





Learning Difficulties Australia


Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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Literary Fiction Writing for Secondary School Students

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Genres

Romance	Action Adventure	Science Fiction
Suspense Thriller	Young Adult	Horror
Mystery	Crime	Historical
Western	Family Saga	Literary Fiction

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Examples of
Literary
Fiction

The Catcher in the Rye

Of Mice and Men

To Kill a Mockingbird

Jasper Jones

Where the Crawdads Sing

The Kite Runner

Life of Pi

4

Literary Fiction

No need for a dynamic plot

Third person

High emotion and imagery

Marginalised character

Must develop or change over the course of the story

Ordinary → extraordinary

Read examples (Only Ten by Allan Baillie)

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Simple Steps

Construct a character:
name / appearance /
behaviour / back story /

Construct a setting

Determine something to
foster change

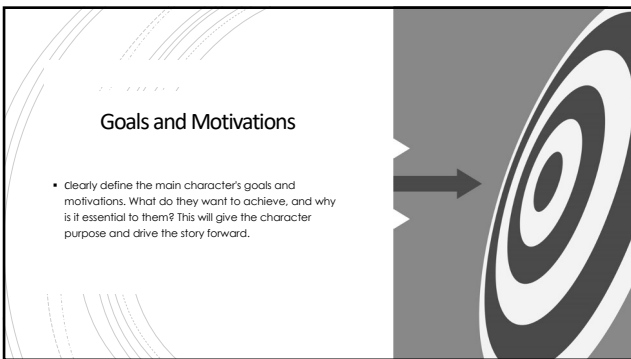
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Conflict and Obstacles

- Introduce challenges and obstacles that the main character must overcome. This conflict creates tension and keeps readers engaged in the story.

10

11

Personality and Traits

- Develop a well-rounded personality for the main character. Consider their strengths, weaknesses, fears, and quirks. A complex character feels more real and relatable to readers.

11

12

Backstory

- Provide some backstory to the main character that explains their past experiences and how they became who they are at the start of the story. However, avoid excessive exposition and only include relevant details.

12

.....

Growth and Development

- Allow the main character to experience growth and development throughout the story. As they face challenges and overcome obstacles, they should change in some way, whether it's a shift in beliefs, values, or behaviour.

13

.....

Relatability

- Make the main character relatable to readers. Even if their circumstances are different, readers should be able to connect with their emotions and struggles on a human level.

14

.....

Internal Conflict


- Explore the main character's internal conflicts and emotions. This adds depth to the character and allows readers to empathize with their struggles.

15

STORY ELEMENTS

Agency

- Ensure the main character has agency and actively contributes to the story's progression. They should be the driving force behind their own decisions and actions.

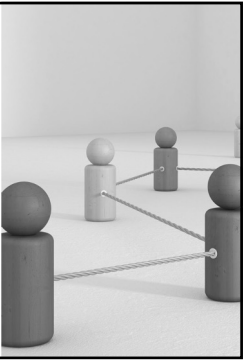


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STORY ELEMENTS

Relationships

- Develop meaningful relationships between the main character and other characters in the story. How they interact with others can reveal aspects of their personality and add emotional depth.

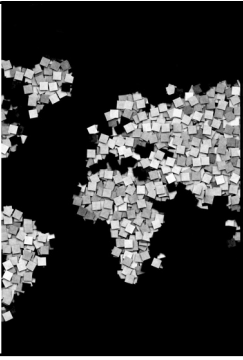


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STORY ELEMENTS

Setting and Worldview


- Consider how the main character's background and experiences influence their worldview. How do they perceive the world around them, and how does it shape their actions?



18

Unique Voice


- Give the main character a distinctive voice and manner of speaking. This helps to differentiate them from other characters and makes them memorable.



19

Limitations


- Establish limitations for the main character to make them more realistic and relatable. Nobody is perfect, and flaws can make a character more compelling.



20

Resolution

- Plan how the main character's journey will conclude. What lessons will they learn, and how will they change by the end of the story?



21

A well-developed main character is the heart of a compelling short story. By giving them depth, complexity, and relatability, you can draw readers into their world and create a memorable narrative experience.


22

Use images and videos to develop the character

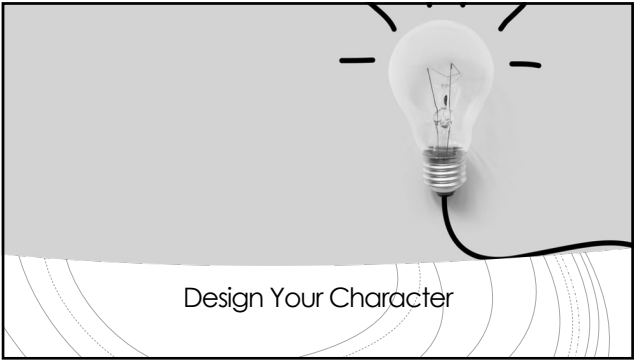


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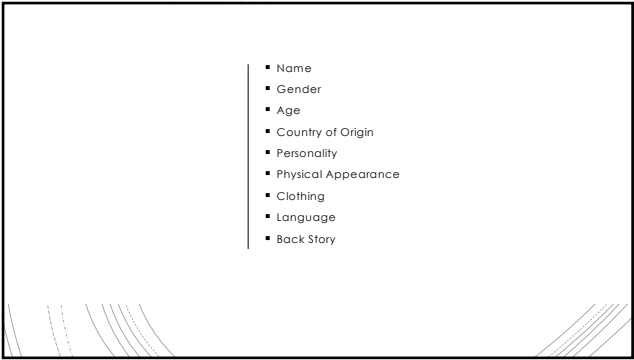
Use videos and images to develop the setting for the back-story



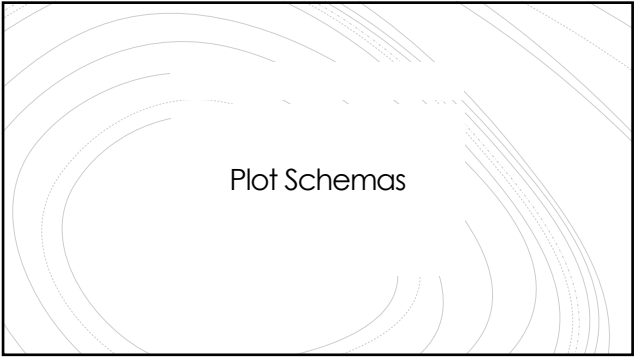
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Types of Conflict

1. Person against person

2. Person against nature

3. Person against self

4. Person against society

5. Person against the supernatural

6. Person against technology

28

Ideas

Backstory	Conflict	Catalyst for Change
Brother dies under his watch	Internal – terrible guilt	Soccer game Forgets guilt for a short moment
Leaves Afghanistan to live in Australia	With others (bullied)	Connects with bully over both experiencing fathers' deaths (similar to Only Ten)
Leaves Afghanistan to live in Australia	Internal – misses his family and culture	Eats a mango and is transported to his homeland
Leaves Afghanistan to live in Australia	With others (bullied)	Soccer game Wins and is accepted

29

Person against self

30



31



32



33

Plan for Story 1

34

Young boy
Name is Badhi
Kids tease him and call him baddy
12
Small / rough hair / dark deep set eyes / thin
Scars on his back
Always looks worried and scared as if something bad is about to happen
Shy
Doesn't talk
Doesn't trust people in general
Never smiles
Jumpy and on edge
Afghanistan
Parents dead
Uncle survived bombings
Brought to Australia
Family home filled with happy memories of family and life
Destroyed in war

35

Lives in an old house in state housing complex
Lives with uncle
Rough area
Blond streets no trees
Remembers his house as being filled with love and joy
Internal conflict
Feels like he has betrayed his family and country by coming to Australia
Feels guilty for not being able to prevent his parents from dying
Believes his parents may even still be alive and he resents his uncle for taking him away from his village / community
Finds something or makes something or meets someone or does something that comforts him and makes
him come to the realisation that his parents are dead and that he must forge a new life in this country
Re-bonds with his uncle
Meets and comforts someone who has had a similar experience to him
Someone he can relate to
Things change for the better

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Plan for Story 2

37

Set the scene of the Fremantle markets
Jacob walked behind his Grandfather through the market stalls in Fremantle
Loud
See and smell the laughter
Surrounding conversations
People bargaining for their vegetables
Vendors advertising their wares "two for \$3"
Air warm and slightly uncomfortable
He felt trapped in his oversized cheap woolen jumper and track suit pants
All his grandfather could afford at the Salvos

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Holding GF's hand
Sees fruit
One vendor
Bright shiny bunches of golden grapes
Multilayered rows of nourishing red apples that have been carefully selected and arranged
like miniature soldiers standing to attention
Pyramids of luxurious oranges waiting for their turn to be plucked from the pile
Shaft of piercing light from a small crack in the roof shone down on one single plump beautiful mango
As sweet as Summer showers
As if it was a fallen miracle

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Eyes fell upon the mango
 Couldn't afford it
 Wanted it so badly
 he steals it from the display and puts it in his jumper
 Walking through the markets
 Watching his Grandfather as he buys.....
 Whole time he feels intoxicated by the presence of the mango
 explain a bit more about his feelings
 On the bus back to GF's home in Beaconsfield
 Jacob looks out the window
 Begins to eat the mango
 Describe the experience of eating
 Drips
 Pulp on face
 Sweetness

40

Transports him back to Africa
 To happier times
 Describe what he thinks about as he devours the mango
 Family
 Gentle sun on his face
 Running through fields
 Expressions of laughter and banter
 Free and open
 Sense of clean open air
 Untouched by chemicals
 Sense of being home
 Slips large wet juicy pip in pocket
 Connection to home

41

Badi followed his uncle as he pushed his way through the crowded Melbourne markets. He could smell the stench of decaying fish and old piles of rotting fruit. Badi could hear the conversations of customers as they try to get a bargain for their fruit and the vendors trying to persuade people to buy their plump rich mangoes. "Two mangoes for \$5". The air had a freezing chill on it. The rain thumped down onto the old rusty roof. The wind howled through gaps in the walls making little tornadoes. The wind sent chills down his spine. There were puddles every from the holes in the rusted tin sheeting.

42

Badi felt out of place as everyone had coats and long warm trousers while he was dressed in thin and tattered clothes that his uncle had lent him. There was no colour amongst the chaos. Except for one stall. The vibrant colours of the fruit drew Badi towards the stall like a bee to honey. As he got closer, he could smell the sweet fragrant aroma of the delicious fruit. There were towers of shiny red apples, stacks of perfect fresh strawberries and mountains of golden ripe mangoes. In the midst of a wintry day, a ray of sunshine broke through the gloomy market place. The sunshine settled upon a luscious rosy peach. As if it was a gift from heaven, Badi dreamt of biting into the irresistible peach, and for a few seconds, he was lost in his imagination. Badi felt his pockets for some coins to buy the prize peach, but of course there were none. Badi secretly looked around and noticed everyone was busy buying, selling and chatting. The temptation was too much. Swiftly and carefully he swept the precious peach away and slipped it under his scruffy shirt. There was an immense surge of joy throughout Badi's body.

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Badi rubbed his fingers along the outline of the plump peach. The texture was firm and soft and reminded him of the old peach tree in his grandmother's backyard back home in Afghanistan. Badi caught up to his uncle who was buying the 'black sheep' of the food. He could feel the urge to take a nibble of the gorgeous peach but had to use all of his will power to resist the temptation.

The wait for the tram to take Badi and his uncle home to Ringwood seemed to take forever even though it was only a few minutes. Once on the crowded tram, people were pushing and shoving for a seat. The noisy school kids dominated the back of the tram. When uncle found a seat Badi stood shyly nearby, wondering when he would be able to taste the precious peach that he was holding gently under his shirt. Suddenly the school kids got off making room for Badi at the back of the tram.

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Badi stealthily slid towards the back and found a seat in the corner. He took out the peach, just steering at its beauty in awe. As Badi bit into the succulent peach, memories of his childhood flooded back. Images of Badi and his siblings climbing his grandmother's old peach tree overwhelmed him. He could almost feel himself stretching as he reached for the glorious peaches that hung there on the highest branches. The sweet smell, the intense taste and the soft texture of the peach reminded him of the happiest time of his life. And the most precious memory was of his grandmother sitting under the shade of the peach tree humming their favourite songs.

45

Formulas for
Frames:
Delivering the
Program

A methodology for teaching
students the how and why
of employing specific language
devices within a narrative genre.

46

Read these two
texts and identify
differences
between them.

- Year 4 girl
- "Average" writer as reported by teacher
- 3 minutes planning
- 30 minutes writing
- First prompt: The night a girl/boy got locked inside Target
- Second prompt: The day a lion escaped from the zoo

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PRE-TEST April 2021

Title: The night a boy or girl got locked inside target.

It was the girl's birthday, she got a \$50 gift card for Target. It seemed like The Best birthday ever...

May openend her small gift and knew straight away it was the Target gift card she wanted. She was right, May screamed with delight "finally," you got me one!".

It was 5 o'clock by that time May and her parents went to the shopping centre. 'ok May you can go into target by yourself while we do some shopping" said May's parents. so she ran right into the humongeous store. Then she heard the announcement: This store will close in 5 minutes," May hurried to find this toy but it was to late the workers shut the doors and locked them. May was scared...

The end.

48

POST-TEST July 2021

Title: How my lion came to me.

Last week, my lion friend escaped from the zoo. He opened the iron gates (somehow?) and ran along the wet road to the station. He was the only one on the train because the sky was as black as a beetle. He carried his briefcase off the rusty, metal step train to small shop. He sat down next to a lady but she just glared at my lion and scuttled away fastly. Next my lion hopped on an empty bus but he was too big. So he walked in the cold rain for miles until his legs were so tired they could drop off. He sat down gently on the narrow foot path and whined. The wind blew through his mane and he shivered. He knew he needed to find somewhere to sleep. He rubbed his hands together and stood up. He quickly ran along the soggy foot path and came to my narrow house. He knocked on the door, and mum opened it. Luckily mum let him in. Now he lives with me. FOREVER.

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April 2021

- ▶ 127 words
- ▶ 11 on macrostructure
- ▶ and, while & but
- ▶ 6 adjectives
- ▶ 2 cognitive verb
- ▶ 13 dynamic verbs

July 2021

- ▶ 175 words
- ▶ 17 on macrostructure
- ▶ and, but, until, so & because
- ▶ 9 adjectives
- ▶ 2 cognitive verb
- ▶ 19 dynamic verbs

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April 2021

- ▶ 2 Adverbs of manner
- ▶ 3 Adverb of place
- ▶ 7 Adverbs of time
- ▶ Simple and Compound sentences
- ▶ 3 dialogue

July 2021

- ▶ 4 Adverbs of manner
- ▶ 14 Adverb of place
- ▶ 4 Adverbs of time
- ▶ Compound and complex sentences
- ▶ 0 dialogue

51

Pre and Post Test comparison

April 2021	July 2021
▶ 0 Simile	▶ 1 Simile
▶ 0 Alliteration	▶ 1 Alliteration
▶ 0 Adverb of degree	▶ 4 Adverb of degree

52

What was taught between April and July....?

- The Narrative Hill (for macrostructure)
- Language Devices according to their function – what "job" they do within the sentence.
- Construction of well-formed sentences via a Tier 1 program delivered over 8 weeks for one hour a week

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The Narrative Hill

Build up: events leading up to the problem (can establish additional setting)

Orientation setting and character

- Mental verbs: cognitive, mental, sensory
- Adverbs of time and place
- Upgraded nouns (specificity)
- Adjectives: character & setting

Dynamic action: upgraded verbs (tier 2), adverbs of time, place and manner

Imagery

- The modifying adjectives
- First modifying phrases
- Series: metaphors
- Personification
- Onomatopoeia

Connectivity for establishing...

- Reason
- Consequence
- Allegory
- Time
- Condition
- Addition

Response to the problem (dialogue and emotion)

Mental verbs: cognitive, mental, sensory

Adjectives to describe feelings

Events of the solution (can include failed attempts)

Dynamic action: upgraded verbs (tier 2), adverbs of time, place and manner

Emphasis

- Repetition
- Alliteration
- Rhetorical question (ask, surprise)

Response to the solution (dialogue and emotion)

Mental verbs: cognitive, mental, sensory

Adjectives to describe feelings

Resolution (can include moral)

Research Speech Pathology Service

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1. Dynamic Action

1. Upgraded verbs (ran → sprinted)
2. Adverbs of manner (....ly words such as quickly)

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2. Reflection + Planning

Mental verbs
- cognitive (he decided to...)
- emotional (he hated....)
- sensory verbs (he heard...)

56

3. Orientation

1. Adverbs of time (later that night,....)
2. Adverbs of place (in the corner of the room,...)

57

4. Specificity

- | |
|--|
| 1. Proper nouns (Perth Zoo) |
| 2. Upgraded nouns (way → direction) |
| 3. Appositives (Mrs Turner, the principal of Port City Primary School,...) |
| 4. Adverbs of degree (<u>entirely</u> covered...) |
| 5. Adverbs of frequency (<u>never</u> finished...) |

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5. Imagery

- | |
|--|
| 1. Adjectives: Pre modifying (the <u>tiny</u> <u>black</u> kitten...) |
| 2. Adjectives: Post modifying (the kitten <u>with long whiskers</u> ...) |
| 3. Adjectives: Part of a subject (the kitten) + verb (is) + adjective (cute) construction |
| 4. Similes / Metaphors
(Simile: the mast broke <u>like a toothpick</u>)
(Metaphor: the boy <u>was a machine</u>) |
| 5. Idioms (couldn't believe his eyes) |

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Imagery continued

- | |
|--|
| 6. Personification through the choice of adjective (the <u>angry</u> waves) or through the choice of verb (the waves <u>dominated</u> the shore) |
| 7. Onomatopoeia (the engine <u>whirred</u>) |

60

6. Connectivity for Establishing...

1. Reason (using because, since, as...)
2. Consequence (using so, therefore, and as a result...)
3. Adversity (using but, however, although...)
4. Time (using before, after, during, until, as soon as, whenever...)
5. Condition (using if, on the condition that...)
6. Addition (and, and in addition...)

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7. Emphasis

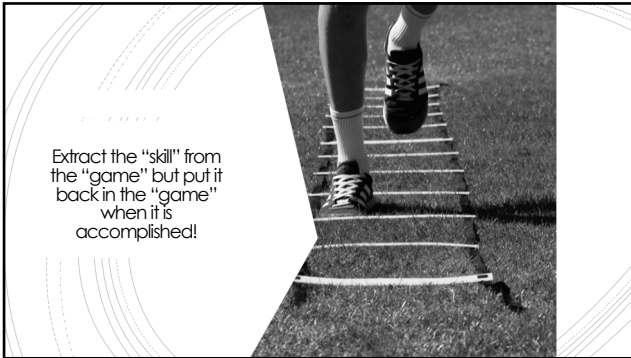
1. Repetition (he ran <u>on and on and on</u>)
2. Rule of threes (up the street, around the corner and over the hill)
3. Alliteration (the sneaky seagull...)
4. Rhetorical question (How will he get out now?)

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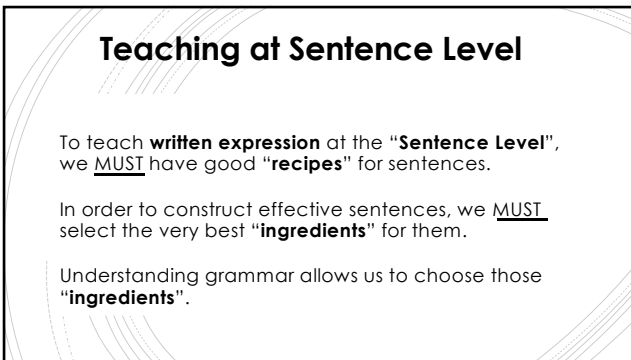
8. Cohesion

1. Cohesive devices (J-Mart = the department store = the huge shop)
2. Correct pronominal referencing (using pronouns to represent characters)
3. Theme-related words (verbs and adjectives and nouns that 'go together' to develop a theme such as 'war')

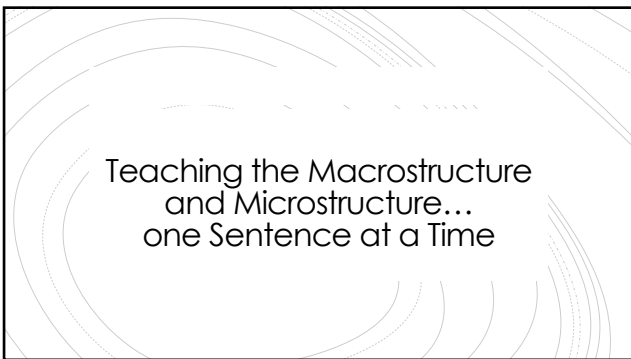
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65



66


Story Content

1. Several months ago,
2. a family from **Fremantle** sailed their **yacht**
3. across the Indian Ocean
4. for a **grand adventure**.
5. The sea was **crystal clear**,
6. and the sun shone brightly **like a diamond**.

Language Device

1. Adverb of time + Adjective [several]
2. Post modifying phrase (from Fremantle) + Proper noun (Fremantle) + Upgraded verb (sailed) + Upgraded noun (yacht)
3. Adverb of place + Proper nouns (Indian Ocean)
4. Connection of reason (for) + Upgraded adjective (grand) + Upgraded noun (adventure)
5. String of upgraded adjectives (crystal clear) + Alliteration (cc)
6. Adverb of manner (brightly) + Simile (like a diamond)

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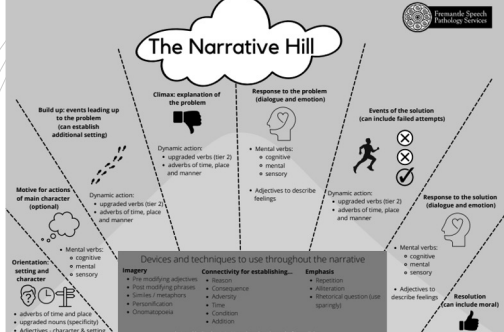
Frame 1
Several months ago,
a family from Fremantle sailed their
yacht across the Indian Ocean
for a grand adventure.

The sea was crystal clear,
and the sun shone brightly like a
diamond.

Where in the Narrative Hill is this?

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The Narrative Hill



Orientation: setting and character

- Mental verbs: cognitive, mental, sensory
- adverbs of time and place
- upgraded nouns (identification)
- Adjectives - character & setting

Build up: events leading up to the problem (can establish additional setting)

- Dynamic action: upgraded verbs (tier 2), adverbs of time, place and manner

Motive for actions of main character (optional)

- Mental verbs: cognitive, mental, sensory

Climax: explanation of the problem

- Dynamic action: upgraded verbs (tier 2), adverbs of time, place and manner

Response to the problem (dialogue and emotions)

- Mental verbs: cognitive, mental, sensory
- Adjectives to describe feelings

Events of the solution (can include failed attempts)

- Dynamic action: upgraded verbs (tier 2), adverbs of time, place and manner

Response to the solution (dialogue and emotions)

- Mental verbs: cognitive, mental, sensory
- Adjectives to describe feelings

Resolution (can include moral)


- Mental verbs: cognitive, mental, sensory

Devices and techniques to use throughout the narrative

- Imagery**
 - Post modifying adjectives
 - Post modifying phrases
 - Onomatopoeia
 - Personification
 - Simile
 - Metaphor
- Connectivity for establishing...**
 - Reason
 - Consequence
 - Adversity
 - Time
 - Condition
 - Action
- Emphasis**
 - Repetition
 - Alliteration
 - Rhetorical question (use sparingly)

Designed by Stephanie Lecky based on the work of Jenny Baker

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Several months ago, a family from Fremantle sailed their yacht across the Indian Ocean for a grand adventure.

Adverbs of time (orientation)

- Last year
- Before Christmas
- In the middle of June

Discuss the characteristics of 'temporal' words

70




Several months ago, a family from **Fremantle** sailed their yacht across the **Indian Ocean** for a grand adventure.

Proper Nouns (specificity)

- Sydney Harbour
- Bermuda Triangle

Discuss how you could use the name of the family to increase specificity

71




Several months ago, a family from Fremantle sailed their yacht **across the Indian Ocean** for a grand adventure.

Adverb of Place (orientation)

- around the world
- through the Bahamas

Discuss prepositions and why only some work in this instance

72




Several months ago, a family from Fremantle sailed their yacht across the Indian Ocean **for a grand adventure**.

Connection of Reason

- because they wanted to go
- as they wanted to go
- since they wanted to go

Discuss connectors of reason and why only some work in this instance

73




Several months ago, a family from Fremantle **sailed** their **yacht** across the Indian Ocean for a **grand adventure**.

Upgraded Words

- went → sailed
- boat → yacht
- big → grand
- holiday → adventure

Discuss how upgrading the verbs, adjectives and nouns increases specificity

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The sea was **crystal clear**, and the sun shone brightly like a diamond.


Imagery via adjectives
SVC sentence
2 adjectives

Emphasis via Alliteration

- bright blue
- wild and wavy

Discuss how you can do two jobs with the same words

75




The sea was crystal clear, **and** the sun shone brightly like a diamond.

Connection of addition
"and" is used to connect two clauses

Discuss how some people overuse 'and'

76




The sea was crystal clear, and the sun shone **brightly** like a diamond.

Adverb of Manner (dynamic action)

- brilliantly
- glowingly
- radiantly

Discuss how adverbs of manner have ly endings and can add to the verb or the adjective

77




The sea was crystal clear, and the sun shone brightly **like a diamond**.

Simile (to create imagery)

- disco ball
- torch
- high-beam light

Discuss how similes can make the reader associate two things.
Also, discuss the two formations of similes – as bright as a XXXX or like a XXXXX


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Formula for sentence one:

1. Adverb of time +
2. Name of family (Proper noun) +
3. Origin of family + (Proper noun)
4. Upgraded verb +
5. Upgraded noun +
6. Adverb of place +
7. Proper nouns +
8. Connector of reason +
9. Upgraded adjective +
10. Upgraded noun

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80



Write a sentence using the formula:


81



Formula for sentence two:


- 1. 2 adjectives +
- 2. Alliteration +
- 3. Connection of addition +
- 4. Adverb of manner +
- 5. Simile

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Write a sentence using the formula:

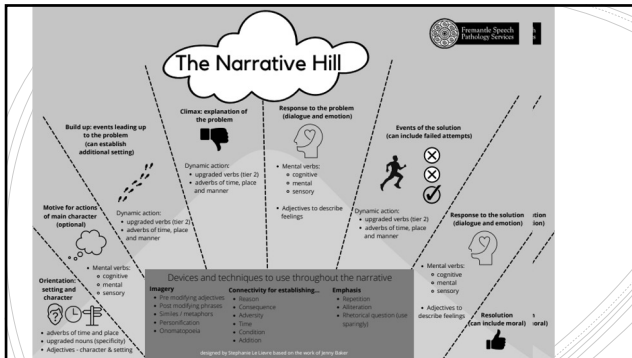
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Frame 2
Without warning, they were confronted with a massive storm.
Lightning cracked above their heads, and a huge angry wave snapped the mast in half like a toothpick.

Where in the Narrative Hill is this?

84



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Story Content	Language Device
1. Without warning,	1. Adverb of manner
2. they were confronted with a massive storm.	2. Upgraded verb (confronted) + Upgraded adjective (massive)
3. Lightning cracked above their heads,	3. Upgraded verb (cracked) + Onomatopoeia (cracked) + Adverb of place
4. and a huge angry wave snapped the mast in half	4. Personification via the adjective (angry) + Upgraded verb (snapped) + Upgraded noun (mast)
5. like a toothpick.	5. Simile (like a toothpick)

86


Frame 2
Without warning, they were confronted with a massive storm.

Adverb of time (with dangerous connotations)

- suddenly
- all of a sudden
- in a flash
- immediately

Discuss how an adverb of time can have additional jobs in the sentence – such as to create suspense or danger

87




Frame 2
Without warning, they were **confronted** with a massive storm.

Upgraded verb for 'saw'

- faced with
- witnessed
- noticed

Discuss how a verb can make such a difference to the "vibe" of the action

88




Frame 2
Lightning **cracked** above their heads, and a huge angry wave snapped the mast in half like a toothpick.

Explore the verb 'cracked' (onomatopoeia)

Discuss how onomatopoeia can be used to create the imagery you desire in your writing

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Frame 2
Lightning cracked **above their heads**, and a huge angry wave snapped the mast in half like a toothpick.

Adverb of Place (Orientation)

- in the sky
- through the rain
- all around them

Discuss prepositions and why only some work in this instance

90




Frame 2
Lightning cracked above their heads,
and a huge angry wave snapped the
mast in half like a toothpick.

Connection of addition
"and" is used to connect
two clauses

Discuss how some people overuse 'and'

91




Frame 2
Lightning cracked above their heads,
and a huge **angry** wave snapped the
mast in half like a toothpick.

Personification via the adjective

- angry
- vicious
- violent
- raging
- fuming

Discuss how we can inject objects with 'living' qualities to
Help the reader imagine what they look like or behave like

92




Frame 2
Lightning cracked above their heads,
and a huge angry wave **snapped** the
mast in half like a toothpick.

Upgraded verb (dynamic action)

- splintered
- shattered
- wrenched
- sliced
- ripped

Discuss how good quality verbs can assist to emphasise the
characteristics of the action

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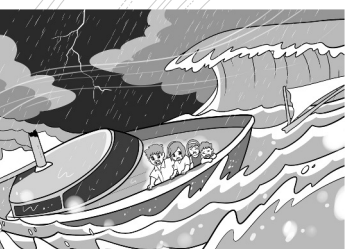


Frame 2
Lightning cracked above their heads,
and a huge angry wave snapped the
mast in half like a toothpick.

Upgraded noun (specificity)

Discuss how good quality nouns can assure the reader that you
have knowledge about your subject matter

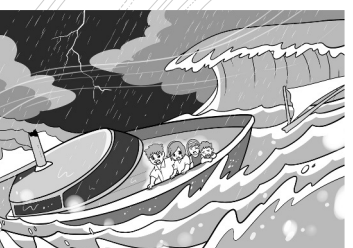
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Frame 2
Lightning cracked above their heads,
and a huge angry wave snapped the
mast in half **like a toothpick**.

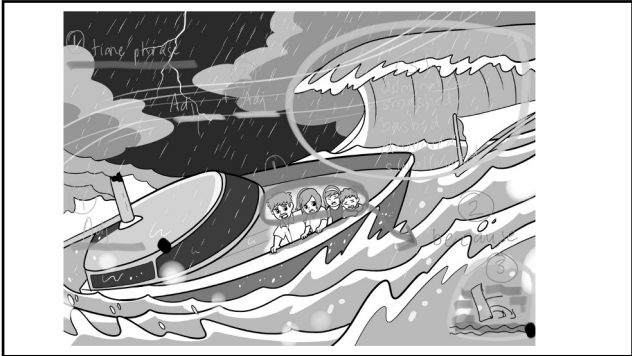
Simile (to create imagery)
Think of other things that would snap
easily

95



Formula for the sentence
Adverb of time (dangerous) +
Upgraded verb +
Upgraded adjective

96

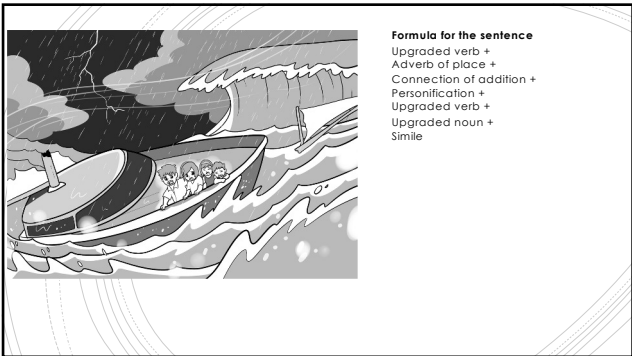


97



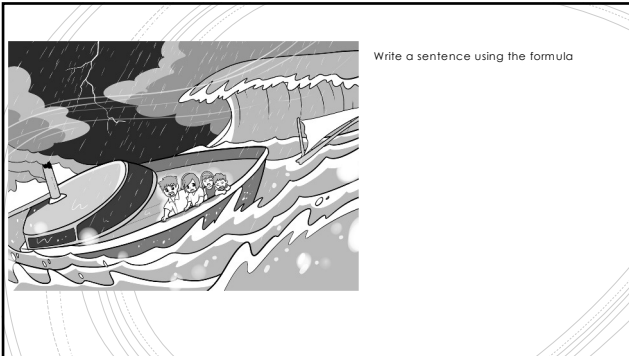
Write a sentence using the formula

98



Formula for the sentence
Upgraded verb +
Adverb of place +
Connection of addition +
Personification +
Upgraded verb +
Upgraded noun +
Simile

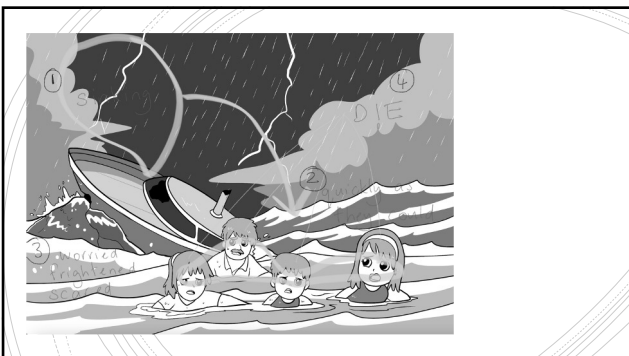
99



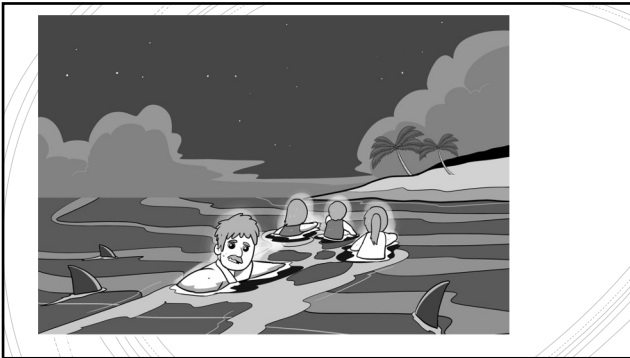
100

Story Content	Language Device
1. Because the boat was sinking rapidly ,	1. Connection of reason (because) + Continuous past verb (was sinking) + Adverb of manner (rapidly)
2. the frantic family swam away	2. Upgraded adjective (frantic) + Alliteration (ff)
3. as quickly as they could.	3. Adverb of manner (as quickly as they could)
4. They were petrified	4. Upgraded adjective (petrified)
5. as they thought they could get sucked down with the yacht	5. Connection of reason (as) + Mental verb (cognitive = thought) + Upgraded verb (sucked) + Preposition (with) indicating addition
6. when it sank	6. Connection of time (when)
7. to the dark depths	7. Adverb of place + Adjective (dark) + Upgraded noun (depths) + Alliteration (dd)
8. of the ocean floor.	8. Adverb of place

101



102



103

Story Content	Language Device
1. When Dad turned around,	1. Adverb of time
2. he saw several small Reef Sharks darting	2. String of adjectives (several small) + Alliteration (ss) + Proper nouns (Reef Sharks) + Upgraded verb (darting)
3. towards them,	3. Adverb of place
4. but he didn't panic .	4. Connection of adversity (but) + Upgraded verb (panic)
5. He just yelled loudly at everybody to swim faster	5. Adverb of degree (just) + Upgraded verb (yelled) + Adverb of manner (loudly) + Adverb of place
6. and they did!	6. Connection of addition (and)

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105



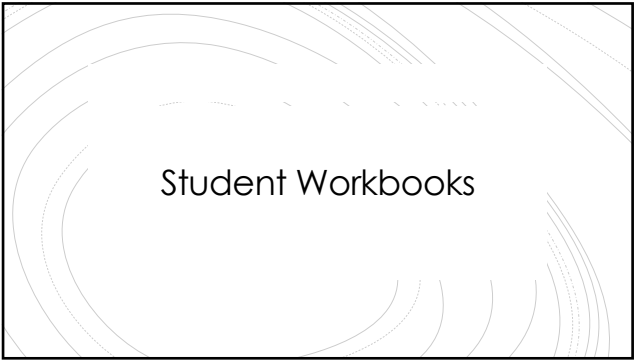
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Story Content	Language Device
1. When they reached the shores of the deserted island.	1. Adverb of time + Post modifying phrase (of the deserted island) + Upgraded adjective (deserted)
2. they were exhausted	2. Upgraded adjective (exhausted)
3. and sat on the sand watching their yacht slowly sink	3. Connection of addition (and) + Adverb of place (on the sand) + Mental verb (sensory = watching) + Upgraded noun (yacht) + Adverb of manner (slowly) + Alliteration (ss)
4. to its watery grave.	4. Adverb of place + Upgraded adjective (watery) + Personification via the noun (grave)
5. It looked like a toy boat in a baby's bath.	5. Simile (like a toy boat) + Adverb of place + Alliteration (bb)
6. They were devastated!	6. Upgraded adjective (devastated)

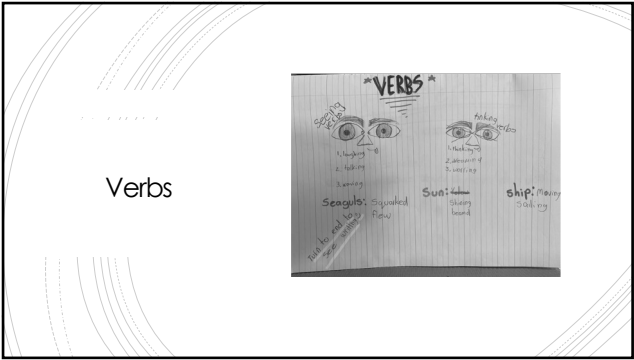
107



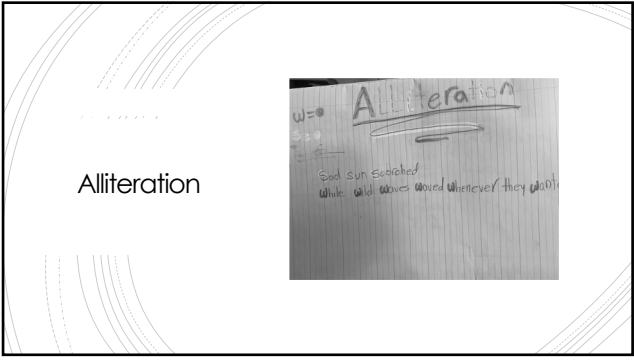
108



109



110



111

What I Learned

we learned

1. have some failed Attempts
2. fail because in your sentences
3. Alteration Sally showed a the Sun
4. because as since due to the fact that

112
