

HOW TO LEARN IN THE ONLINE WRITING CLASS

There are 10 narrative lesson recordings (approx. 1h 30m each) and 3 short persuasive writing lessons. Students are expected to spend at least 2 hours per week to watch each lesson and do the writing activities. However, a more realistic amount of time would be 3-4 hours to cover many resources for each week.

Course organisation

The course is organised with 10 lessons on narrative writing as the main part. The reason why persuasive writing is not officially a part of the course and put on the side as bonus lessons is because the two writing styles are so different and even in conflict. Students get confused if they have to learn both at the same time. Students should focus mainly on narrative. Persuasive lessons could be taken at any time as an option.

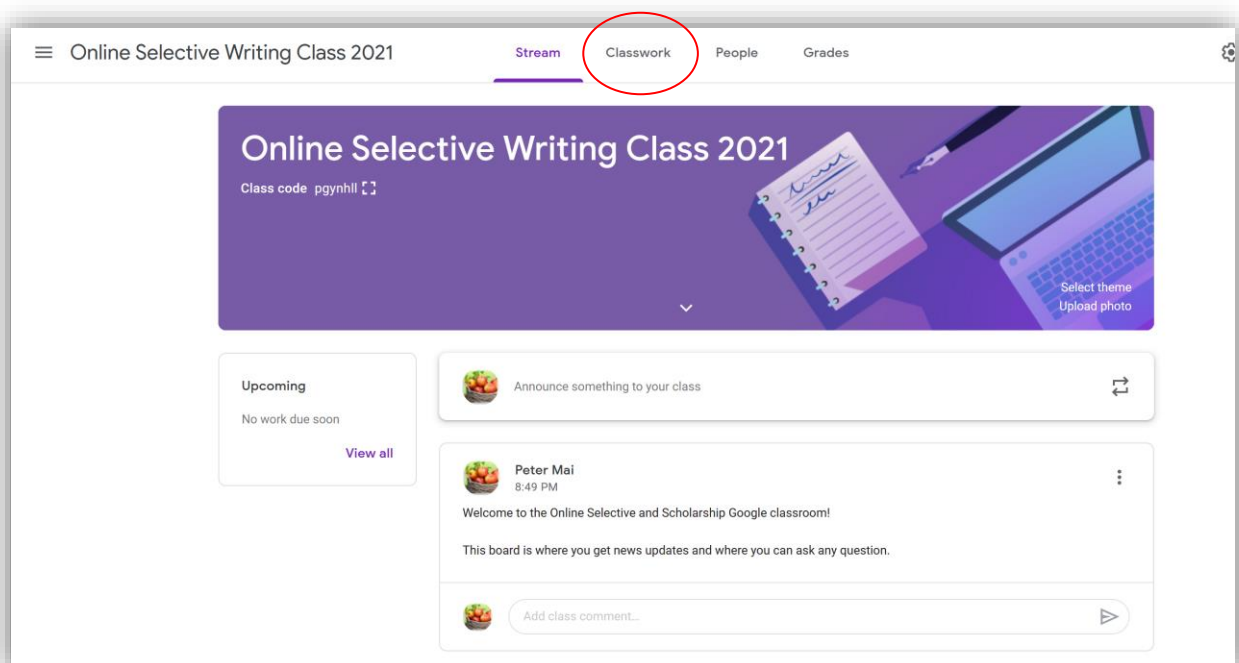
The learning procedure for each week.

- Watch the video recording of a narrative writing lesson.
- Do some writing activities.
- Write a narrative task within 20-23 minutes (about 300-400 words) using the module Selective Writing in Mathemafix website.

Note: The short activities will have received comments but the writing task is not marked. Parents can mark the writing tasks themselves or request and pay for professional marking (\$15 per task). This allows parents the flexibility to plan how hard their kids will work and how much they want to spend.

Access Google Classroom

To access Google Classroom, each student will need a Google Account. As some of the resources are videos on YouTube, a Google account for kids under 13 years of age will have problem playing these videos. Therefore, parents must set up Google account for a kid 13 year of age or older to use the Google Classroom for this writing class.



Students can read the STREAM for information and post their request for help. Students who join in later can answers to their questions by reading posts on the STREAM.

Preparation for the class

There is no preparation for the class. However, it is expected that students have decent spelling, sentence structure and grammar. As some students may have issues with spelling, sentence structure and grammar, some modules on Mathemafix website should be used to improve these areas before starting the writing class and along the way.

Weekly lesson 1-10

Each lesson has a video recording, some online activities and some short YouTube videos to watch.

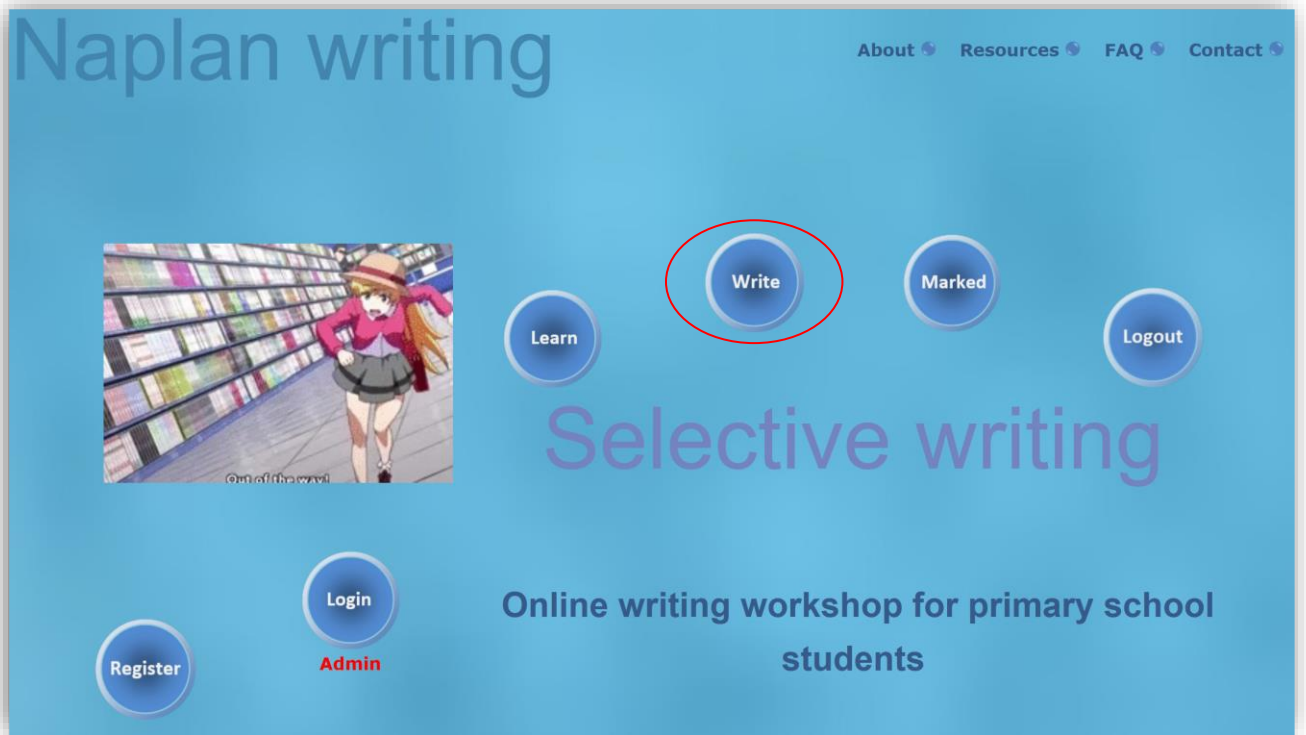
Lesson 1 - Recount to Narrative

- Meeting Recording for Week 01 ← Recorded lesson Edited Jul 20
- Lesson 1 - Classwork 1 ← Activity Edited Jul 11
- Lesson 1 - Watch Videos ← Short videos to watch Edited Jul 13
- Homework - Grammar Modules Edited Jul 11

The weekly timed narrative writing task

Go to More ... on Mathemafix and access Selective Writing module.

Year 1-6		Year 3-6		Year 5-6	
Spelling	Download worksheets	Wordlists	Maths Lessons	Story Starters	Word Pictures
Dictation	Story Time	Personal Wordlists	Rocket Maths	Writing Planner	Reading Cloze
Timetables	Reading Library	Bite size English Revision	Maths Gaps Year 3-4	Read Summarise Write	English Comprehension
Hangman	Read Theory	Bite size Reading Room	SUPER! Super revision	Punctuation	English literary devices
Video resources	Google Class	Behind The News	Brainpop	Writing Workshop	Vocab Test
		TEDEd Science	Worksheets	Selective Writing	Speed reading



Do your writing tasks (Admin)

Each task has a lot of prompts/topics to choose ... Once marked, a task can be taken again ([more info ...](#))

Available tasks ...

Task name	Instruction	Time allowed	Attempts	Action
01 - NAPLAN narrative writing task	This is a NAPLAN narrative writing task. Students are given more ...	40		take it
01 - Selective School narrative writing task	This is a Selective School narrative writing task. Students more ...	22		take it
01 - Scholarship narrative writing task	This is a Scholarship narrative writing task. Students are g more ...	25		take it
02 - NAPLAN persuasive writing task	This is a NAPLAN persuasive writing task. Students are given more ...	40		take it
02 - Selective School persuasive writing task	This is a Selective School persuasive writing task. Students more ...	22		take it
02 - Scholarship persuasive writing task	This is a scholarship persuasive writing task. Students are more ...	25		take it
03 - General narrative writing task	This is a general narrative writing task. Students are given more ...	40		take it
03 - General persuasive writing task	This is a NAPLAN persuasive writing task. Students are given more ...	40		take it

You have not done any writing task!

Click "take it" for the task "01 – Selective School narrative writing task" to get started. The prompt is given in the video lesson recording.

The writing form in the Selective Writing module

Please make sure if you install a spell and grammar checker like Grammarly, turn it off! You need to write with your own knowledge of spelling, punctuation and sentence structure. The marker will comment on these areas.

Home

Test name: 01 - Selective School narrative writing task

Questions: 1, Time: allowed 22m, minimum N/A (m), spent so far 0m 0s, left 22m, spent on this question **00:36** [hide instruction](#)

Question 1 [read](#) [pause](#) [resume](#)

Please write a short story in response to any prompt on this web page

[Click here for creative writing prompts](#)


If you cannot type fast enough, select a prompt from the link above, close this tab and write with pen and paper within the time limit, then resume this test and type it in.

The text should be between 350-400 words.

Answer type: enter a value
Format: Short paragraph(s) of text

cw#40240, 5

Enter your short answer (or copy then paste it in):






In Windows, use the Ctrl-V or SHIFT-Insert key combination to paste. (0 words)

Please let the text flow and wrap itself in the input box. Don't try to break the lines yourself. For a new paragraph, type ENTER key 2 times for a clear paragraph break.

Pick/Type your answer, then click continue.

[continue](#)

Press  for Windowed/Fullscreen. **NEVER use**  **on the browser. Use**  **to recover from connection problem.**

Persuasive writing

The 3 lessons for persuasive writing should be learned independently of narrative writing. They can be done at any time as an optional effort.

Extra lessons on Persuasive Writing

- Recording of Persuasive Writing Lesson 1 Edited Aug 24
- Recording of Persuasive Writing Lesson 2 Edited Aug 24
- Recording of Persuasive Writing Lesson 3 Posted Aug 24
- Persuasive Essentials - Cheat Sheet Posted Aug 17
- An annotated persuasive writing example Posted Aug 17
- Video: Finding the Main Idea Edited Aug 17
- Video: Non-fiction paragraph structure Edited Aug 17
- How to write a proper paragraph in non-fict... Posted Aug 17

To do a persuasive writing task, use the module Selective Writing on Mathemafix.

Do your writing tasks (Admin)

Each task has a lot of prompts/topics to choose ... Once marked, a task can be taken again ([more info ...](#))

Available tasks ... [refresh](#)

Task name	Instruction	Time allowed	Attempts	Action
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02 - Selective School persuasive writing task	This is a Selective School persuasive writing task. Students more ...	22		take it
02 - Scholarship persuasive writing task	This is a scholarship persuasive writing task. Students are more ...	25		take it
03 - General narrative writing task	This is a general narrative writing task. Students are given more ...	40		take it
03 - General persuasive writing task	This is a NAPLAN persuasive writing task. Students are given more ...	40		take it

You have not done any writing task!

Click "take it" for the task "01 – Selective School persuasive writing task" to get started. The prompt is given in the video lesson recording.

How to request marking for a writing task

Parents need to deposit money by PayPal or bank transfer into the account first before making a request for marking.

Marking credit **Add marking credit**

Get your writing tasks marked (Qianao)

You have \$135 marking credit in your account. The fee for professional marking is \$15 per task. Go to [\[Top Up Credit\]](#) [more info ...](#)

Tasks you have completed ... parents can mark them or request a test to be marked professionally [\[help info ...\]](#)

Task result	Task ID	Report	Marking	Time (m)	Task date	Marked date	Score	Status
01 - Selective School narrative writing task (attempt 1)	338080	view	-	5.08	17-Jul-2020 03:11pm	01-Jan-1970	0.00	requested <input type="checkbox"/>

[change status to 'marked'](#) [clear 'marked' status](#) [cancel marking request](#) [request professional marking by a tutor](#) [refresh](#)

Making a request

Marking Report for a writing task

Individual Feedbacks for test: 01 - Scholarship narrative writing task

Marker's comments:

You wrote an excellent amount and the story has a great theme. You need to however show more of Emma's thoughts and feelings. Don't describe her facial expression, only do OTHER PEOPLE. I think that you could have had Mum and Dad be there earlier with Megan and all helping Emma instead of having them there last minute. Setting is great.

Watch the way you do "she thought". Some thoughts if they aren't exact words don't need to be put in "" like that. Some of your sentences also need to be longer and complex sentences. Try to use more metaphor and simile to describe feelings.

Your ending has too many summary sentences. Also, don't give Megan the last word. It makes it seem like she was the one learning something.

Name?
She sat there, her mind racing to think of ideas, ~~before~~ *short*

The Christmas tree and lights had been set up and decorations were placed all around the house. Presents were neatly stacked under the Christmas tree. The pleasant smell of the Christmas Eve dinner wafted past Emma. It was truly a very jolly time.

Emma sat under the Christmas tree. She thought about her day. "Issie and I went for a walk in the city." But then, something popped up in her head that she had ignored for the whole day. She *remember* could remember seeing a man sitting on the streets. He *was* wrapped in blankets and begging for money. He *had* filthy clothes on, and bare feet *had been*

"This is wrong. These people don't deserve to be like this, especially at Christmas time," she *no dialogue to others?* thought. "If Issie and I only walked in one part of the city, I wonder how many other people would be in the same situation as this man. Surely, I can do something about this." *Good dialogue but make her talk to someone!*

Emma buried her head in her hands. She spent hours trying to figure out a way she could help these poor people. "Emma, are you okay?" Emma's younger sister Megan asked in a worried voice. "I'm fine," Emma replied. She tried to sound as cheerful as possible. *She watched as Megan exited the room. but... (make sentence longer)*

Then suddenly, an idea popped in her head. A smile emerged on her face, and a feeling of excitement washed over her. Her eyes were fixed on the heap of presents. Finally, she realised that the answer was right there in front of her. *DO NOT DESCRIBE MAIN CHARACTER'S FACE. Only others. Describe the anticipation INSIDE not in her eyes*

As quickly as possible, she gathered up all her old toys, clothes, shoes and everything that she didn't figure she needed into a large box. "Emma, what are you doing?" Megan curiously asked her. "I'm donating all these toys to a charity," Emma replied. At once, Megan delightfully gathered up all her old things as well, and placed them into the box. Anticipation sparked in Emma's eyes as she gratefully watched Megan.

She took the box out to front door to get ready to donate all of her's and Megan's old things to charity. Their parents saw Megan and Emma and somehow, their parents had new what they were doing and they smiled. *too many "and"*

"Christmas isn't all about getting presents, is it?" Emma questioned her sister. "No," Megan replied. *You make it seem like Megan is the main. Let Emma have last word.*

Marking criteria for marker to check

The question:

Please write a short story in response to any prompt on this web page

[Click here for creative writing prompts](#)

If you cannot type fast enough, select a prompt from the link above, close this tab and write with pen and paper within the time limit, then resume this test and type it in.

The text should be between 350-400 words.

Student response:

She sat there, her mind racing to think of ideas.

The Christmas tree and lights had been set up and decorations were placed all around the house. Presents were neatly stacked under the Christmas tree. The pleasant smell of the Christmas Eve dinner wafted past Emma. It was truly a very jolly time.

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"This is wrong. These people don't deserve to be like this, especially at Christmas time," she thought. "If Issie and I only walked in one part of the city, I wonder how many other people would be in the same situation as this man. Surely, I can do something about this."

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She took the box out to front door to get ready to donate all of her's and Megan's old things to charity. Their parents saw Megan and Emma and somehow, their parents had new what they were doing and they smiled.

"Christmas isn't all about getting presents, is it?" Emma questioned her sister. "No," Megan replied.

Length: 394 words

Quality ratings 1 2 3 4 5

Sentence variety
Punctuation
Paragraph
Structure
Word choice
Cohesion
Coherence
Techniques
Ideas
Audience

Total 39 out of 47 (82.98%)

#	Criteria	Points
Audience		
57	Narrative devices influence reader (Audience-6) ?	-
56	Narrative devices engage reader (Audience-5) ?	5
55	Attempts to engage reader (Audience-4) ?	-
54	Attempts to support the reader (Audience-3) ?	-
53	Simple narrative markers (Audience-2) ?	-
52	Some simple written content (Audience-1) ?	-
51	Little or no evidence (Audience-0) ?	-
Character and setting		
50	Effective characterisation/setting (Character and setting-4) ?	-
49	Developed characters/setting (Character and setting-3) ?	3
48	Characters/setting briefly described (Character and setting-2) ?	-
47	Names of setting/characters (Character and setting-1) ?	-
46	Little or no evidence (Character and setting-0) ?	-
Cohesion		
45	Correct/varied cohesive devices used (Cohesion-4) ?	4
44	Correct use of cohesive links (Cohesion-3) ?	-
43	Some correct cohesive links (Cohesion-2) ?	-
42	Little evidence of cohesion (Cohesion-1) ?	-
41	No evidence of cohesion (Cohesion-0) ?	-
Ideas		
40	Ideas selected to explore a theme (Ideas-5) ?	-
39	Substantial elaboration of ideas (Ideas-4) ?	4
38	Some development/elaboration of ideas (Ideas-3) ?	-
37	Few or very predictable ideas (Ideas-2) ?	-
36	Very few simple unrelated ideas (Ideas-1) ?	-
35	No evidence (Ideas-0) ?	-
Paragraphing		
34	Effective/accurate paragraphs (Paragraphing-2) ?	2
33	Mostly correct paragraphs (Paragraphing-1) ?	-
32	No evidence of paragraphs (Paragraphing-0) ?	-
Punctuation		
31	All applicable punctuation accurate (Punctuation-5) ?	5
30	Mostly correct use of punctuation (Punctuation-4) ?	-
29	Accurate sentence punctuation (Punctuation-3) ?	-
28	Some correct sentence punctuation (Punctuation-2) ?	-
27	Minimal punctuation (Punctuation-1) ?	-
26	Little or no evidence of sentence punctuation (Punctuation-0) ?	-
Sentence structure		
25	Correct/effective/varied sentences (Sentence structure-6) ?	-
24	Correct/varied sentences (Sentence structure-5) ?	-
23	Most complex sentences correct (Sentence structure-4) ?	4
22	Some complex sentences correct (Sentence structure-3) ?	-
21	Most simple sentences are correct (Sentence structure-2) ?	-
20	Some correct formation of sentences (Sentence structure-1) ?	-
19	No evidence of sentences (Sentence structure-0) ?	-
Spelling		
18	Ten difficult/some challenging words (Spelling-6) ?	-
17	At least ten difficult words (Spelling-5) ?	5
16	Some difficult words correct (Spelling-4) ?	-
15	Most simple/common words correct (Spelling-3) ?	-
14	Most simple/some common words correct (Spelling-2) ?	-
13	Few examples of conventional spelling (Spelling-1) ?	-
12	Very little conventional spelling (Spelling-0) ?	-
Text structure		
11	Coherent complete narrative (Text structure-4) ?	4
10	Orientation, complication and resolution (Text structure-3) ?	-
9	Beginning and complication (Text structure-2) ?	-
8	Minimal evidence (Text structure-1) ?	-
7	Little or no evidence (Text structure-0) ?	-
Vocabulary		
6	Range of precise, effective words (Vocabulary-5) ?	-
5	Sustained use of precise words (Vocabulary-4) ?	-
4	Some precise words used (Vocabulary-3) ?	3
3	Mostly simple words used (Vocabulary-2) ?	-
2	Few content words (Vocabulary-1) ?	-
1	Little or no evidence (Vocabulary-0) ?	-

Content of the Online Writing Class

- Lesson 1: Moving from Recount to Narrative
- Lesson 2: Narrative Elements and Structure
- Lesson 3: Introducing Conflict
- Lesson 4: Showing Not Telling
- Lesson 5: Cohesion and Coherence
- Lesson 6: The Poet in Me
- Lesson 7: Plot Types and Genre
- Lesson 8: Introducing Themes
- Lesson 9: Quantity vs. Quality
- Lesson 10: Putting Everything Together
- Bonus ---- Persuasive writing lessons

