# Transforming a text

## Task

To combine text and images to transform an informative text into a narrative text on an issue of sustainability for a younger audience.

## Instructions

Select one informative text that deals with an issue of sustainability.

Transform this text into a narrative text for a young audience, keeping the message about the issue of sustainability.

Consider your use of vocabulary and evaluative language to convey a warning or message, as well as the text structure and language features of a narrative.

Plan, draft, edit and publish a narrative text, using images and digital resources appropriate to your audience.

- Part A — Plan your narrative
- Part B — Write your narrative
- Part C — Select or create images
- Part D — Edit your narrative
- Part E — Publish your narrative

## Part A — Plan your narrative

1. Select an informative text and identify the issue of sustainability you are going to write about.

| | |
|---|---|
| Name of the informative text you have chosen. | |
| What is the issue of sustainability this text focuses on? | |
| What is the theme or message you want to convey to your reader? | |

2. Write notes and list the important points from the informative text that you intend to include in your narrative text:

   •

   •

   •

   •

   •

   •

3.  Plan your story using the notes you have made. Write in note form and make decisions about the sequence of events and details of your narrative text.

4. Record your ideas using the narrative structure in the table below.

| Orientation | How will you open the story? | |
|---|---|---|
| Hook your reader.<br><br>Introduce the issue and the main character.<br><br>Consider the narrative point of view. | What is the setting?<br><br>What is happening that is related to the issue? | |
| | Who is the main character?<br><br>Who is telling the story? | |
| **Complication** | What is the dilemma and why is it a dilemma?<br><br>e.g. Water supply is cyclical. People waste water. | |
| | What is the issue that needs to be resolved?<br><br>e.g. Water needs to be conserved. | |

| | | |
|---|---|---|
| **Events**<br><br>Consider the rising and falling action. | How does the main character deal with the issue? | |
| | | |
| | | |
| **Resolution**<br><br>How will you end the story? | Does the character change?<br><br>What does the character learn?<br><br>What does the reader learn?<br><br>What is the theme or message of the story? | |

## Part B — Write your narrative

Read your notes about the important points from the informative text. You may prefer to reorganise the sequence of information from the informative text. However, ensure that you select and sequence the content appropriately following the narrative structure of orientation, complication and resolution.

- Expand your ideas through careful choice of verbs, tenses and a range of adverb groups/phrases.
- Use figurative language, such as simile, metaphor, alliteration and personification, to create imagery and engage the audience.
- Use evaluative language to convey a warning or message and to influence the reader.
- Use technical vocabulary related to the issue.
- Experiment with imagery, sentence variation, metaphor and word choice to create particular effects.

Remember that this is a narrative for a younger audience, so you need to choose appropriate text structures and language features.

| Title: | | |
|---|---|---|
| **Text structures** | **Narrative** | **Language features** |
| **Orientation**<br><br>Introduce the:<br><br>• issue<br>• main character<br>• setting<br>• narrative point of view. | | Use **imagery** to appeal to the senses.<br><br>Use expressive **verbs** to make an action more vivid.<br><br>Use **adverb groups/phrases** to contribute additional details about the various circumstances of the happening.<br><br>Use **figurative** language:<br><br>• simile<br>• metaphor<br>• alliteration<br>• personification. |

| Title: | | |
|---|---|---|
| **Text structures** | **Narrative** | **Language features** |
| **Events with complication**<br><br>Describe the rising and falling action.<br><br>Use correct **punctuation.** | | Use **imagery** to appeal to the senses.<br><br>Use expressive **verbs** to make an action more vivid.<br><br>Use **adverb groups/phrases** to contribute additional details about the various circumstances of the happening.<br><br>Use **figurative** language:<br><br>• simile<br>• metaphor<br>• alliteration<br>• personification.<br><br>Experiment with your **word choice**. Can you use a more expressive, precise or technical word to describe the situation?<br><br>Use **evaluative language** to express feelings and opinions or to make judgments about aspects of people, such as their behaviour.<br><br>Use **accurate spelling**. |

| Title: | | |
|---|---|---|
| **Text structures** | **Narrative** | **Language features** |
| Use a **variety of sentences** to elaborate, extend and explain ideas.<br><br>Use correct **punctuation**. | | Experiment with your **word choice**. Can you use a more expressive, precise or technical word to describe the situation?<br><br>Use **evaluative language** to express feelings and opinions or to make judgments about aspects of people, such as their behaviour.<br><br>Use **accurate spelling**. |

| Title: | | Eng_Y6_U8_ILM16_L05_Sh07_SI_SS Page 9 |
|---|---|---|
| **Text structures** | **Narrative** | **Language features** |
| **Resolution**<br><br>• What the character learned.<br>• Any changes in the character.<br>• Theme or message of the story. | | |

## Part C — Select or create images

Find or create appropriate images to enhance your narrative.

These could include:

- artwork (directly add your own artwork or scan your artwork and add it to the final document)
- clip art
- images from the internet (provide references) or a digital collage (which can be pasted into a final document)
- photographs (your own or others' [provide references] which can be uploaded into a final document).

There are usually many images in narratives for younger audiences. You need to consider providing an image for each key event or change in the plot of your narrative. Consider other visual features, such as backgrounds or borders.

When selecting visual features and where to place them, consider:

- the framing of an image
- salience
- colour
- shot size.

## Part D – Edit your narrative

Use this checklist to reflect on your choices of elements in your narrative.

| Narrative elements | Record suggestions to improve writing |
|---|---|
| **Title:** Is the title engaging and appropriate for a younger audience? | |
| **Plot structure:** Can the elements of text structure (orientation, complication, events, resolution) be identified? | |
| **Setting:** Is the time and place appropriate? | |
| **Narrative point of view:** Is the choice of narrator appropriate? | |
| **Theme:** What is the message? Is the message easily identified? | |

| Narrative elements | Record suggestions to improve writing |
|---|---|
| **Character:** Are the physical appearance, behaviours, attitudes and values of the main character appropriate for the message and a younger audience?<br><br>Does the character change in behaviour, attitudes, values or relationships with others? | |

| Language features | Record suggestions to improve writing |
|---|---|
| **Figurative language:** Can you find examples of imagery that have been created by:<br>• a metaphor<br>• a simile<br>• alliteration<br>• personification? | |
| **Vocabulary choices:** Can you find:<br>• expressive words<br>• evaluative language<br>• technical vocabulary related to the issue? | |
| **Accurate spelling:** Have you corrected any incorrectly spelled words? | |

| Text structures | Record suggestions to improve writing |
|---|---|
| **Punctuation:**<br><br>Have you correctly used capital letters, full stops, question marks, and exclamation marks?<br><br>Are there a variety of sentence structures:<br><br>• simple sentences<br><br>• compound sentences<br><br>• complex sentences? | |
| **Visual elements** | **Record suggestions to improve writing** |
| Do the visual elements engage the audience?<br><br>Are they appropriate for a younger audience?<br><br>Are there enough visual elements for a narrative text for a younger audience?<br><br>Have you considered:<br><br>• image framing<br><br>• salience<br><br>• colour<br><br>• shot size? | |
| **Digital resources** | **Record suggestions to improve writing** |
| Have you used digital resources — images that have been photographed, uploaded, scanned or downloaded? | |

## Part E — Publish your narrative

Review the editing checklist and make changes to your narrative.

Publish your narrative using digital resources.

Consider:

- the placement of images and text to communicate meaning
- repetition of images or text features to create emphasis
- adapting a feature to create emphasis
- aesthetic and persuasive effects of the combination of text and visual features.