

#### Topic: Narrative

### Planning and drafting a narrative

Today you will:

- ▶ understand how to select appropriate elements for the transformation to a narrative
- ▶ understand how to use evaluative language to express feelings and opinion about the theme.

#### Resources

##### Text

Moss, S 1982, *Going ... Going ... (Gone?)*, Thomas Nelson, Australia (optional)

##### Find and prepare

Sheet 7 — Transforming a text (saved copy from previous lessons)  
Exercise book

#### Key terms

adverb groups/phrases, character, evaluative language, event, expressive verbs, figurative language, imagery, informative text, modality, narrative, sustainability, sentence, technical vocabulary, tense, text structure, theme, visual features (visual elements)

For definitions and explanations of terms, please see the [Glossary](#).

### Lesson

#### Plan the narrative

In previous lessons, you started work on **Sheet 7** — [Transforming a text](#). This sheet requires you to transform an informative text into a narrative. You have selected a text, either *Going...Going... (Gone?)*, a book about some of Australia's endangered species; or another informative text about an endangered animal or plant, or a sustainability issue such as deforestation or pollution.



You should have already completed **Part A Tasks 1 and 2** on **Sheet 7**. Re-read your notes and remember that you are writing for a younger audience. Also remember that a narrative structure has:

- an orientation
  - a complication (including events)
  - a resolution.
1. Begin to make notes for your narrative by completing **Part A Task 3** on **Sheet 7**. (Your first decision doesn't have to be the title of your narrative. You might find it more useful to write down your story ideas first.)

### Draft the narrative



Wow, you have some great ideas!  
Now you have to think about how  
your story will flow. Remember to use  
the hints on either side of the space  
where you will write your draft.

2. Read through your notes and ideas and begin to write sentences to explain your story in **Part A Task 4**. Keep in mind the language features that will influence your audience.
  - Expand your ideas through careful choice of verbs, tense and a range of adverb groups/phrases.
  - Ensure you select and sequence the content appropriately.
  - Use figurative language such as simile, metaphor and personification.
  - Use evaluative language to convey a warning or message and to influence the reader.
  - Experiment with imagery, sentence variation, alliteration and word choice.
  - Remember that this is a narrative for an audience younger than yourself, so you need to choose appropriate text structures and language features.

This is a draft, so your first priority is to get the story organised.

You will have opportunity to add details and language features later if necessary.

3. Complete **Part B** on **Sheet 7**.



### Note

Save a copy of **Sheet 7** to be used in future lessons.

## Reading

Remember to complete your daily reading today. You can read at any time, for example, when you first wake up, during free time or at bedtime. You can read texts of any type.

At the end of each text read, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.