**WRITING-12/13 COURSE I**

**ESSENTIAL UNIT 7 (E07)**

(Student Portfolio)

(July 2014)

**Unit Statement:** The student will independently maintain a working portfolio (both digital or hard copies) that is representative of the range of skills acquired during the course. The student will select his/her best writing sample(s) in each genre and reflect. (*Reflective writing is an examination of experience and, in many cases, an examination of personal experience.)*

 "The purpose of a **writing portfolio** is to demonstrate a writer's improvement and achievements. Portfolios allow writers to collect a body of writing in one place and to organize and present it in an effective, attractive format, giving the instructor a view of a student's writing that focuses more on the complete body of work than on individual assignments. While compiling individual items (sometimes called *artifacts*) to include in their portfolios, students reflect on their work and measure their progress; as they do so, they may improve their ability to evaluate their own work."

(Laurie G. Kirszner and Stephen R. Mandell, *The Brief Wadsworth Handbook*, 7th ed. Wadsworth, 2012)

*This unit will open at the end of the year and all work should be compiled and reviewed. This unit is designed to be engaged by the student throughout the year and to include a sample of all of the student’s writing in each genre. This unit will be used for the overall grade of the Writing process. The end of year unit will be a reflective piece on the entire years writing.*

**Essential Outcomes:** (must be assessed for mastery)

1. **T**he **S**tudent **W**ill include in his/her portfolio a narrative, expository, persuasive essay and research based paper, an explanation of the writing focus and a critique of his/her writing for that writing sample.
2. **TSW** distinguish writing as a flexible process whose methods often vary from one writer to another.
3. **TSW** evaluate and improve writing with the Six Traits of writing; Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.
4. **TSW** create a reflection piece on the past year of writing.

**Practiced/Ongoing Outcomes:** (development is ongoing)

1. **T**he **S**tudent **W**illreview and apply the Writing Process and the 6+1 Traits.
2. **TSW** engage technology, including the internet, to produce and publish writing and to interact and collaborate with others, such as peer editing and conferencing, within one or more narrative essays.
3. **TSW** write routinely over extended time frames for a range of discipline-specific task, purposes and audiences.
4. **TSW** use a thesaurus, dictionary or other source to improve personal vocabulary during the editing portion of The Writing Process.
5. **TSW** identify and correct any spelling errors discovered during the proofreading portion of The Writing Process.
6. **TSW** continue to develop grammar skills (E01) in the ongoing Grammar unit throughout all Writing units.

**Key Terms and Concepts:**

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| --- |
| argumentative essay author format informative essayanalyze documentation expository essay how-to essay organization prewriting literary response supporting evidence |

**Suggested Professional Materials for Teachers:** (provided by school)

*Writing Coach by Prentice Hall*

Portfolio TE and SE pgs. T7, 84, 112, 138, 216, 248

**Suggested Student Materials:** (provided by school)

*Writing Coach Student Edition by Prentice Hall*

Portfolio TE and SE pgs. 7, 84, 112, 138, 216, 248

**Additional Resources:** (may not be provided by school)

6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers) by Culham, Ruth.

Write Trait Student Traitbook and Teacher edition by Vickie Spandle

Lucy Calkins Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8 (<http://www.heinemann.com/products/E05375.aspx>)

Writing Workshop by Fletcher, Ralph and Portalupi, JoAnn

A Fresh Approach to Teaching Punctuation by Janet Anelillo

The Everyday Writer by Anderson, Jeff

Reviving the Essay: How to Teach Structure Without Formula Bernabei, Gretchen.

**Technology Links:**

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit. This website is on the Library Destiny Catalog.

Online Writing Coach

[www.successnetplus.com](http://www.successnetplus.com/) Highly recommend that you explore the Online Writing Coach. It is full of lesson plans, graphic organizers, assessments, interactive student grammar exercises, interactive writing center, the Writing Coach e-textbook and more. The website keeps track of students' online activities and grades, and more. Automated paragraph and essay grading requires that students engage specific writing prompts.

Owl Purdue Writing Center

<https://owl.english.purdue.edu/>

<http://www.wikispaces.com/>

Wikispaces allow students to create a website of their work. Due to the collaborative nature of the tools, student teams can build a workspace to showcase their work. The teacher can create student accounts without an email address.

<https://www.dropbox.com/>

Students can create a public folder in Dropbox to share their work. This platform supports multiple file types and can be used collaboratively by sharing folders

<http://evernote.com/>

Students can create "notebook" within their Evernote account for each class, and that notebook can be shared publicly. Students can upload files to their notebooks, including documents, photos and audio files.

<http://eportfolioca.org/students>

Portfolio California will focus on two main themes for students: Academic ePortfolios and

Career ePortfolios.

<http://sites.google.com/>

Google Sites is a structured wiki and webpage creation tool offered by Google as part of the Google Apps productivity suite. The goal of Google Sites is for anyone to be able to create a team-oriented site where multiple people can collaborate and share files (Wikipedia).

**Suggested Assessment Tools and Strategies:**

Once you have decided which items to include in your portfolio, several tasks still remain: preparing a written statement, organizing your material, and obtaining feedback from others.

Preparing a written statement

Regardless of how many writing examples and what kinds of examples you choose, you need to introduce a course-related portfolio with a written statement that explains and reflects on your work. This statement might be in the form of a memo, cover letter, personal essay, or home page (for online portfolios). Whatever the form, your statement should include:

● a description of what is in the portfolio: What was the purpose of each work?

● an explanation of your choices: How did you decide these pieces of writing represented your best work?

● a reflection on your strengths and abilities as a writer: What have you learned about writing? What problems have you encountered, and how have you solved them?

Organizing your portfolio

Number all pages in consecutive order and prepare a table of contents. Label and date each piece of writing if you haven't done so previously. Put a cover sheet on top with your name and the date; if the portfolio is for a class, include the course title and number. Assemble everything in a folder.

Getting responses

Once you have assembled your portfolio, seek responses to it from several classmates or friends and, if possible, from at least one instructor. Revise accordingly.

If this portfolio is part of your work in a course, ask your instructor whether a few handwritten corrections are acceptable.

**Suggested Unit Evaluation Rubric – Writing 12/13-Course I**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• To receive a ‘B’ in the unit a student must demonstrate mastery of all TSWs

• To receive an ‘A’ in the unit a student must demonstrate ‘A’ level mastery on at least 4 of the 5 identified TSWs

 Note: teachers may choose to use their own rubrics, however all TSWs must be assessed.

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| --- | --- | --- | --- |
| **TSW** | **‘A’ Level** | **‘B’ Level** | **Notes** |
| 1. Include in his/her portfolio an essay, an explanation of the writing focus and a critique of his/her writing for that writing sample
 | Includes required critique of his/her writing sample that assesses what the strengths and weaknesses are of the student and piece of writing.  | Includes all required writing samples, a critique of his/her writing samples |   |
| 1. Distinguish writing as a flexible process whose methods often vary from one writer to another.
 |  | The student recognizes writing as a flexible process whose methods often vary from one writer to another. |  |
| 1. create a reflection piece on the past year of writing.

  | Writes to convey ideas, concepts and information clearly. Reflects students’ knowledge of strengths and weaknesses as learned throughout the past academic year. | Create a reflection piece on the past year of writing. |   |
| 1. Evaluate and improve writing with the Six Traits of writing; Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

  | The student improved his/her writing by applying the Six Traits of Writing; Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions; generally to a level of A on the 6+ rubric provided in each strand. | The student improved his/her writing by applying the Six Traits of Writing; Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions; however, only to a level of B on the 6+ rubric provided in each strand. |  |

 Six + 1 Traits Rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | A Level | B Level | B Level | B Level | P Level | P level |
| **Ideas** | An unforgettable experience is shared using details that make the narrative truly memorable. | An interesting experience is shared with details that help create the interest. | This interesting experience needs more details. | The narrative needs to focus on one experience. Some details do not fit the narrative. | The narrative needs to focus on one experience. Details are needed. | The narrative needs to share an experience and use details. |
| **Organization** | The organization makes the narrative enjoyable and easy to read. | The narrative is well organized, with a clear beginning, middle, and ending. Transitions are used well. | The narrative is well organized. Most of the transitions are helpful. | The order of events needs to be corrected. More transitions need to be used. One part (beginning, middle, or ending) of the narrative is weak. | The beginning, middle, and ending all run together. The order of events is unclear. | The narrative needs to be reorganized. |
| **Voice** | The voice creates an unforgettable experience. | The personal voice creates interest in the narrative. Dialogue is used. | The voice creates interest in the narrative. More dialogue is needed. | The voice can usually be heard. More dialogue is needed. | The voice is weak. Dialogue is needed. | The voice shows no involvement in the narrative. Dialogue is needed. |
| **Word Choice** | Exceptional word choice captures the experience. | Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures and express clear feelings. | Specific nouns and strong verbs are used. Modifiers are needed to create a clearer picture. | Strong nouns, verbs, and modifiers are needed to create a clear picture. | General and overused words do not create a clear picture. | Word choice has not been considered. |
| **Sentence Fluency** | The sentences are skillfully written, original, and interesting. | The sentences show variety and are easy to read and understand. | The sentences are varied, but some should flow more smoothly. | A better variety of sentences is needed. Sentences do not read smoothly. | Many short or incomplete sentences need to be combined to keep the writing from being choppy. | Most sentences need to be rewritten. Help is needed. |
| **Conventions** | Grammar and punctuation are correct, and the writing is free of spelling errors. | The narrative has a few minor errors in punctuation, spelling, or grammar. | The narrative has several errors in punctuation, spelling, or grammar. | Some errors cause confusion. | Many errors make the narrative confusing and hard to read. | Help is needed to make corrections. |

For information only: Suggested Rubric for Evaluation of Final Portfolio

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| Standard | 3 | 2 | 1 |
| Portfolio contains four or more compositions of various genres in final form. | Portfolio contains four or more compositions of various genres in high-quality final form. | Portfolio contains at least four finished compositions of various genres, though they may still contain significant errors. | Portfolio contains fewer than four compositions or contains four compositions of limited variety or not in final form.  |
| Accompanying texts are original and reflect upon all compositions included in the portfolio. | Accompanying texts are highly original and thoughtfully reflect upon all compositions included in the portfolio. | Accompanying texts are original and sufficiently reflect upon all compositions included in the portfolio. | Accompanying texts may be somewhat unoriginal and may not sufficiently reflect upon all compositions included in the portfolio.  |
| Selections and accompanying texts are organized logically or creatively within the portfolio. | Selections and accompanying texts are organized creatively (thematically or in another unusual/original way) within the portfolio.  | Selections and accompanying texts are organized logically within the portfolio. | Selections and/or accompanying texts are not organized logically or creatively. Portfolio is not cohesive. |
| Presentation of portfolio is neat and attractive.  | Presentation of portfolio is neat and demonstrates a higher level of aesthetic awareness. | Presentation of portfolio is neat and attractive. | Presentation of portfolio is sloppy or careless. |