

**2008**  
**Writing Portfolio**  
**Cluster Leader**  
**Training Pack**

**4<sup>th</sup> Grade**



# 2008 Training 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 No content piece is required to be identified.	Page
1	<b>Reflective Writing</b> (e.g., <u>letter</u> personal essay)		
	Title: Dear Fifth Grade Teacher,		1
1	<b>Personal Expressive OR <u>Literary Writing</u></b> personal narrative, memoir, personal essay, story, <u>poem</u> , script, play		
	Title: "Horse Morning"		3
1	<b>Transactive Writing</b> various authentic genres (forms)		
	Title: "When You Buy From Pet Shop"		4
3	Total (must equal 3)		

4-5-07

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").



   
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.

April 3, 2007

Dear Fifth Grade Teacher,

Did you know that about two thirds of what I have written this year is in some way connected to a text I have read? Well it's partly because I read so much that I write so well (I pick up writing strategies when I read.). It is also partly because I think and speak about my writing with a partner to gain ideas.

First off, I pick-up vocabulary when I read. For example, I learned alot of vocabulary from Mary Beth Owens' anthology BE BLESSED like "tattered" and "barren" out of the poem "January". Once I learned their meanings I used "barren" in my poem "The Forest out of My Dreams" and "tattered" in my poem "Winter". I added these to make my poems more poetic. Another example is when I read Sharon Creech's Ruby Holler. I picked up "soared" and "hunched". Now I often use these words in my writing.

I also find writing strategies in my reading like dialogue, form, description, and character creation/development. For example, I found TONS of description in Sharon Creech's Ruby Holler, like "A narrow green valley, a scooped-out basin with a creek looping and winding its way," and "swooping into a basin of hills to a place where a cool breeze always drifted through the trees and the creek was so clear every stone was visible," and "a small log cabin with a screen door and a large window in a loft that overlooked a large maple tree a short way in front of it." These help me visualize the setting. After I read Ruby Holler I used these strategies more and more effectively to help my reader visualize the setting. Such as in when I used description in my book I Imagine Chess like: "her grandmother was seventy-one years old with creamy-white curly hair. Even though she was lactose in-tolerant she was very active and touchy about not sitting around. Rachel always saw her out and about."

Last, I converse about my pieces to gain ideas from a partner. Like when I wrote my persuasive piece I had put the best grabber at the END of my lead! But, when I conferenced with Author #19 she told me that I had put the best grabber at the end of my lead. So when I went back to fix it I could revise by moving my grabber. So, when I conference I can improve my pieces for my readers.

Finally, my goal is to finish The Horse Spirit Trilogies (a series I am writing including: The Rogue Stallion, Spirit's Foal, and I Imagine Chess). To do

this I can read more horse books to gain ideas, vocabulary, and facts, models to pick-up more strategies, and to keep writing pieces to gain more experience. Now that you know how I've grown as a writer this year, I hope you'll allow me to continue using these helpful strategies and teach me new ones.

Sincerely,  
Author #1

# Horse Morning

The herd begins to wake,  
As the warm touch of dawn reaches the valley.

A mare quietly steps from the forest,

A fragile colt trembling at her side!

NEW LIFE TO THE VALLEY!

As light reaches the hill's crest

The band sets off,

Pit-pat, clip-clop, thud-thump.

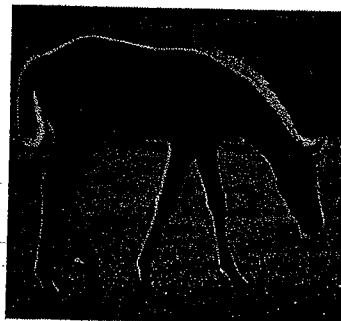
The air smells fresh and clear,

Clear as a diamond in the daybreak mist.

As the sun comes into view,

The stallion proudly leads his mares, yearlings, and foals

Into the morning dawn!



# When You Buy From a Pet Shop

Did you know that “the cute little puppy in the pet store window,” probably came from a *puppy mill*-a breeding facility known for its cramped, crude filthy, unhealthy, conditions- and that the miller (person that owns the puppy mill) probably didn't give him proper food? Well it's true, the same with most cats, budgies, hamsters, etc. Unless you get an exotic pet, it probably came from a type of mill. “When you buy from a pet shop you kill a pound pup, it's that simple, save a life instead,” says PETA (People for the Ethical Treatment of Animals). Now read on to become aware of the many problems in the pet industry, and why animal shelters are better caretakers.

“Pet Store” often means, “give us all your money for an ill or neglected (some times half dead) puppy, that watched other puppies die on the way here from a puppy mill.” Almost half the puppies do not survive the trip. Constant confinement and lack of proper vet care and socialization often result in frightened, unhealthy, and hard to socialize pets.

What about other animals you may ask? Well cats, gerbils, budgies, budgerigars (parakeets, Lories, lorikeets, etc.), salamanders, lizards, snakes, hamsters, mice, rats, rabbits, guinea pigs, etc. (to name a few) also probably came from a mill or breeding facility that isn't even minimally regulated.

And then there are the exotics, which are captured, stuffed into bags, then the bags into boxes, and shipped to your local pet store. Many die of shock. Others die at the pet store. Up to seventy out of every one hundred die on the way there! Look around, how well are pet stores stocked? Think of all the pets that are dead because of puppy mill or pet store neglect. Did you know that professional breeders are almost as bad as pet stores?

Breeders charge hundreds of dollars for non-purebreds, and tens of hundreds of thousands of dollars for purebreds each day. Well, you're probably thinking “lots of money for lots of care,” If so you're wrong. The breeders will keep it for themselves. If you want to know if they are trustworthy just look at 2-6 of their pets and look for:

- Listlessness
- Diarrhea
- Dry noses(dogs only)
- Dull coats(cats/dogs only)
- Runny eyes, etc.

If you don't see these symptoms that breeder may be reputable.

Plus young pets are often in their “destruction stage,” when you buy them, which means they're so hyperactive that they tear the curtains, rip the couch, and see your house as an



accident space. Most breeders **only** sell the youngest pets so you may end up with a pet that needs to go to obedience school. Now that you know how bad breeders and pet stores are find out why animal shelters are reputable.

Many animal shelters are non-profit but they still get donations and spend all of it for the animals' well being. Because so many are non-profit they want warm, comfortable, housing. But they must stick with housing that is only sheltered from the elements, healthy, and clean because it's less expensive. Also, unlike most pet stores, animal shelters try to keep a qualified veterinarian on staff who will try to make even the most un-adoptable animals comfortable. And when needed, (for an animals well being) they will use only the most humane ways to euthanize the most extremely ill animals.

Now that you know why this atrocity has continued, I hope that you will tell people (especially future pet owners!) about it. Your most powerful weapon is your voice. If the pet store goes out of business the puppy mill will have one less place to sell to and will eventually go out of business, too! So if you have the time, resources, and money to care for a pet get it from an animal shelter. Below is what happens to animals that died because animal shelters didn't want them to suffer just because there weren't enough homes for them.



### Bibliography

<http://www.PETA.com>  
[http://www.dcr.net/~humane/puppy\\_mills2.html](http://www.dcr.net/~humane/puppy_mills2.html)  
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<http://www.HelpAnimals.org>  
[http://www.shershihtzus.com/about\\_puppy\\_mills.htm](http://www.shershihtzus.com/about_puppy_mills.htm)  
<http://www.barkrescue.net/puppymills.htm>