

# Student Writing Portfolio

*Level A*

*Blackline Masters*

First Edition, February 2014  
Institute for Excellence in Writing, L.L.C.

# Contents

# Student Writing Portfolio Handouts

Student Handout 1.1: “Sea Snakes”	Student Handout 13.1: “Writing from Pictures Model”
Student Handout 1.2: Public Speaking Checklist	Student Handout 13.2: “Lady in Bath” Pictures for Writing
Student Handout 1.3: “The Boy and the Nuts”	Student Handout 13.3: Composition Checklist
Student Handout 1.4: Public Speaking Checklist	Student Handout 13.4: Editing Practice (“A Real Fiction”)
Student Handout 1.5: “The Cocks and the Eagle”	Student Handout 14.1: “Chick and Hose” Pictures for Writing
Student Handout 1.6: Public Speaking Checklist	Student Handout 14.2: Composition Checklist
Student Handout 1.7: “Floating Rocks”	Student Handout 15.1: “Betty Mixing” Pictures for Writing
Student Handout 1.8: Public Speaking Checklist	Student Handout 15.2: Composition Checklist
Student Handout 1.9: “One Giant Leap”	Student Handout 16.1: “Boy and Dog” Pictures for Writing
Student Handout 1.10: Public Speaking Checklist	Student Handout 16.2: “Flying Carpet” Pictures for Writing
Student Handout 2.1: Composition Checklist: (“Sea Snakes”)	Student Handout 16.3: Composition Checklist
Student Handout 2.2: Composition Checklist: (“The Boy and the Nuts”)	Student Handout 17.1: “Captive Whoopers Fail” two-sided mini-book
Student Handout 2.3: Composition Checklist (“The Cocks and the Eagle”)	Student Handout 17.2: “Adoptive Parents” two-sided mini-book
Student Handout 2.4: Composition Checklist (Extra)	Student Handout 17.3: First Topic Composition Checklist
Student Handout 3.1: “Penguins”	Student Handout 17.4: Editing Practice (“Puncty’s Practice”)
Student Handout 3.2: Composition Checklist (“Penguins”)	Student Handout 18.1: Second Topic Composition Checklist
Student Handout 3.3: “Whales”	Student Handout 18.2: Third Topic Composition Checklist
Student Handout 3.4: Composition Checklist (“Whales”)	Student Handout 19.1: “The Wonderful World of Ants”
Student Handout 4.1: “The Fox and the Grapes”	Student Handout 19.2: “Meadow Ants”
Student Handout 4.2: Composition Checklist (“The Fox and the Grapes”)	Student Handout 19.3: “Leaf Cutter Ants”
Student Handout 4.3: “The Dove and the Ant”	Student Handout 19.4: First Topic Composition Checklist
Student Handout 4.4: Composition Checklist (“The Dove and the Ant”)	Student Handout 20.1: Second Topic Composition Checklist
Student Handout 5.1: Story Sequence Chart	Student Handout 20.2: Third Topic Composition Checklist
Student Handout 5.2: “The Boy Who Cried Wolf”	Student Handout 21.1: Composition Checklist
Student Handout 5.3: Composition Checklist	Student Handout 22: “My Dog” Model
Student Handout 6.1: “The Two Frogs and the Well”	Student Handout 22.1: Sample Letter
Student Handout 6.2: Composition Checklist	Student Handout 22.2: Another Sample Letter
Grammar Reinforcement Handout: There, Their, and They’re Worksheet	Student Handout 22.3: -ing Worksheet
Student Handout 7.1: “The Ant and the Grasshopper”	Student Handout 22.4: Imposter #4 Openers
Student Handout 7.2: Composition Checklist	Student Handout 22.5: Composition Checklist
Student Handout 8.1: “Rip Van Winkle”	Student Handout 23.1: Composition Checklist
Student Handout 8.2: Composition Checklist	Student Handout 24.1: Composition Checklist
Student Handout 9.1: “Whooping Cranes” two-sided mini-book	Student Handout 25.1: Sample Essay: Golden State Treasures
Student Handout 9.2: “Johann Sebastian Bach”	Student Handout 25.2: Another Sample Essay: The Three F’s of Norway
Student Handout 9.3: Composition Checklist	Student Handout 25.3: Composition Checklist
Student Handout 9.4: Editing Practice (“Crazy About Bach”)	Student Handout 25.4: Editing Practice: “A Great State”
Student Handout 10.1: “Theodore Geisel”	Student Handout 26.1: Composition Checklist
Student Handout 10.2: Composition Checklist	Student Handout 27.1: Sample Critique: Friends Forevermore
Student Handout 11.1: “Hummingbirds”	Student Handout 27.2: “The Little Mermaid” by Hans Christian Andersen—ten pages
Student Handout 11.2: Composition Checklist	Student Handout 27.3: Author Biography: Hans Christian Andersen—two pages
Student Handout 11.3: “Skunks”	Student Handout 27.4: Critique Vocabulary
Student Handout 11.4: Composition Checklist	Student Handout 27.5: Composition Checklist
Student Handout 12.1: “Clownfish”	Student Handout 28.1: “The Little Red Hen”
Student Handout 12.2: Composition Checklist	Student Handout 28.2: Composition Checklist
Student Handout 12.3: “Honeybees”	
Student Handout 12.4: Composition Checklist	

## Sea Snakes

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra. Sea snakes, however, do not always inject venom when they bite. Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Source: “Sea Snakes”

Spoke in complete sentences.	
Used clear pronunciation and proper intonation.	
Feet remained flat on the floor.	
Hands remained still (gently gripping podium).	
Eyes up when speaking.	

## The Boy Who Cried Wolf

A long time ago there was a boy who watched his father's sheep. Each day he took them to a pasture on the hillside above the village, and there he sat and watched them all day long. In the afternoon, as the sun began to go down, he drove the sheep home again.

Often he became quite lonely because he had no one to play with. How he longed for just a little bit of company! One day when he became very lonely indeed, he remembered what his father had told him when he first began to care for the sheep. "You must always beware of the wolf," his father had said. "And if you should see one, be sure to call for help."

Now the boy had never seen a wolf. But he thought that it would be so pleasant to have some company that he decided to make believe. "Wolf! Wolf!" he cried at the top of his lungs. "Wolf! Wolf!" Far below, the villagers heard him. They all dropped their work, seized their axes, and rushed up to the pasture. But when they got there, they saw only the sheep and the boy. There was no wolf at all. He was so glad to see them that they were not very angry at him for having fooled them. But they told him that he must not do it again.

For a long time he did not. One day, though, he was feeling lonelier than ever. He knew that he shouldn't, but he cried out as loudly as he could, "Wolf! Wolf! Again the villagers came rushing to help him. But when they got there, they saw only the sheep and the boy. They were every upset at having been disturbed at their work again and told the boy that he absolutely must not do it again.

And he did not. One day as he sat quietly watching his sheep, he saw a big gray wolf come slinking out of the forest. "Wolf! Wolf!" he called with all his might. "Wolf! Wolf!" The villagers, far below, heard his cries, but went on with their work. They did not want to be fooled again. "Wolf! Wolf!" cried the boy. "Wolf! Wo——"

At this the villagers were startled. Perhaps he did need help. They dropped their work, seized their axes, and rushed to the pasture. But they were too late. When they got there, the wolf had gone, and all they ever found of the little boy was his pointed shepherd's cap.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Source: The Boy Who Cried Wolf

- ☐ Composition is double-spaced.
- ☐ Dress-ups are marked with an underline (one of each).
- ☐ Title is centered, and name is on paper.
- ☐ Title repeats key words of final sentence.
- ☐ Checklist on top, final draft, rough draft, key word outline.

<b>Dress-Ups</b> (underlined)	I	II	III
strong verb			
-ly adverb			

<b>Mechanics and Grammar</b> (correct usage)	I	II	III
capitalization			
ending punctuation			
quotation marks and comma			

☐ Checked for **BANNED WORDS**:

## Johann Sebastian Bach

J.S. Bach was born in 1685 into a very musical German family. His father taught him to play violin from a young age, and many of his brothers were professional musicians. By the time he was ten years old, both his parents had died, and he went to live with his older brother Christophe. Christophe taught him organ and clavier (an early piano-like instrument), but he was not allowed to go into his brother's music library or have his own music papers, since they were very valuable. Because he was determined to have his own collection of music, he would sneak into the library late at night and copy, by hand, his brother's music sheets. By copying a lot of music, he learned much about composing and music theory.

When he was 15 years old, he moved to a boarding school, where he sang in the choir and also studied history, literature, religion, and music theory. He began to write his own compositions, and at 18 years of age he got a job as a church organist. He had several other jobs playing in churches, but he often got in trouble because people thought his compositions seemed too complicated or too different. Although he had many different jobs teaching and conducting throughout his life, he did not become a famous composer until many years after he died.

Bach's first wife died, and he remarried once. Between both wives, he had a total of 20 children, although only 10 of them survived to adulthood. Some of his compositions were written as exercises for his own children, many of whom became musicians and composers. He was almost totally blind during his last few years, and he died at the age of 65. Oddly, it wasn't until many decades after he died that his greatest compositions were published and widely performed.

Many people consider Bach to be one of the greatest geniuses of all time. His music is so complicated and perfect in form that modern day musicologists and mathematicians have used computers to try and understand his melodic patterns and harmonies. Certainly every serious music student will at some time play the complicated and joyous music of Johann Sebastian Bach.

---

"Johann Sebastian Bach." Locust Grove, Oklahoma: Institute for Excellence in Writing, 2001. Print.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Source: "Johann Sebastian Bach"

- ☐ Composition is double-spaced.
- ☐ Dress-ups are marked with an underline (one of each).
- ☐ Title is centered, and name is on paper.
- ☐ Checklist on top, final draft, rough draft, key word outline.

<b>Dress-Ups</b> (underlined)	I
strong verb	
-ly adverb	
quality adjective	

<b>Mechanics and Grammar</b> (correct usage)	I
capitalizing proper nouns	

☐ Checked for **BANNED WORDS**:



## Hummingbirds

by Jill Pike

Hummingbirds are only found in the Americas. They enjoy the cool weather of Canada. They can endure the hot tropical climate of Ecuador. There are over 300 species of hummingbirds. Most inhabit South America.

Hummingbirds excel in flying. Their wings beat eighty flaps per second. You cannot see the wings because they move so fast. All you see is a blur. As they fly, they hum. This explains the name of this family of birds. At mating time male hummingbirds zoom through the air. Their tail feathers sing. Hummingbirds are flying experts.

The nest demonstrates fine workmanship. Resting high in the branches of a tree, the nest is the size of a half a walnut. Bound with spider web silk, the nests are stretchy. After building the nest, the female lays two white eggs the size of raisins. Since the outside of the nest is camouflaged with leaves and bark, it becomes difficult to find. The creatures are expert craftsmen when building their nests.

The mother hummingbird manages the parenting. She incubates the eggs for two to three weeks. When they hatch, the baby birds are so tiny that four of them would easily fill a teacup. They are as tiny as bees. The mother feeds them insects and nectar. The female hummingbird takes good care of her babies.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Source: "Hummingbirds"

- ☐ Composition is double-spaced.
- ☐ Dress-ups are marked with an underline (one of each).
- ☐ Title is centered, and name is on paper.
- ☐ Checklist on top, final draft, rough draft, key word outline.

<b>Dress-Ups</b> (underlined)	I
strong verb	
-ly adverb	
quality adjective	
adverb clause (when, while, where, as, since, if, although)	
who/which	

<b>Mechanics and Grammar</b> (correct usage)	I
capitalizing proper nouns	

☐ Checked for **BANNED WORDS**:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Source: \_\_\_\_\_

- ☐ Composition is double-spaced.
- ☐ Dress-ups are marked with an underline (one of each).
- ☐ Sentence openers are numbered in the margin.
- ☐ Title is centered, and name is on paper.
- ☐ Checklist on top, final draft, rough draft, key word outline.

<b>Dress-Ups</b> (underlined)	I	II	III
strong verb			
-ly adverb			
quality adjective			
who/which clause			
adverb clause (when, while, where, as, since, if, although)			
because clause			

<b>Sentence Openers</b> (numbered in margin)	I	II	III
❶ subject			
❷ prepositional			
❸ -ly adverb			

<b>Mechanics and Grammar</b>	I	II	III
topic/clincher			

☐ Checked for **BANNED WORDS**:

## “My Dog” Model

My Dog  
by  
Joe Student

THINK  
THREE  
TOPICS

HIS LOOKS

HIS FOOD

TRICKS

Introduction:  
Background—time, place  
3 Topics

I. Topic  
Details  
Clincher

II. Topic  
Details  
Clincher

III. Topic  
Details  
Clincher

Conclusion:  
3 Themes  
Most Significant & Why  
Clincher: Title

Ask questions to get details:  
what? who? where? when? why? how? best? worst? problems? solutions?

# **-ing Worksheet**

## Instructions

- The first sentence is a #1 “Subject Opener.” Rewrite that sentence on the next line to turn it into a #4 -ing opener.
- To do this, take the verb in the first part of the first sentence, and make it an -ing word. Do be sure to put in a comma, and make sure the thing after the comma is the thing doing the inging.
- The first one is done for you.

[1] Joey ran down the hall and crashed into the janitor.

[4] Running down the hall, Joey crashed into the crabby old janitor.

[1] Sally sold seashells by the seashore and earned money for college.

[4] \_\_\_\_\_

[1] Danny wildly jumped off the couch and accidentally smashed his new toy.

[4] \_\_\_\_\_

[1] The teacher knew we were smart and decided to torture us with a very long essay.

[4] \_\_\_\_\_

[4] \_\_\_\_\_

## Possible errors:

[4] Running down the hall, the old janitor fell down when Joey crashed into him.

[4] Selling shells by the seashore, people gave Sally enough money for college.

[4] Jumping off the couch, the new toy was destroyed by Danny.

[4] Torturing us with a five-paragraph essay, we knew the teacher was mean.

RULE: \_\_\_\_\_