

**2008**  
**Practice On-Line**  
**Portfolio**  
**Clean Copy**  
**Annotated Copy**  
**Rationale**  
**4<sup>th</sup> Grade**



**KENTUCKY WRITING PORTFOLIO**  
**Table of Contents**  
**Grade 4**

Student Signature Sheet Included and Signed  Y  N (Circle One)

Number of pieces	Category/Descriptor	Content area	Page
		No content piece is required to be identified.	
1	<u>Reflective Writing</u> (e.g., <del>letter</del> personal essay)		
	Title: Dear Ms. M		1-2
1	<u>Personal Expressive OR Literary Writing</u> personal narrative, memoir, personal essay, story, <u>poem</u> , script, play		
	Title: The Race		3-4
1	<u>Transactive Writing</u> various authentic genres (forms)		
	Title: Sidewalks		5-6
3	Total (must equal 3)		

MS 4/17

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.



March 27, 2007

Dear Ms. Mi ,

Before this year, I never knew how much reading and writing were connected; I always thought they were two completely different subjects. I've realized though that they have a lot more to do with each other than I thought! You can't have reading without writing or writing without reading. I've also learned to turn active reading strategies like models, questions, and visualization into active writing strategies.

When Mrs. reads books, like Tuck Everlasting by Natalie Babbitt, aloud I could hear lots of great language. I really liked it when the book said, "The first week of August hangs at the very top of summer, the top of the live long year, like the highest seat of a Ferris wheel as it pauses in its turning." In that sentence I noticed very descriptive language and a simile, too. Other books that have helped me in the same way are, My Name is America, The Journal of Ben Ucida and all of the Harry Potter books. These books have fantastic examples of strong language that helped me understand how to use it in my own writing. My poem "The Race" has lots of great language to help my reader visualize the excitement of the race. When I wrote it, it had a weak line that said, "the gates open we all get out," but I revised and changed that horrible line to, "the gates burst open, we all leap out, dust billows up." All the books that I mentioned above helped me create more proficient writing to create a better picture for my reader.

In the beginning of my reflective letter I mentioned something about questioning, questioning your own writing. This strategy is one of the best in my opinion. This year I used that strategy a lot! When revising my first poem I used it. I had a line that said, "Pretty leaves fall down" I questioned myself about that line a little later and said, "**No!** That just doesn't work!" Don't worry though Ms.Mi , I changed it to "vivid leaves drift silently to the ground." That sounds much better, doesn't it? Questioning has helped me to get better meaning into my pieces by getting me thinking about what I am trying to say.

Visualizing is another great strategy that has helped me become a more proficient writer. All you need to do is get your words down on paper. If you get your words down on paper you can read over and visualize what you are trying to say, like you would with a book. When I read over my piece, I try to

visualize what I'm saying and if I'm not successful I go back and add what ever I need. When I visualize my writing I see it in my mind, and when I see it I can describe it better. When writing my poem, "The Race," I had to visualize each scene before I wrote about it. Visualizing doesn't only make my piece sound better, but makes it easier for my reader to understand

Last but not least, my goals are to use stronger language. I improved on it this year, but I still don't think its good enough. Another goal is to use better leads and titles. (I don't think I've ever been good at those!) I need to work on these because titles and leads get your reader interested. If your reader is interested then he/she will read you lead. If they like your lead they will read on to the rest of your piece, and once you get them there it is important to keep them interested which is where strong language comes in. If you have strong language, your reader might like your piece so much that he/she recommends it to other people or teachers to use as models. As I read more of a variety of books, I will pay even more attention to titles, leads and strong language.

Before this year Ms.M , I never knew how much reading and writing were connected, this year however I learned a lot. Literacy can be hard, I've already conquered the reading part, but I bet I can conquer the rest! (I really hope to become a better writer in your classroom!)

Your Future Student,  
Author # 13

# THE RACE

In gate eight I wait  
The announcer cries, "GO!"  
Gates burst open  
We all leap out  
Dust billows up!

Dead last  
Pressure on my reins  
I lengthen my stride  
Racing faster and faster

Catching up  
I pass  
7th, 6th, 5th, 4th, 3rd, 2nd,  
Tied for the lead  
In a split second I steal the lead

Tied again  
Back in 3rd  
Now 2nd  
Tied now again  
For the lead with Tyrus

My breath comes in short gasps  
But I keep pushing myself...  
Harder and harder  
I think, *I must win!*

Suddenly a small thud  
My heart gives out  
Last bits of the race flash before my eyes  
My nose falls over the wire  
I barely win

My jockey gets trampled  
By some other horses  
The vets can't save me  
My heart had burst  
I die

Even though we won the race  
My jockey is sad  
He lost a partner,  
A friend.

By: Author # 13

# Sidewalks

"Hey what do you want to do, ride bikes?" "Of course I want to ride bikes, but..." "But what?" "Oh yah, no sidewalks." "Sorry it just wouldn't be safe."

Does this conversation sound familiar? Well, it does to me. I hear it all the time!! For example, last Saturday my brother wanted to go outside and ride bikes, but he couldn't because mom thought it was too dangerous. We don't have sidewalks in our neighborhood; he would have had to ride on the busy street. This is just one reason we need sidewalks in neighborhoods. Sidewalks provide safe and level places to walk especially during wet weather and for people in a wheelchairs or pushing carts or strollers. Sidewalks will provide safe places for children and others to walk, run, skate, ride bikes and just play. The most important safety reason for sidewalks is sidewalks will prevent family members or friends from being struck by cars.

Not only would sidewalks be a safer place for children to play, but would provide a safe place for families to exercise. Some people are overweight because they don't get enough exercise. Sometimes those people use not having sidewalks as an excuse not to exercise, instead they stay inside and become couch potatoes watching t.v. And/or playing video games. If neighborhoods had sidewalks adults and children might take walks more often. Daily walking might even help you live longer. In P.E. I learned from my teacher Mr. B... that walking is a cardiovascular exercise and cardiovascular exercise is very healthy for your heart. In a "Time for Kids" article I found out that about 64% of adults are overweight or obese. It's not only adults that are obese, but children too. Over the past twenty years, the amount of obese kids ages 6 to 19 has tripled to 15% of that population. About 9 million kids are excessively overweight. How did so many people get so fat so fast? I have the answer. Experts point to junk food, and less physical activity. Obesity can also lead to major health issues, like heart disease, stroke, diabetes, cancer and high blood pressure. If neighborhoods had sidewalks we could have a healthier community, we are one little part of the world, but one little part can make all difference.

Another reason we need sidewalks is more people, young and old, will move to neighborhoods with sidewalks than ones without. They want a

walkable community, where they can walk up the street to a friends house or up the road to a restaurant or to a store. In an article in AARP Mr. Chauncey of the National Center for Bicycling and Walking [NCBW] says, regardless of their age or physical ability people in a walkable community walk more than they drive. Those people who walk are the people that are most likely to save money on gas. In addition they will become more fit.

Like I said in my last paragraph people who walk save money on gas, true you won't walk miles and miles going any where, but you will save money. Gas prices are going up right now it's between \$2.15 and \$2.50 a gallon! That can really add up, but if you had sidewalks to walk on you would save on gas money. Think about it, next time you go to a friend's house try to walking instead of driving, when you get your new sidewalk that is!

If you want sidewalks in your neighborhood **please** send a letter to the mayor of L... letting him/her know the importance of a walkable community.

Author # 13

**SOURCES:**

**AARP**

**MR. C:**

**TIME FOR KIDS ARTICLE**

**CLASS NOTES FROM P.E. /MR. B/**

Practice Portfolio *Annotated*  
On-line 2008

**KENTUCKY WRITING PORTFOLIO**  
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Grade 4

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Y

N

(Circle One)

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ME 4/27

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# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (through conferencing) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").



Student Signature



IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: \_\_\_\_\_

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.



Student Signature (optional)



**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

March 27, 2007

Dear Ms. M.

Before this year, I never knew how much reading and writing were connected; I always thought they were two completely different subjects. I've realized though that they have a lot more to do with each other than I thought!

reflection

Focused purpose

You can't have reading without writing or writing without reading. I've also learned to turn active reading strategies like models, questions, and visualization into active writing strategies.

Varied sentence structure throughout piece

Transition

listening strand of literacy

When Mrs. ... reads books, like Tuck Everlasting by Natalie Babbitt, aloud I could hear lots of great language. I really liked it when the book said, "The first week of August hangs at the very top of summer, the top of the live long year, like the highest seat of a Ferris wheel as it pauses in its turning." In that sentence I noticed very descriptive language and a simile, too.

paragraphs demonstrate logical, coherent organization

Contemplates literacy experience

Analyzes connections

Word choice

Other books that have helped me in the same way are, My Name is America, The Journal of Ben Ucida and all of the Harry Potter books. These books have fantastic examples of strong language that helped me understand how to use it in my own writing. My poem "The Race" has lots of great language to help my reader visualize the excitement of the race. When I wrote it, it had a weak line that said, "the gates open we all get out," but I revised and changed that horrible line to, "the gates burst open, we all leap out, dust billows up."

All the books that I mentioned above helped me create more proficient reflection writing to create a better picture for my reader.

effective transition

word choice

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Indicates awareness of audience

Supports claims with personal experience

Word choice

transition

audience awareness

reflection applying characteristics of the genre.

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specific detail

complex sentence

appropriate  
Word choice

visualize what I'm saying and if I'm not successful I go back and add what ever I need. When I visualize my writing I see it in my mind, and when I see it I can describe it better. When writing my poem, "The Race," I had to visualize each scene before I wrote about it. Visualizing doesn't only make my piece sound better, but makes it easier for my reader to understand.

audience awareness

Transition

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reflection

analyzes  
own strengths  
and areas  
of growth

Word choice

Characteristic  
of genre  
Content  
determines  
audience

speaks  
directly  
to audience

Before this year Ms.M. , I never knew how much reading and writing were connected, this year however I learned a lot. Literacy can be hard, I've already conquered the reading part, but I bet I can conquer the rest! (I really hope to become a better writer in your classroom!)

maintains  
focused  
purpose

Your Future Student,  
Author # 13

Demonstrates control of  
correctness relative  
to length and complexity

