Shares with community or organization	I	D	D	D	D	D	D	D	D				
Displays work in school	I/D	D	D	D	D	D	D	D	D				
Shares writing from genre grade level focus	I/D	D	D	D	D	D	D	D	D				
Shares writing for business (job apps, resume, scholarship essay)													
Appropriately utilizes visual aids (including illustrations, charts, tables, graphs, etc.)													
Incorporates illustrations and text (handmade books)	I	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Incorporates illustrations, charts, tables, diagrams and graphs by hand			I	I/D	D	D	D	D	D				
Incorporates illustrations, charts, tables, diagrams and graphs using word-processing or spreadsheet software			I	I/D	D	D	D	D	D				
Incorporates illustrations, charts, tables, diagrams and graphs using presentation software				I	D	D	D	D	D				
Presents writing using poster or prop			I	D	D	D	D	D	D				

Genre

involves developing a variety of writing styles

	K	1	2	3	4	5	6	7	8	9	10	11	12
Narrative - Nonfiction													
Sketches / retells stories or personal experiences	I/D												
Writes personal experiences in basic narrative form (beginning, middle and end, characters, details)	I	I/D	D	D	M&A	M&A	M&A	M&A	M&A				
Writes personal experiences in narrative form (basic plot, setting, 5 W's, descriptive language)				I/D	D	D	D	D	D				
Creates complex nonfiction narrative							I	I/D	D				
Writes in response/reflection to literature (no specified format)			I/D	D	D	D	D	D	D				
Writes in response to literature (specified format)							I	I/D	D				
Sketches pictures of self and self experiences	I/D												
Writes simple autobiography	I	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Writes autobiography using reference materials or interviews				I	D	D	D	D	D				
Narrative: Creative / Expressive													
Writes in personal journal / writer's notebook	I/D	D	D	D	D	D	D	D	D				
Sketches / retells fictional stories	I	I/D											
Writes fictional stories in basic narrative form (beginning, middle and end, characters, details)	I	I/D	D	D	M&A	M&A	M&A	M&A	M&A				
Writes fiction stories in narrative form (basic plot, setting, 5 W's, descriptive language)					I/D	D	D	D	D				
Creates complex fiction stories													
Writes early poetry (mimics form)	I	I	D	D	M&A	M&A	M&A	M&A	M&A				
Writes poetry according to easy format (haiku, ab ab rhyming, free verse, etc)			I	I/D	D	D	D	D	D				
Writes poetry according to more complex formats													
Creates poetry determining own format			I	I/D	D	D	D	D	D				
Writes in complex poetic form													
Writes simple plays (lines, characters)				I	I/D	D	D	D	D				
Writes basic plays (using basic elements of drama - setting, stage directions, narrator, etc)													
Writes plays using elements of drama													
Writes complex drama													
Understands genre of fables and folklore			I	D	D	D	D	D	D				
Recognizes genre characteristics of fables and folklore													

Genre, Continued

involves developing a variety of writing styles

	K	1	2	3	4	5	6	7	8	9	10	11	12
Expository													
Sketches / labels biography information (specific people and characters)	I	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Writes simple biography		I	I/D	D	M&A	M&A	M&A	M&A	M&A				
Writes biography (longer time span, more detail, greater focus)				I	D	D	D	D	D				
Sketches / labels to describe places and things	I	I/D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Writes to describe observations	I	I/D	D	D	D	D	D	D	D				
Writes to describe places and things	I	I/D	D	D	D	D	D	D	D				
Writes character sketches and/or analyzes character development													
Creates and writes interviews				I	D	D	D	D	D				
Writes to explain what or why				I	D	D	D	D	D				
Writes informative article (journalistic writing/ 5 W's)								I	D				
Writes cause and effect essay													
Writes summary of story			I	I/D	D	D	M&A	M&A	M&A				
Writes summary of a book				I	I/D	D	M&A	M&A	M&A				
Writes simple reports (from verbal/visual information - teacher)		I	I/D	D	M&A	M&A	M&A	M&A	M&A				
Writes nonfiction report to inform (from nonfiction book - single source) independent work			I/D	D	D	D	D	D	D				
Writes nonfiction report to inform (from multiple sources)			I	D	D	D	D	D	D				
Writes basic research paper - list sources				I	I/D	D	D	D	M&A				
Writes research paper									I				
Writes informative speech									I				
Persuasive													
Understands genre of persuasion				I	I/D	D	D	D	D				
Writes persuasive letter					I	D	D	D	D				
Writes persuasive essay													
Writes editorial								I	D				
Writes literary review / critique									I				
Writes comparison / contrast essay													

Genre, Continued

involves developing a variety of writing styles

	K	1	2	3	4	5	6	7	8	9	10	11	12
Technical													
Writes to explain how (simple steps, directions, etc)			I	D	D	D	M&A	M&A	M&A				
Writes to explain how (more complex directions)				I/D	D	D	D	D	D				
Writes to explain mathematical thought / action		I	I/D	D	D	D							
Writes to explain process (eg. science lab report)					I	I/D							
Timed Writing													
Sketches / labels meaningful piece with time limit	I/D	D	M&A	M&A	M&A	M&A	M&A	M&A	M&A				
Writes meaningful piece in 30 minutes (no prompt-chooses own genre)	I	D	D	D	D	D	D	D	D				
Writes meaningful piece in 30 minutes (prompt-chooses own genre)	I	D	D	D	D	D	D	D	D				
Writes in given genre in specified time limit				I	D	D	D	D	D				
Applies writing process in timed situation				I/D	D	D	D	D	D				
Assessment Response													
Writes in complete sentences in response to written question (without teacher assistance)		I	I/D	D	M&A	M&A	M&A	M&A	M&A				
Writes in paragraph format (topic sentence, supporting detail, closing sentence) in response to written question or prompt				I/D	D	D	D	D	D				
Writes in 5 paragraph essay format (opening paragraph, supporting paragraphs, closing paragraph) in response to written prompt							I	I/D	D				
Manages time in assessment situation	I	I/D	I/D	D	D	D	D	D	D				

Craft

involves using the craft of a published author to serve as a writing mentor

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reads and rereads own writing as a reader													
Rereads own writing as a "reader" (teacher guided/modeled)		I	I/D	D	D	D	D	D	D				
Rereads own writing as a "reader" (independently)					I	I/D	D	D	D				
Rereads own writing from a variety of perspectives as different "readers" (teacher guided/modeled)		I	I	I/D	D	D	D	D	D				
Rereads own writing from a variety of perspectives as different "readers" (independently)						I	I/D	D	D				
Identifies possible changes based on reader's needs (teacher guided/modeled)		I	I/D	D	D	D	D	D	D				
Identifies possible changes based on reader's needs (independently)					I	I/D	D	D	D				
Reflects on own writing during the process (teacher guided)		I/D	D	D	D	D	D	D	D				
Reflects on own writing during the process (independently)					I	I/D	D	D	D				
Makes changes during the writing process based on reflection		I	I/D	D	D	D	D	D	D				
Reflects on own writing after publishing (teacher guided)	I	I/D	D	D	D	D	D	D	D				
Reflects on own writing after publishing (independently)				I	D	D	D	D	D				
Reads and rereads literature like a writer (recognizes craft & recognizes literature as published writing)													
Understands concept of author as writer	I	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Understands that authors use/personalize the writing process		I	D	D	D	D	D	D	D				
Understands that authors tailor writing to a specific audience and purpose		I	I/D	D	D	D	D	D	D				
Understands that a writer can learn from other writers (peer or professional author)	I	I/D	D	D	D	D	D	D	D				
Recognizes that literature is published writing	I	D	D	M&A	M&A	M&A	M&A	M&A	M&A				
Selects a craft from an author and applies it in their own writing													
Recognizes a "craft" in a piece of literature (teacher guide)		I	I/D	D	D	D	D	D	D				
Recognizes a "craft" in a piece of literature (small group)					I	I/D	D	D	D				
Recognizes a "craft" in a piece of literature (independently)						I	I/D	D	D				
Names the craft (self-created name)				I	I/D	D	D	D	D				
Names the craft (formal literary term)				I	I/D	D	D	D	D				

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Craft, Continued

involves using the craft of a published author to serve as a writing mentor

	K	1	2	3	4	5	6	7	8	9	10	11	12
Uses vocabulary of a writer to name, discuss, and apply craft													
Alliteration				I	D	D	D	D	D				
Allusion									I				
Allegory													
Antagonist / Protagonist													
Character		I	D	D	D	D	D	D	D				
Characterization													
Conflict							I	I/D	D				
Connotation / Denotation								I	I/D				
Dialogue		I	D	D	D	D	D	D	D				
Flashback						I/D	D	D	D				
Foreshadowing							I	I/D	D				
Imagery							I	I/D	D				
Inference													
Metaphor							I	I/D	D				
Mood					I	I/D	D	D	D				
Onomatopoeia				I	D	D	D	D	D				
Oxymoron													
Parable													
Parallel Structure									I				
Personification							I	I/D	D				
Point of View (first person, second person, third person)							I	D	D				
Plot (setting, conflict, rising action, climax, falling action, solution)			I	I/D	D	D	D	D	D				
Pun													
Repetition						I/D	D	D	D				
Rhyme			I/D	D	D	D	D	D	D				
Rhythm			I	I/D	D	D	D	D	D				
Sequence of Events		I/D	D	D	D	D	D	D	D				
Setting		I	I/D	D	D	D	D	D	D				
Simile			I	I/D	D	D	D	D	D				
Stanza					I/D	D	D	D	D				
Subheadings								I	D				
Theme								I	I/D				
Tone									I				
Title		I	I/D	D	D	D	D	D	D				
Author-Unique Craft				I	I/D	D	D	D	D				