

Practice Portfolio 2008 Annotated

KENTUCKY WRITING PORTFOLIO Table of Contents *Grade 4*

Student Signature Sheet Included and Signed

(Y)

N

(Circle One)

Number of pieces	Category/Descriptor	Page
1	Reflective Writing (e.g. letter, personal essay)	
	Title: Dear Mom,	1
1	Personal Expressive OR Literary Writing personal narrative, memoir, personal essay, story, poem, script, play	
	Title: BEING ON TOP	4
1	Transactional Writing various authentic genres (forms)	
	Title: HELP SAVE THE GIANT Panda	8
3	Total (must equal 3)	

OK

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.

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").

E. J. B.
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.

E. J. B.
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 28, 2007

Dear Mom,

You have helped me so much with writing and reading. You have helped me put purpose in my writing by reading to me. You have also helped me by giving grabbers, and always telling me if something was a little boring with my writing. Do you remember when I was younger and you read to me little books like Junie B. Jones or the Velveteen Rabbit?

awareness of audience's needs

Those books helped me to put in details or idea development in writing. One of the Junie B. Jones books was Junie B. Jones and the Stinky Smelly Bus. I have learned much from you reading to me, and it is helping me so much in writing. establishes authentic purpose

Compound sentence

logical transition

specific support

One of the ways you have helped me to be a better writer is by giving grabbers in my pieces. Grabbers are usually found at the beginning of a piece, and they also get people to read the piece they get. Junie B. Jones helped me with grabbers because in Junie B. Jones and the Stinky Smelly Bus I wanted you to read more to me because of all the fussing she said

about the bus. That was the grabber in that book. I wanted you to read more to me because I wanted to see if see ever stopped hating the bus. I used to think I didn't need any grabbers in my pieces then I started observing your

simple sentence

word choice

writing and realized that grabbers make people want to read the piece. Now I

Writer speaks directly to Mom, who is a writer as well

(1)

Sufficient detail

write grabbers in my pieces. For example when I wrote my personal narrative "BEING ON TOP," I put in a grabber. This is my grabber in my personal narrative. "I will never forget the day I faced my fears. *I did it, I really did it.* It was so beautiful." You teaching me grabbers is helping me in my writing by making the readers interested in my piece. That is one of the ways you have helped me in my writing.

Maintains focused purpose

logical organization

specific example

→ The second way you have helped me is by idea development or details. I used to think details didn't do anything for writing. I used to think it only made things fancy, but then I started reading what you have read to me and saw there were a lot of details. Do you remember the Velveteen Rabbit that had a lot of details? One of the details was about the horse with all of his strings plucked out to make bracelets. I learned from you that details help people get the picture. Now I put lots of details in my writing. Like in my feature article I put in a lot of details about giant pandas. Now people who read my writing get the pictures in their mind. You have helped me so with many details in my writing by reading to me.

Variety of sentence structure

audience awareness

The last thing you have helped me with is purpose. I used to put in many different ideas into my pieces, but in Junie B. Jones and the Stinky Smelly Bus she stayed with one topic. How much the bus stank was her purpose. Then I started reading and looking at pieces you have wrote, and it

Compound sentence

2

was in order, and no different ideas. I started making pieces in fourth grade and there were no different ideas because I stayed one purpose. Now my readers can read my piece without confusing the reader because it is two different topics. You have helped me by not putting in different ideas in my piece. Now I stay on one topic like in my personal narrative "BEING ON TOP" I stayed on one topic instead of going of everywhere, I focused on being on the Eiffel Tower. You reading to me have helped me in my writing a lot.

audience awareness

specific detail

word choice

Mom, I wanted to thank you for everything that you have helped in reading and writing one more time. Thank you for reading Junie B. Jones books to me, and when you read to me the Velveteen Rabbit I was inspired with details. Another way you have helped me with writing is by giving me grabbers by reading to me. The third thing you helped me in is purpose. You did that by letting me look at pieces that you have written and read to me. I plan to write books like you and the author of Junie B. Jones books in my free time. I know how to write because of you. I wanted you to know how much you have helped me become a better writer.

appropriate tone

- applies characteristics of the genre:
- contemplates literary experience
- analyzes growth in writing
- speaks directly to audience

Love,

Your Daughter



BEING ON TOP

establishes
authentic
focused
purpose

I will never forget the day I faced my fears. *I did it, I really did it.* It was so beautiful. The roof top was as beautiful as the sunset. I really felt good that I did it. I was so nervous at first. I was sweating and breathing really hard. I will remember this for the rest of my life.

awareness
of
audience's
needs

It all began in summer of 2003. I was going up the Eiffel Tower in Paris with my mom and nana for a vacation. It was my first time in Paris and on the Eiffel Tower. I was smiling until I saw it. It was green and made out of metal and it looked like it was a mile high. "Mom, do I have to go up there?" I said. My heart was pounding and I was breathing really hard. I was thinking *it is so high, what if I fall when I reach the top?* Looking up there I

descriptive
details
and
dialogue
demonstrate
depth of
idea
development

Figurative
language →

felt like an ant looking at a sky scraper. I was shaking and sweating all over. I was looking up to the very top. As I did I almost fell over. I looked up and the people up there looked like ants, and it looked like the Eiffel Tower touched the sky. I was wondering what it looked like from up there. The line to get on the Eiffel Tower elevator was so big. I wondered, *am I ever going to get up there?* I was confused, I wanted to go up, but I was too afraid. I was so tired, I wanted to sit down. My legs were wobbly, but then I saw the elevator coming down. It was my turn to go.

shows
emotions
and thoughts

Variety
of
sentence
structure

sensory detail

I stepped on the Eiffel Tower elevator. Click, my stomach felt really tight. I kept saying to my self, *I am not looking out the window*. I was looking at my mom. I was shaking, and my eyes were closed. I was squeezing my own hands. The elevator ride seemed close to five minutes but I wished it would have been three or two. I wanted to be on and off quickly.

transition

transition

Then I heard the ding and the door opened. "Finely, time to get off!" my mom said. My stomach felt really weird, and my eyes were huge. *What if I fall of when I reach the top?*

thoughtshots
convey
voice

sequence of
events
demonstrates
logical
organization

I stepped off the elevator. My eyes were as big as plates. We had to go through the gift shop first and my mom bought an ornament. My mom paid for the ornament and we walked out. I calmed down a little after I went through the gift shop. It felt good to see all the gifts. Then I remembered that I was going to see a mile below my feet. I started to feel like I was going to throw up. My mom said half way there, "close your eyes." The spot where she was taking me was where you can see almost all of Paris. So I closed my eyes. When I did I felt like a nervous wreck. I was sweating and breathing really hard. My legs were so wobbly. *Am I going to like this or am I not?*

effective
use of
dialogue

My mom said, "Open your eyes." I took two steps then I looked over the railing. I didn't feel scared any more, because it was so pretty. I was smiling and looking all around. I couldn't believe that a foreign country was

that beautiful. I felt like I was looking at a picture. It was like I was touching a cloud. I wanted to scream with excitement. I saw houses, buildings with curved edged roof, birds, and lakes. It was beautiful. I wanted to spend more time on top of the Eiffel Tower, but we had to go. I was sad because I had to go. I really loved the sight.

control of grammar

transitional element

As I walked back to the elevator I looked around the Eiffel Tower. I had not done before because my mom said to close my eyes. As I walked around I saw benches, food courts, and restrooms. I didn't expect any of that. We walked back to the gift shop and stepped on the elevator. I looked at the birds again and the sky. The doors closed. I felt sad that I had to leave. I wanted to experience it all over again. I was thinking to my self. *I did it. I really really did it. I'm so proud of myself.* I heard the ding. As I stepped off the elevator and walked to the tour bus, my mom said, "I thought you were afraid of heights?"

word choice

"I was this morning but now I am not," I said. *I am so proud of myself. I am glad that I went up instead of staying down on the bus like a coward.*

leaves reader with single impression of the event

I will never forget going up the Eiffel Tower. I learned that you do not have to be scared. I felt so good that I faced my fears. If I ever have to go onto the Eiffel Tower or any other heights, I will not be so scared. I will

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never forget being on top of the Eiffel Tower. I learned to never hold back
from adventures or experiences, and that it is okay to be scared because you
might get something out of it.

HELP SAVE THE GIANT PANDA!

Melissa was at home when she received some Zoo books in the mail. The one that was on top was Giant pandas. She started to read it and found out that they were endangered. She went to <http://nationalzoo.si.edu/> and started to raise money to help save giant pandas.

establishes authentic focused purpose

Do you know that giant pandas are endangered? You can learn what pandas are, how they are endangered, and how to stop them from being endangered in this article. So come on in and learn about giant pandas!

pictures and captions support purpose

facts indicate awareness of audience's needs

FANTASTIC PANDA



This is a giant panda. They can climb trees and can attack if some thing tries to hurt their babies.

Do you know that pandas are furry black and white mammals? It has black fur on ears, eye patches, muzzle, legs, and shoulders. The rest the of animal's coat is white. Mammals are hairy beings that give live birth. They can live to be about 35 years old in the zoo. Giant pandas eat berries, grasses, and occasional small rodents or musk deer fawns. They also eat sugar cane, rice gruel, carrots, apples, but most important bamboo. They live in the eastern, southern states in China. China is in Asia. Giant pandas can stand between three and four feet tall.

general information

