# Year 9 English – Writing Folio

## Task 1: Personal reflective writing on a blog

### Learning objectives: Creating texts

**12.9.1** Create personal and informative texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features

**12.9.3** Use a range of software, including word processing programs, flexibility and imagination to publish texts

As part of your Year 9 program this week you will undertake a number of new and exciting experiences. While you have probably been to the city before, you may not have seen it with such clarity. As part of your English assessment you will need to document what you learn throughout each day. You need to include visuals too, so make sure you take a camera that you can use to upload images. **Each blog entry should be between 100-200 words and should focus on what you thought and felt**, not just describing ‘stuff that happened today.’ Your program booklet has some advice at the end of each activity on what to include. You must comment on each activity everyday.

### What you need to do –

1. Create a blog. Your teacher will show you how to do this.
2. Update the blog at the end of each day. You must include visuals as well as written text.
3. Comment on the blog of three other people in your class. These comments might offer a different perspective on something they said, provide encouragement or ask a question.

What is a blog?

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What is the purpose of a blog?

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What should I include in my blog?

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| **CRITERIA** | **VERY HIGH - 4** | **HIGH - 3** | **MEDIUM - 2** | **LOW - 1** |
| Complexity of ideas | * A sophisticated and insightful reflection * Includes examples and evidence of new learning and understanding. * Relevant, quality details give the reader important information that goes beyond the obvious or predictable. | * A thoughtful reflection. * Includes examples of new learning and understanding. * Supporting details and information are relevant, but one key issue or portion of the experience is unsupported. | * A well described reflection. * Includes some examples of learning and new knowledge. * Supporting details and information are relevant, but several key issues or portions of the experience are unsupported. | * A limited reflection. * Uses few examples of learning, mostly describes what they did for the day or session. * Supporting details and information are typically unclear or not related to the topic. |
| Structure and coherence | * Blog is presented with clear introductory and concluding sections. | * Piece is ordered logically and effectively to communicate meaning. | * Piece is presented in a logical order. * Some evidence of planning to communicate their message. | * Organization and coherence is limited. * May not meet word limit. |
| Use of language suited to the form, purpose and audience | * Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | * Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | * Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. * Clearly able to use key words for the topic but occasionally repetitious. | * Writer uses a limited vocabulary that does not communicate strongly or captures the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| Mechanics of language | * No errors in spelling, punctuation or fluency. | * A minimum amount of spelling errors, mostly of difficult words. * Correctly uses simple, compound and complex sentences. * Punctuation used confidently and correctly. | * Evidence of correct spelling with most simple words spelt correctly and errors in difficult words. * Successful use of sentences and paragraphing, with few errors in complex sentences. * Punctuation is used correctly. * Proof reading required. | * Limitations in correct use of spelling and punctuation with a number of simple errors made repeatedly. * Fragmented or ‘run-on’ sentences * Incorrect paragraphing. |
| Use of blog as form/  Comments | * Provided insightful comments for students. * Included reflection from the comments on their blog in their next post. * Correctly formatted with headings, date and images. | * Provided comments for other students. * Provided some reflection or response to comments on their blog. * Correctly formatted with some images. | * Provide some comments for others students. * Provided little reflection on comments posted to their blog. * Included headings, but not always clearly. * Images not always included. | * Few or no comments provided on other students’ blogs. * Provided little or no reflection on blog comments. * Formatting was limited and unclear. * Few or no images. |