

### BIG IDEA:

*Write On* unleashes the creative potential of young writers. They are immersed in techniques of literary expression including plot and character development, description, dialogue, voice, style and point of view.

The mystery sub-genre provides focus and inspiration for the students as they craft their own mystery and carefully consider the needs of their audience. Importantly, students also offer and receive meaningful, informed feedback.

### SELECTION CRITERIA:

- ✓ Selection criteria for the UNIFY Series is largely subjective.
- ✓ Many schools use *Write On* and other UNIFY Series projects as an enrichment opportunity for mid-to-high achieving students.
- ✓ Teacher judgement and student interest in creative writing should assist selection.

### AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links, NAPLAN online, and assessment/reporting details.

### THE COURSE:

LESSON OVERVIEW		
NO.	TITLE	CONTENT
1	Welcome to <i>Write On</i>	<ul style="list-style-type: none"><li>Introduction to project</li><li>Introduction to web conferencing tools</li><li>Mystery teaser</li></ul>
2	Investigating mysteries	<ul style="list-style-type: none"><li>Introduction to eLearn</li><li>Investigating mysteries for children</li></ul>
3	Pre-assessment	<ul style="list-style-type: none"><li>Planning a story on demand</li><li>Opening paragraphs</li></ul>
4	Mystery Elements	<ul style="list-style-type: none"><li>Introduction to mystery elements</li><li>Mystery vocabulary</li><li>Refine plans</li></ul>
5	The Crime	<ul style="list-style-type: none"><li>Selecting and expanding setting</li><li>Describing the scene of the crime</li><li>Dialogue</li></ul>
6	The Sleuth	<ul style="list-style-type: none"><li>The sleuth, the suspects, the witnesses and the culprit</li><li>Motivation and growth of characters</li></ul>
7	The Mystery Solved. Or is it?	<ul style="list-style-type: none"><li>Red herrings</li><li>How the truth will be revealed</li></ul>
8	The Suspects	<ul style="list-style-type: none"><li>Which suspects will be let off the hook?</li></ul>
9	The Suspense	<ul style="list-style-type: none"><li>How to use 'show – don't tell' to develop suspense.</li></ul>
10	The Story Map	<ul style="list-style-type: none"><li>Refine and extend plans</li><li>Review of course material</li></ul>
11	Post-assessment	<ul style="list-style-type: none"><li>Planning a story on demand</li><li>Final paragraphs</li></ul>
12	Story Reflections	<ul style="list-style-type: none"><li>Reflecting on stories, collaborative activities</li></ul>



## Years 4-6

### UNIFY Series Rounds 2-3

*'This project has given talented writers much to think about and include in their own writing. It tackled all key areas connected with creative writing in a very motivating way. There were lots of opportunities for the students to write and the stimuli were very good.'*

#### Supervisor Comment

*'I've learned to understand the process of writing and have improved greatly because of 'Write On'. 'Write On' has really helped me improve on building up my climax in my stories.*

*'Write On' was a joyous experience, even if it is highly educational. I loved it!*

#### Student Comments

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### Australian Curriculum

#### English Learning Area

<p><b>Literature Strand</b>  <b>Creating Literature</b>                  Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice.  <a href="#">(ACELT1800)</a>  <b>Creating Literature</b>                  Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways <a href="#">(ACELT1618)</a>  <b>Responding to Literature</b>                  Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts <a href="#">(ACELT1615)</a></p>	<p><b>Literacy Strand</b>  <b>Creating Texts</b>                  Plan, draft and publish imaginative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.  <a href="#">(ACELY1714)</a>  <b>Creating Texts</b>                  Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.  <a href="#">(ACELY1715)</a></p>
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#### General Capabilities

<p><b>Literacy</b>  <b>Composing texts through speaking, writing and creating</b></p> <ul style="list-style-type: none"> <li>• Use language to interact with others</li> <li>• Compose texts</li> </ul> <p><b>Text knowledge</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of text structures</li> <li>• Use knowledge of text cohesion</li> </ul>	<p><b>Critical and Creative Thinking</b>  <b>Inquiring – identifying, exploring and organising information and ideas</b></p> <ul style="list-style-type: none"> <li>• Pose questions</li> <li>• Identify and clarify information and ideas</li> <li>• Organise and process information.</li> </ul> <p><b>Generating ideas, possibilities and actions</b></p> <ul style="list-style-type: none"> <li>• Imagine possibilities and connect ideas</li> <li>• Consider alternatives</li> </ul> <p><b>Reflecting on thinking and processes</b></p> <ul style="list-style-type: none"> <li>• Reflect on processes</li> </ul> <p><b>Analysing, synthesising and evaluating reasoning and procedures</b></p> <ul style="list-style-type: none"> <li>• Apply logic and reasoning</li> </ul>
<p><b>Personal and Social Capability</b>  <b>Self-management</b></p> <ul style="list-style-type: none"> <li>• Work independently and show initiative</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Work collaboratively</li> </ul> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Develop reflective practice</li> </ul>	<p><b>ICT Capability</b>  <b>Investigating with ICT</b></p> <ul style="list-style-type: none"> <li>• Locate, generate and access data and information</li> </ul> <p><b>Creating with ICT</b></p> <ul style="list-style-type: none"> <li>• Generate ideas, plans and processes</li> </ul> <p><b>Communicating with ICT</b></p> <ul style="list-style-type: none"> <li>• Understand computer mediated communications</li> <li>• Collaborate, share and exchange</li> </ul>

#### NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

<ol style="list-style-type: none"> <li>1. Locate and select an answer from a list – YES</li> <li>2. Type an answer – YES</li> <li>3. Read the screen and navigate web pages – YES</li> <li>4. Manipulate objects on screen – YES</li> </ol>	<ol style="list-style-type: none"> <li>5. Read and comprehend digital texts – YES</li> <li>6. Plan and compose text using word processing – YES</li> <li>7. Listen using a headset – YES</li> </ol> <p><b>NB:</b> See <a href="#">DET's NAPLAN Online ICT Skills Guide</a> for details.</p>
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#### Assessment

**Pre-Test:** Students plan and write an introduction to a short mystery piece.  
**Post-Test:** Students plan and write a climax or conclusion to a short mystery narrative.  
 Three criteria are used for assessing students' writing – Ideas, Audience, Characters and Setting.

#### Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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