

Let's create a blogging scope and sequence to help teachers that are new to blogging wrap their heads around all of the implicit skills involved. The idea for this project is based on this blog post (for background): Creating a Blogging Scope and Sequence (by @mscofino)

Current Version 1 will use grade levels at the left hand column, once that is designed we may change the labels to a more "open" descriptor given that these skills can be achieved at different grade levels (ie: beginning, intermediate, advanced, etc)

Topics	Blogging Mechanics and Skills	Writing Skills Content	Digital Citizenship	Community
Big Ideas	• Embedding media (pictures, audio, video) • Links • Theme & Widgets • Labels • Categories • Citation	• Grammar • Spelling • Sentence structure • Style & Register • Voice • Reflecting / questioning / sharing • Accuracy • Audience • Synthesis & analysis	• Builds positive online presence • Limiting personal information (nicknames, avatars) • Respectful communication • How you respond to others • Creative Commons	• Commenting on other posts • Linking to others • Promoting Dialog • Understand Audience • Purpose
Kinder		• Using voicethreads, take pictures and create an oral story • practice language	•	• comment on peer's story

		skills • http://viaud.edublogs.org/2010/01/22/90/		
Grade 1	• Audience and Purpose: • Introduce idea of blogging (January) • "What is a blog?" • Share examples of student blogs • Follow procedures for logging into blog site • Insert original drawing or photograph • Why blogging?	• Effectively write post with appropriate title • Introduce ability to comment appropriately on posts • Write posts using picture prompt • Use Inventive spelling	• Remind the students about keeping personal information secret -names? • no photos of real people • get parents involved in learners online life • keep password private	• reinforcement that whatever Ss write digitally is forever part of their digital footprint
Grade 2		• Write posts using complete sentences • revising posts save them to draft first		
Grade 3		• Posts are organized-ideas are connected and sequenced • Student "voice" is apparent		
Grade 4				Commenting skills ○ extending the

				conversation ○ keeping the focus on the writer, not stealing it for yourself
Grade 5	• establish & maintain an individual blog • audience: difference between private & public • make effective comments after thinking about posts they have read • adhere to agreed netiquette rules and guidelines • create, evaluate and select quality documented learning experiences to share with an audience • Insert embed code for video or other multimedia.	• experiment with a variety of digital tools to show learning • analyse and select appropriate tools to document/demonstrate and share learning • share reflections of learning experiences • effectively search for, evaluate, select, analyse, interpret & synthesize appropriate information • use appropriate formal language (not texting) for posts	• maintain online safety by adhering to agreed guidelines • use a variety of communication tools to learn from each other • Collaborate with others using a variety of digital tools • what makes a strong v weak password	• understand the importance of communicating effectively for particular audiences • Understand the everything published online is potentially public •

Grade 6	• categorize & tag posts so they can be found again • use white space for easier reading • utilize images and media to enhance posts • Demonstrates an awareness of how embedding media (pictures, audio, video) can support and enhance the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience • Demonstrates an understanding of how embedded links can support ideas (research), develops an awareness of how links can be used to learn from the ideas of others (reference others' ideas) • Demonstrates an awareness of how blog structure, design	Posting: • Uses "save draft" functions to thoughtfully compose posts before posting. • Prewrites posts by planning ideas in advance of writing • Revises and edits own posts before publishing • Uses paragraphs to organize like content • Writes to Socialize, Describe and Instruct • Uses a variety of sources to research • Links to sources Commenting: • Expresses an overall opinion about the post in general. • Comments without a sense of audience or appropriate register and language.	• Develop an online presence with an awareness of the long-term impact of their actions. • Consistently responds to dialog in a respectful manner. • Posts and comments demonstrate awareness of different perspectives. • Develop an awareness of Creative Commons and use of media sources.	• Moderates and approves blog comments • Includes links to other bloggers • Responds to feedback from other bloggers through class projects • Is aware of blog audience •
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	and layout make the content accessible to the audience • Demonstrates an understanding of how to use a widget, and how the organization of widgets affects the navigation of their blog. • Demonstrates an understanding of how categories affect the organization of their blog. • All referenced media are cited in the MLA format. Correct citation includes linking back to the original work (ie: pictures link back to the original work)			
Grade 7	• thoughtfully link to occasionally embeds links to support ideas (research), develops understanding of how links can be used to learn from the ideas of others (reference others' ideas) • Demonstrates an understanding of how blog structure, design	Posting: • Uses "save draft" functions to thoughtfully compose posts before posting. • Prewrites posts by planning ideas in advance of writing • Revises and edits own posts before publishing	• Continues building an online presence by making appropriate choices. • Consistently responds to dialog in a respectful manner and begin to initiate dialog. • Posts and comments consistently demonstrate awareness of different	• Moderates, approves and replies to blog comments • Links to other bloggers within content of posts • Responds to and requests feedback from other bloggers • Understands that the purpose/content of posts shapes audience

	and layout make the content accessible to the audience • Selecting appropriate widgets to enhance navigation of blog. • Often uses categories to organize their blog. • All referenced media are cited in the MLA format. Correct citation includes linking back to other bloggers & reflect on those links within your post • Consistently embeds media (pictures, audio, video) which supports the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience • the original work (ie: pictures link back to the original work)	• Uses paragraphs to organize like content • Organizes paragraphs to present content in a logical order • Writes to Describe, Instruct, Recount and Explain • Uses a variety of sources to research • Links to sources Commenting: • Offers opinions about specific parts of a post. • Addresses comments to the writer in familiar terms.	perspectives. • Demonstrate awareness of Creative Commons and use of media sources.	
Grade 8	• navigation of blog. • Consistently uses categories to organize	Posting: • Uses "save draft" functions to	• Makes considered choices to develop their online presence.	• Moderates, approves and replies to blog comments in a timely

	their blog. Demonstrates an awareness of using tags to refine blog organization. • All referenced media are cited in the MLA format. Correct citation includes sustained blogging with thoughtful links with reflection • makes connections (with links) to previous posts or comments within current thinking • Consistently embeds media (pictures, audio, video) which supports the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience • Often embeds links to reinforce ideas (research), develops an awareness of how links can be used to expand on ideas	thoughtfully compose posts before posting. • Prewrites posts by planning ideas in advance of writing • Revises and edits own posts before publishing • Enlists peers/others to revise and edit posts before publishing • Uses effective paragraph structure to organize like content, including topic sentence, observations, evidence, relevance, and summary statements • Organizes paragraphs to present content in a logical order • Writes to Recount, Explain, Inquire and Entertain • Uses a variety of sources to research • Uses multiple sources for research • Cites sources and links to them as appropriate	• Occasionally initiates respectful dialog through posts and comments. • Posts and comments consistently demonstrate an appreciation of different perspectives. • Effectively select media sources, including ethical use of Creative Commons media.	manner • Reflects on and links to other bloggers within posts • Responds to and incorporates feedback from other bloggers • Understands how the purpose/content of posts shapes audience
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	(reference others' ideas) • Blog design is accessible for the audience (color contrast, layout, organizational infrastructure) • Selecting and organizing widgets to effectively enhance linking back to the original work (ie: pictures link back to the original work)	Commenting: • Offers reflection on the overall post, not just expressing an opinion but adding to the discussion. • Addresses the writer in formal terms or addresses the community in familiar terms.		
Advanced (Gr 9 & 10)	• Often embeds media (pictures, audio, video) which enhance the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience) • Consistently embeds links to reinforce ideas (research), begins to expand on ideas by embedding links which reference others' ideas	Posting: • Composes posts in a word processor before copying and pasting into blogging platform. • Prewrites posts by creating an outline in advance of writing and researching where appropriate • Revises and edits own posts before publishing • Enlists peers/others to revise and edit posts before publishing • Uses effective	• Continues to build a positive online presence through considered choices. • Often initiates respectful dialog through posts and comments. • Posts and comments consistently demonstrate understanding of different perspectives. • Critically selects media sources, including ethical use of Creative Commons media, often.	• Moderates, approves, analyzes and replies to blog comments in a timely manner • Thoughtfully reflects on and links to other bloggers within posts that demonstrate synthesis • Improves blogging practice by responding to, requesting and incorporating feedback from other bloggers independently • Develops audience through considered choices about purpose/content of posts

	• Blog design is accessible for the audience (color contrast, layout, organizational infrastructure) and represents the individuality of the author. • Effective use of widgets to enhance navigation, and begins to use widgets to enhance content of blog. • Purposeful and consistent use of categories to organize blog. Occasional considered use of tags to refine organization. • All referenced media are cited in the MLA format. Correct citation includes linking back to the original work (ie: pictures link back to the original work)	paragraph structure to organize like content, including topic sentence, observations, evidence, relevance, and summary statements • Organizes paragraphs to present content in a compelling order • Uses transitions to move between ideas • Writes to Explain, Inquire, Entertain and Persuade • Uses a variety of sources to research • Uses multiple sources for research • Assesses the validity of sources • Cites using MLA or other guidelines and links to resources where appropriate Commenting: • Offers reflection on specific parts of a post, rooting observations in specific text. • Adds ideas to the discussion and		
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		poses further questions. Writes with an awareness both of the author and the blog's readers as an audience and addresses them with an appropriate register and language.		
Professional (Gr. 11 & 12)	- Consistently embeds media (pictures, audio, video) which enhances the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience - Consistently embeds links to reinforce (research), or expand on (reference others), ideas - Customized blog design is both accessible for the audience (color contrast, layout, organizational	- Posting: - Composes posts in a word processor before copying and pasting into blogging platform. - Prewrites posts by researching and creating an outline in advance of writing - Revises and edits own posts before publishing - Enlists peers/others to revise and edit posts before publishing - Uses effective paragraph structure to organize like content, including	- Considered choices ensure that a positive and constructive online presence is maintained through posts and responses - Consistently initiates respectful dialog through posts and comments - Posts and comments are consistently demonstrate an appreciation, understanding and respect of alternative perspectives - Critically selects media sources, including ethical use of Creative Commons media consistently.	- Uses blog to maintain relationships with others, both locally and globally, by building a Personal Learning Network - Utilizes moderated comments to develop considered new posts - Consistently and thoughtfully links to members of PLN, recognizing or validating their contribution to their learning - Consistently requests and utilizes feedback from from multiple sources to improve blogging practice - Maintains an audience through purposeful and focused posts (own

	infrastructure) and represents the individuality of the author. • Effective use of widgets to enhance both content and navigation. • Tags and categories are used purposefully and with considered intent • All referenced media are cited in the MLA format. Correct citation includes linking back to the original work (ie: pictures link back to the original work)	topic sentence, observations, evidence, relevance, and summary statements • Uses a variety of sentence structures and length to increase fluency of writing • Organizes paragraphs to provide context and summary and present content in a compelling order • Writes with voice and register that identify the writer and define the audience • Uses transitions to move between ideas • Writes to Explain, Inquire, Persuade, Entertain and elicit discussion • Analyses and synthesizes information over a sustained period of time (over multiple		voice / filtering choices / several blogs)
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		<i>*Examples: drafting post in Word / Google Docs using spelling and grammar check; using command f to search words and check repetition; using 'preview' option on the blog dashboard...)</i>		
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		• Audience • Synthesis & analysis	communication • How you respond to others • Creative Commons	
Kinder		• Using voicethreads, take pictures and create an oral story • practice language skills • http://viaud.edublogs.org/2010/01/22/90/	•	• comment on peer's story
Grade 1	• Audience and Purpose: • Introduce idea of blogging (January) • "What is a blog?" • Share examples of student blogs • Follow procedures for logging into blog site • Insert original drawing or photograph • Why blogging?	• Effectively write post with appropriate title • Introduce ability to comment appropriately on posts • Write posts using picture prompt • Use Inventive spelling	• Remind the students about keeping personal information secret -names? • no photos of real people • get parents involved in learners online life • keep password private	• reinforcement that whatever Ss write digitally is forever part of their digital footprint
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		- and sequenced - Student "voice" is apparent		
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Grade 5	- establish & maintain an individual blog - audience: difference between private & public - make effective comments after thinking about posts they have read - adhere to agreed netiquette rules and guidelines - create, evaluate and select quality documented learning experiences to share	- experiment with a variety of digital tools to show learning - analyse and select appropriate tools to document/demonstrate and share learning - share reflections of learning experiences - effectively search for, evaluate, select, analyse, interpret & synthesize	- maintain online safety by adhering to agreed guidelines - use a variety of communication tools to learn from each other - Collaborate with others using a variety of digital tools - what makes a strong v weak password	- understand the importance of communicating effectively for particular audiences - Understand the everything published online is potentially public

	with an audience • Insert embed code for video or other multimedia.	appropriate information • use appropriate formal language (not txtng) for posts		
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Advanced(G r 9 & 10)	• Often embeds media (pictures, audio, video) which enhance the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning	Posting: • Composes posts in a word processor before copying and pasting into blogging platform. • Prewrites posts by creating an outline in advance of writing and researching where	• Continues to build a positive online presence through considered choices. • Often initiates respectful dialog through posts and comments. • Posts and comments consistently demonstrate	• Moderates, approves, analyzes and replies to blog comments in a timely manner • Thoughtfully reflects on and links to other bloggers within posts that demonstrate synthesis • Improves blogging practice by responding

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	original work (ie: pictures link back to the original work)	Commenting: • Offers reflection on specific parts of a post, rooting observations in specific text. • Adds ideas to the discussion and poses further questions. • Writes with an awareness both of the author and the blog's readers as an audience and addresses them with an appropriate register and language.		
Professional (Gr. 11 & 12)	• Consistently embeds media (pictures, audio, video) which enhances the content of the post (e.g. use of visual metaphors, media resources from others to support main points of the post, to cater for different learning styles of your audience • Consistently embeds links to reinforce	• Posting: • Composes posts in a word processor before copying and pasting into blogging platform. • Prewrites posts by researching and creating an outline in advance of writing • Revises and edits own posts before publishing	• Considered choices ensure that a positive and constructive online presence is maintained through posts and responses • Consistently initiates respectful dialog through posts and comments • Posts and comments are consistently demonstrate an appreciation,	• Uses blog to maintain relationships with others, both locally and globally, by building a Personal Learning Network • Utilizes moderated comments to develop considered new posts • Consistently and thoughtfully links to members of PLN, recognizing or validating their contribution to their

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		Inquire, Persuade, Entertain and elicit discussion • Analyses and synthesizes information over a sustained period of time (over multiple posts) • Uses a variety of sources to research • Uses multiple sources for research • Assesses the validity of sources • Cites using MLA or other guidelines and links to resources where appropriate • Commenting: • Offers reflection on specific parts of a post, rooting observations in specific text. • Adds ideas to the discussion and poses further questions. • Writes with an awareness both of		
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		the author and the blog's readers as an audience and addresses them with an appropriate register and language. • <i>*Examples: drafting post in Word / Google Docs using spelling and grammar check; using command f to search words and check repetition; using 'preview' option on the blog dashboard...)</i>		
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Blogging Scope and Sequence - NIST

Adaptation and development drawn from here

This blogging scope and sequence has been organized around the terms from the recent draft document from the PYP - The Role of ICT in the PYP (<http://www.scribd.com/doc/43940587/Role-of-Ict-in-the-Pyp-Draft>)

The reason for this organisation is because we are using this document as a guide for all areas of our department. It is part of the planning process where teacher identify an area they will focus on for each unit. It also helps guide our professional development as we tailor our sessions around these descriptors. As a result we have used it in this document as a guide for our teachers and students.

Definition of terms

Investigate

Investigating is to carry out a purposeful inquiry or research to discover new information and create new understandings. Through investigation, learners critically evaluate a variety of sources, making connections and synthesising findings to apply knowledge to real-life contexts.

Create

Creating is a process through which learners are provided with an opportunity to be innovative. Learners construct meaning, apply critical thinking and original ideas to real world situations, and share knowledge through self-expression, problem posing and solving, and reflection.

Communicate

Communicating is the exchange of information with varied audiences using a range of media and formats. Effective communicators build cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.

Collaborate

Collaboration is the process through which learners validate and negotiate ideas and reach a deeper understanding through active participation in creating and sharing knowledge. Learners are empowered through digital mediums and environments to gain a wider perspective and global understanding.

Organize

Organizing is the structure or arrangement of connected items. Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes. Learners make connections, transfer existing knowledge and independently explore new technologies.

Be responsible

Being a responsible digital citizen involves making ethical and informed choices while acting with integrity and honesty when using ICT. In a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practice safe and legal behaviours.

Blogging Scope and Sequence

	Organise/Create	Communicate/Investigate	Be Responsible	Collaborate
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Stage 1 Early Years - Year 3 What is looks like? • Class Blog Purpose: • Sharing experiences and information • Producing digital content • Discussions	• Share information for community (EY) • Introduce idea of blogging (Year 1) • Share examples of class blogs (from school and world) • Follow procedures for logging into blog site (Year 2) • Investigate the structure of a blog (post, navigation, comments) • Regularly comments on posts • Shares personal and group understandings in comments • Navigates effectively around class blog • Shares websites via links in comments	• Effectively write post with appropriate title • Use inventive spelling (Year 1,2) • Write posts using complete sentences (Year 2-3) • Post are categorized • Student “voice” is apparent • Introduced to variety of digital tools to present understanding • Records voice to share thoughts for a post • Contribute to whole class audio/visual samples • Insert pictures into posts	• Students aware of keeping personal information private • keep password private • Talk about the audience of the blog • Get parents involved in learners online life via commenting • Read other people’s comments • Responds to people’s feedback appropriately • Netiquette guidelines introduced and discussed regularly	• Comments on whole class posts • Encourage students to share posts with extended family • Discussion promoted from the community • Publishes post for specific audiences • Collaborates on digital projects in class and at home
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Stage 2 Year 4-6 What is looks like? • Class Blog • Student Blogs (e-portfolios) Purpose: • Sharing experiences and information • Discussions • Student content • Create and publish original multimedia work	• Explains the structure/design of a blog and whether it is effective • Uses white space for easier reading • Introduce personal blog (Year 4) • Manage themes and widgets • Organises posts into appropriate categories • Adds tags to posts • Publish own work through the blog • Adhere to agreed netiquette rules and guidelines • Make effective comments after thinking about posts they have read • Create, evaluate and select quality documented	• Analyzes and selects appropriate digital tools to present understanding • Posts contain personal opinions and viewpoints • Share reflections of learning experiences • Effectively search for, evaluate, select, analyse, interpret & synthesize appropriate information • Use appropriate formal language (not txtng) for posts • Student blog used as a learning journal	• Citation of sources • Responds to posts in an appropriate manner • Maintain online safety by adhering to agreed guidelines • Discuss and develop positive “online presence”	• Actively seeks a broader audience for their blog • Collaborates with a diverse group of learners using a variety of digital tools • Writes posts which promote discussion • Uses hyperlinks to add meaning to posts and discussions • Considers the audience when publishing
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	learning experiences to share with an audience ● Insert embed code for video or other multimedia. ● Utilizes images and media to enhance posts			
Big Ideas	● Embedding media (pictures, audio, video) ● Links ● Theme & Widgets ● Tags ● Categories ● Citation	● Grammar ● Spelling ● Sentence structure ● Style & Register ● Voice ● Reflecting / questioning / sharing ● Accuracy ● Audience ● Synthesis & analysis	● Builds positive online presence ● Limiting personal information (nicknames, avatars) ● Respectful communication ● How you respond to others ● Creative Commons	● Commenting on other posts ● Linking to others ● Promoting Dialog ● Understand Audience ● Purpose

For reference, from Will Richardson's book, the levels of activity on blogs:

1. Posting assignments (Not blogging)

2. *Journaling, i.e. “this is what I did today.” (Not blogging)*
3. *Posting links. (Not blogging)*
4. *Links with descriptive annotation, i.e., “This site is about...” (Not really blogging either, but getting close depending on the depth of the description).*
5. *Links with analysis that gets into the meaning of the content being linked. (A simple form of blogging).*
6. *Reflective, metacognitive writing on practice without links. (Complex writing, but simple blogging, I think. Commenting would probably fall in here somewhere).*
7. *Links with analysis and synthesis that articulate a deeper understanding or relationship to the content being linked and written with potential audience in mind. (Real blogging).*
8. *Extended analysis and synthesis over a longer period of time that builds on previous posts, links, and comments. (Complex blogging).*

Also thinking about NCTE 21st Century Literacies: <http://www.ncte.org/g>

Another blog rubric to pull from: http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html

The first section of this document, although dealing with online forums, may provide some ideas for the middle school component of a scope and sequence for students.

Other ideas: how can we apply this in general terms to digital literacy (thinking of the different formats we use for writing - e-mail for example).

Blogging is more than writing. Blogging is reading, reflecting, questioning, researching, synthesizing, linking, conversing, teaching, sharing and expressing ideas. Blogging is about writing, but blogging begins with reading. (from: <http://k12learning20.wikispaces.com/4-blog2>)

	1 Beginner	2 Capable	3 Accomplished	4 Expert
Quality of Writing X 2	- post has no style or voice - gives no new information on the topic - poorly organized	- post has little style or voice - gives some new information on the topic - poorly organized *the post is respectful in its tone	- written in a somewhat interesting style and voice - some new information on the topic or reflective - well organized -post's tone is respectful & considerate of other's opinions	- written in an interesting style and voice - very informative or deeply reflective - well organized -respectful & considerate of others opinions as well as being able to elicit meaningful discussion
Presentation X 1	- many words misspelled - many grammar errors - formatting makes post difficult to follow or read	- several spelling errors - several grammar errors - formatting makes it difficult to follow or read	- few spelling errors - few grammar errors - some formatting to help make the post easier to read	- all words spelled correctly - no grammar errors - formatting makes the post more interesting and easier to read
Multimedia X 2	- no multimedia	- one piece of multimedia	- several pieces of multimedia	- multiple pieces of multimedia - multimedia adds new information or perspective to post
Community X 1	- no links - post is not tagged or categorized	- one or more links - only "easy" links - post may be categorized or tagged	- several links included that add to the reader's understanding - post may be categorized or tagged	- several links to places that add to readers understanding - post is fully categorized and tagged

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<https://docs.google.com/a/aisch.org/document/d/1RlxA7kRSkT-ePNtslyxFehS4Alm1UtFzAhhPmKVCfk/edit>