



Stranded

Formulas for Frames

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

Formulas for Frames: Strategies and Suggestions

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

Story Plots

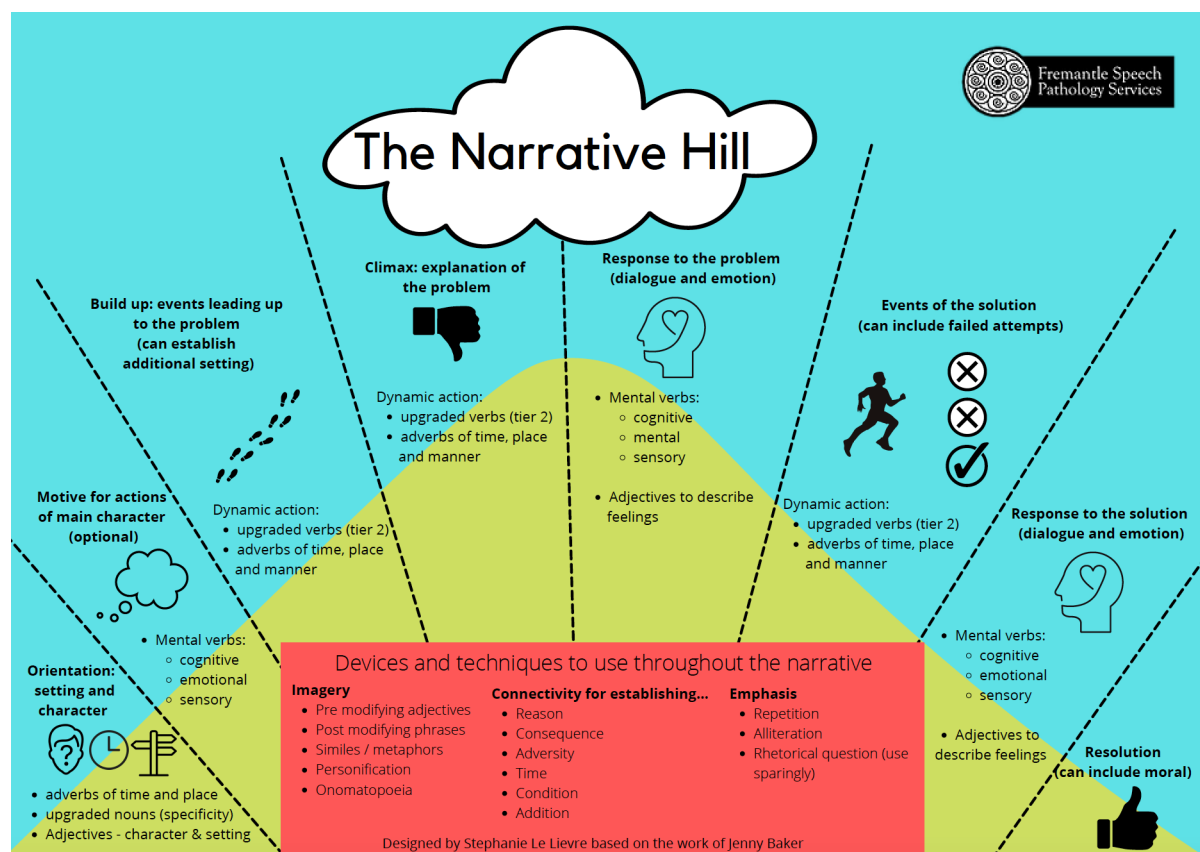
There are eight stories in the program:

1. **Locked in J Mart** (about a boy who gets locked inside a department store for the night)
2. **Stranded** (about a family who find themselves marooned on a deserted island)
3. **Ferris Wheel Fire** (about two girls who experience a fire while riding the Ferris Wheel)
4. **Lion on the Loose** (about a lonely lion who escapes from the zoo)
5. **Shark Attack** (about a boy who narrowly escapes an attack by a shark)
6. **Space Dragons** (about two astronauts who get caught by aliens on Planet Patania)
7. **Waterfall Danger** (about a girl who is in danger of drowning in a fast-flowing river)
8. **Runaway Robot** (about a robot who desperately wants to come to school with his friend)

Design of the Stories

Each story has been written by a speech pathologist to reflect the Narrative Hill (see below). Each story has been represented through 18 individual picture frames – where attention to detail (related to actions, objects, emotions etc) has been the goal; the more the children can visualise, the more they have to talk about – and the more they have to write about.....!

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In each story, the **characters** and **settings (time and place)** are established in the initial “**set-up**” or **orientation** phase of the Narrative Hill.

Then there will be **steps leading up to the problem**; often, there is a relatively large exploration of the problem where **emotions** and **dialogue** can be included.

The **steps towards a solution** include **one or two failed attempts** followed by a **successful attempt**; this has been specifically designed to create a sense of **suspense** leading towards the **final solution**.

There are always one or two frames after the solution to reflect the “**wrap-up**” part of the story, where once again, there may be opportunity for an **emotional response plus dialogue** or a **consequence** established for the character's actions - where a “**settling back to normal**” occurs once the problem has been solved.

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Year Level Targets

Most stories have been written with language targets suitable for students in years 5 or 6, but by simplifying the sentences (through a reduction of language devices employed or via simplification of vocabulary items), you will immediately reduce the complexity – and then they can be used for younger students. The other option is to delete some of the frames and reduce the complexity of the plot/script without compromising the story.

Locked in J-Mart is the simplest script and **Space Dragons** is the most complex.

Ways to Use the Pictures and Scripts

You can use the sequence pictures (and accompanying scripts) for many purposes:

- Oral narrative development
- Specific language targets
- Verbal comprehension
- Written expression

If you are using the pictures and scripts for the purpose of written expression, it is likely that **each story will take approximately 8 weeks to teach** - given that one hour a week is devoted to running the program.

Language Devices within Story Scripts

The scripts that accompany the picture frames contain sentences with a range of language devices that undertake particular “jobs” within the narrative.

The focus is very much on the action within each of the frames. **Dynamic verbs** (that code action) are the “heroes” of narratives, and all the associated **adverbs of - time, place, degree, frequency and manner** - support the verbs. Adverbs are the “foot soldiers” of the verbs.

Adverbs of time and place also assist to **orient** the reader.

Mental verbs that code emotions, senses and cognition take a minor role in narratives but are vital for engaging key characters in the processes of **reflection and planning**.

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The **figurative devices** (including adjectives, similes, metaphors, idioms, personification and onomatopoeia) are designed to create imagery around the **characters, settings and objects**; they offer a particular atmosphere or “vibe” to the story.

Cohesion must be established and maintained throughout the story so that it “flows” and references to characters, objects and places are clearly discernible.

Ideas must relate to each other via **connectors** of - reason, consequence, time etc. If there are two ideas in a sentence, the **relationship** between them will be apparent by the connector used to join them.

Emphasis must be established via language devices, so if we want the reader to pay particular **attention to a section of the sentence**, devices such as alliteration or repetition need to be employed.

Specificity brings a degree of **authenticity** to the story; the use of proper nouns assists to establish specific settings and characters that make the story appear more “realistic”. Other devices such as appositives assist to specify the noun.

Analyses of Scripts

Each of the scripts has been analysed to “break down” sentences into the language devices employed.

Not all scripts contain all of the 30 language devices – some are more geared towards advanced Tier 2 **Vocabulary** via “Upgraded Verbs, Nouns or Adjectives” while others have more opportunity for **Connectivity** and **Specificity**. Some portray high **Imagery** while others **Orient** the reader in **Time and Place**.

The analyses are really meant to be a guide for you – so you know what language devices you will need to teach ahead of the lesson, and from that selection, you can prepare for the ones that might need very explicit instruction.

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Language Devices

The devices have been grouped according to the "jobs" they undertake:

1. Dynamic Action

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

2. Reflection + Planning

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

3. Orientation

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

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 (entirely covered...)
5. Adverbs of frequency (never finished...)

5. Imagery

1. Adjectives: Pre modifying (the tiny black kitten...)
2. Adjectives: Post modifying (the kitten with long whiskers...)
3. Adjectives: Part of a subject (the kitten) + verb (is) + adjective (cute) construction
4. Similes / Metaphors
 - a. (Simile: the mast broke like a toothpick)
 - b. (Metaphor: the boy was a machine)
5. Idioms (couldn't believe his eyes)
6. Personification through the choice of adjective (the angry waves) or through the choice of verb (the waves dominated the shore)
7. Onomatopoeia (the engine whirred)

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 on and on and on)
2. Rule of threes (up the street, around the corner and over the hill)
3. Alliteration (the **s**neaky **s**eagull...)
4. Rhetorical question (How will he get out now?)

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')

Using the Scripts to Target Students' Language Goals

The scripts have been written with an upper primary focus, but you can decrease the complexity with the deletion (or simplification) of the language devices - you can "downgrade" the verbs, nouns and adjectives to reduce the semantic "load".

You do not need to adhere to the prepared scripts for the stories; they will give you an idea of the plot line and the language devices inherent in each frame; you can rewrite the scripts to suit the level of your students.

Below is a Year 5/6 script with an accompanying Year 3/4 version of each sentence - to illustrate how the scripts can easily be adapted to include the language devices needed to be taught to a particular group of students.

| Year 5/6 | Year 3/4 |
|---|---|
| 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. | Last month, a family sailed their yacht across the ocean. The sea was clear, and the sun shone brightly |
| 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. | Suddenly, there was a massive storm. Lightning cracked above their heads, and a huge wave snapped the mast in half. |

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| | |
|--|---|
| Because the boat was sinking rapidly, the frantic family swam away as quickly as they could. They were petrified as they thought they could get sucked down with the yacht when it sank to the dark depths of the ocean floor. | The boat was sinking quickly, so the family swam away. They were scared because they could get sucked down with the yacht when it sank. |
| When Dad turned around, he saw several small Reef Sharks darting towards them, but he didn't panic. He just yelled loudly at everybody to swim faster, and they did! | When Dad turned around, he saw some small sharks coming towards them, but he didn't panic. He just yelled at everybody to swim faster. |

Teaching the Language Devices within Each Sentence

Please view the instructional videos before you begin delivering the program. Watch “Formulas for Frames: Language Devices” first and then “Formulas for Frames: Delivering the Program”.

The beauty of having a script to guide you is that you will know exactly what language devices you need to teach for each frame, and as such, you can plan how you intend to teach these devices to prepare for their inclusion in the sentence.

Your sentence for the first frame of “Stranded” might be derived from the following formula:

Adverb of time (**Several months ago**)
+ a family
+ Adverb of place (**from Fremantle**)
+ Proper noun (**Fremantle**)
+ Upgraded verb (**sailed**)
+ Upgraded noun (their **yacht**)
+ Adverb of place (**across the Indian Ocean**)
+ Proper noun (**Indian Ocean**)
+ Connection of reason (**for a grand adventure**).
+ The sea was
+ Upgraded adjectives (**crystal clear**)
+ Alliteration (**crystal clear**)

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- + Connection of addition (**and** the sun shone)
- + Adverb of manner (**brightly**)
- + Simile (**like a diamond**).

The language devices that would need to be taught (or at least reviewed) are:

1. Adverbs of time
2. Adverbs of place
3. Proper nouns
4. Upgraded verbs
5. Upgraded nouns
6. Upgraded adjectives
7. Connection of reason
8. Connection of addition
9. Adverb of manner
10. Alliteration
11. Simile

You need to decide which language devices might need to be reviewed and which ones might need explicit teaching plus examples.

In the first lesson, you may choose to focus on three or four language devices:

1. Adverb of time
2. Upgraded adjectives
3. Alliteration
4. Similes

You can choose to teach these four language devices explicitly, but just provide a model for the remaining devices - and then teach those explicitly in another frame, where you can review previously taught devices....and so the cycle continues until you will have taught and reviewed all devices used to code the entire 18-frame story.

You will find that the same language devices occur several times within each script, so there is ample opportunity to review and reteach the more complex ones.

Encourage students to depart from your model; if you have used, "Several months ago" as the **adverb of time** but brainstormed several other suitable adverbs of time such as, "One sunny day" or "Last year" or "On the weekend", your students can choose which one they wish to employ in their own sentence.

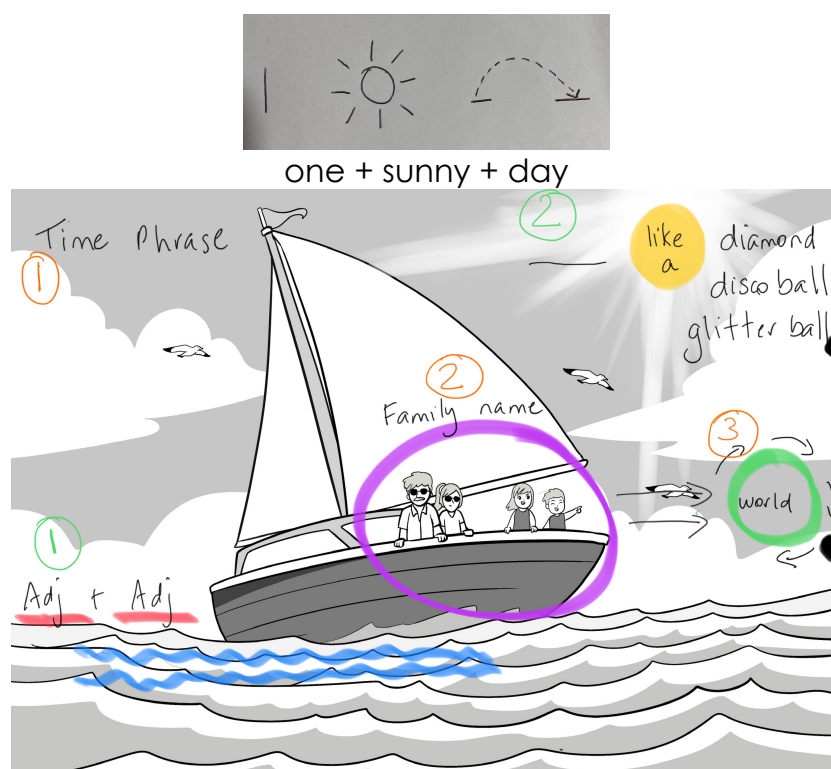
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This is particularly successful when teaching small groups or whole classes as children with weaker language development will have the opportunity to hear a number of correct models from other group members, and then choose the one they wish to embed in their own version.

Annotate the Frames

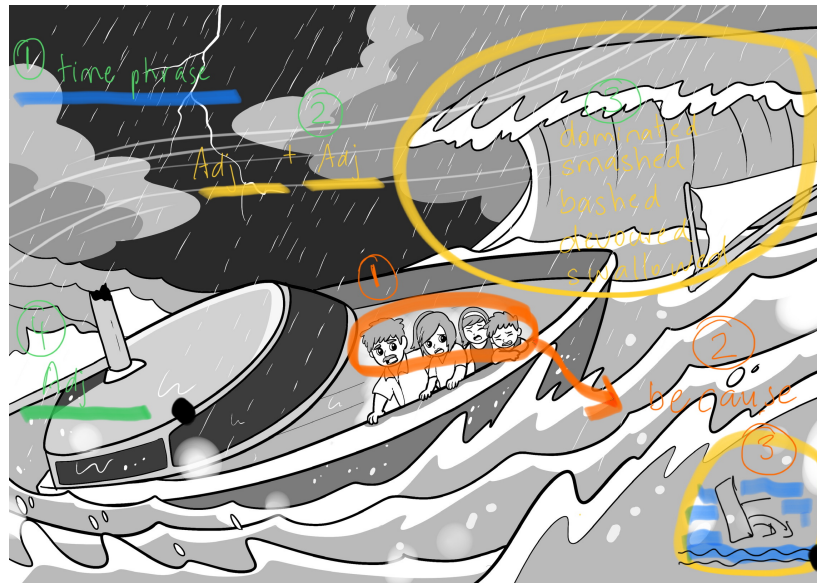
One of the best ways to use the pictures is to **annotate the frames**. Here are the first 4 frames of "Stranded" with a script that was simplified for a Year 3 class. The frames have been annotated to give you an idea of what they might look like.

You can add as much, or as little detail - as required by your students – but basically your aim is to turn "words" into "images to illustrate language devices such as the adverbs of time (one + sunny + day) or adjectives (huge).

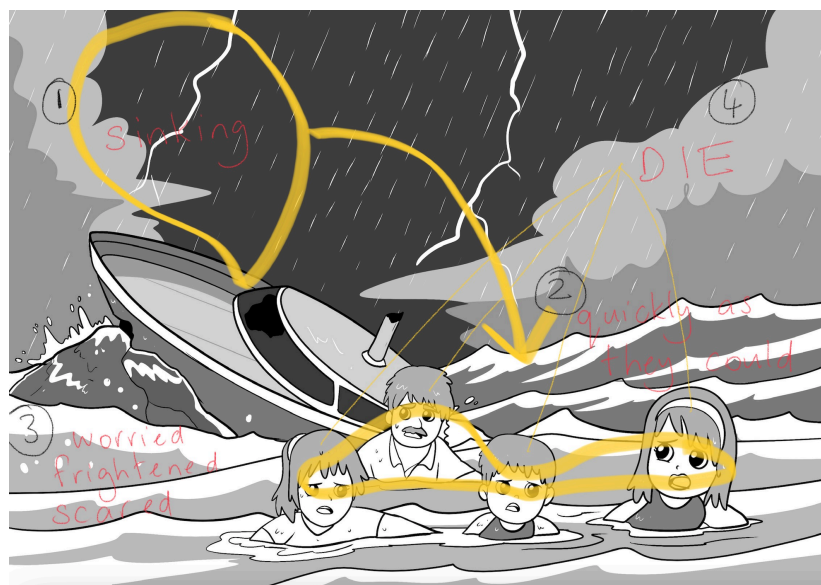


Several months ago, the Smith family sailed their yacht across the Indian Ocean for a grand adventure. The sea was crystal clear, and the sun shone brightly like a diamond.

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Without warning, a huge angry wave crashed over their tiny boat. They were worried because they thought they might get dragged down with the boat.



Because the boat was sinking, the family swam away as quickly as they could. They were worried as they thought they might die.

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They swam to the shore of a nearby deserted island. Several Reef Sharks followed them, but they did not attack the family.

Use **arrows and circles and lines** and **words and symbols and images** to **illustrate language devices** and to **connect one idea to another**.

For example, it is useful to explain to students that whenever they state an emotion, “They were **worried**”, it makes sense to follow this up with a reason, “**because** they thought they might get dragged down with the boat”.

So, in order to illustrate that relationship, draw a circle around the faces of the family (and you could write “**worried**” above it), then connect the circle to an image of them getting dragged down with the boat along with the word “**because**” to signify that a reason will follow.



Students can construct the sentences for each frame using both annotated as well as unannotated picture frames – depending on how much support they require.

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The support from the annotations can slowly be removed as the students become more familiar with the story and are more able to take control of the language devices within sentences.

Written Narratives

If students are required to write the narrative, have them verbally rehearse the sentences aloud as well as “in their head” to make sure that they understand that the written version of the sentence needs to be based on the spoken version, and that if the spoken version “doesn’t work”, then they need to alter that before they write. Have them tell their desk-partner what they intend to write, so they can hear their sentence “come alive” and evaluate its success.

It is useful to provide each student with an A4 lined exercise book; one side can be the “Theory” side - used for writing notes and examples from the lessons on the different language devices taught to them. The other side can be used for writing the story – so the stories are contained within one separate section; students can reread their stories without interruption prior to each new lesson. This is important for review and reflection.

Included in each package is a handout with “3 images-to-a-page” plus lines for writing the story; this can be used for students to write their own sentences. They will have images to remind them of the content, and there may also be the opportunity for them to annotate these images – mirroring the annotations provided to the whole class on the board.

Assessment

Pre and post testing will provide you with an enormous amount of information about whole class trends as well as individual student's strengths and weaknesses.

Select one of the 8 stories that you will NOT be teaching in the foreseeable future and ask students to write about it for 30 minutes; provide them with 3 minutes of planning time beforehand. Repeat this for the post-test using a different story and compare results.

“I want you to write me a story about a girl or boy who gets locked inside (refer to a well-known store such as K-Mart or Target) for the night”

An **instructional video** is provided to guide you through the assessment process.

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A **rubric** is included in this package; it comprises both the **macrostructures** (the different parts of the Narrative Hill) as well as the **microstructures** (Language Devices) within sentences.

Analysis via the rubric is a relatively in-depth process and doesn't necessarily need to be done for every class member; it can be used to assess the writing samples of at-risk students to give you an idea of where you might need to "pitch" your instruction.

If you are working with Tier 2 (small groups) or Tier 3 (individual students) it is vital to analyse your students' narrative samples; you will harness valuable information in order to establish productive goals for them.

Also included is a checklist of the 30 language devices that can be used for formative assessment; this is a useful tool for "tracking" at-risk students' learning; it allows you to identify their usage of key language devices across several samples.

It is also useful to select a couple of frames – possibly around the latter third of the story – and **don't teach** the language devices within those frames; explain to the students that you are deliberately **not** teaching them what to include as you are interested to see what they can do on their own. Ask them to write the best sentences they can and draw a border around them, so you know which parts of the story have been written independently!

Cheers and Thanks

We hope you enjoy implementing the "Formulas for Frames" program.

We would love your feedback or ideas for future stories and promise to develop more and more (repetition for emphasis!!) resources very soon.

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Stranded

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.
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.
3. Because the boat was sinking rapidly, the frantic family swam away as quickly as they could. They were petrified as they thought they could get sucked down with the yacht when it sank to the dark depths of the ocean floor.
4. When Dad turned around, he saw several small Reef Sharks darting towards them, but he didn't panic. He just yelled loudly at everybody to swim faster, and they did!
5. When they reached the shores of the deserted island, they were exhausted and sat on the sand watching their yacht slowly sink to its watery grave. It looked like a toy boat in a baby's bath. They were devastated!
6. After a rough night's sleep on the cold clammy sand, they decided to construct a hut because they needed shelter from the boiling sun. Mum and Lucy found palm fronds for the roof while Dad and Will built the walls of the hut.
7. Mum lit a fire by rubbing sticks together, and Dad caught plump, juicy fish. The children were so starving and couldn't wait for breakfast.

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8. After a few bites, they realised that they didn't like the fish as much as the burgers and chicken that they were used to eating back home. They were really really disappointed.
9. The whole family desperately missed everything about their home in Fremantle. They missed their comfortable beds, their video games and their nice clothes.
10. They decided that they would devise a way to escape from the isolated island and find their way back to Fremantle before it was too late. They were desperate!
11. The next day, they saw a gigantic ship cruising past their island. They waved their arms frantically and shouted loudly, but the ship was too far away to see or hear or locate them.
12. A week later, they built a rickety raft out of the old mast from the ravaged yacht, but they didn't tie it together properly, and the angry waves smashed it into tiny pieces.
13. Finally, they constructed a gigantic sign out of rocks on the shore that said, "HELP". They built a ferocious fire that created huge amounts of smoke to attract the attention of anyone flying over the island.
14. A few hours later, a Pacific Rescue Plane flew overhead on its way to a nearby island. The pilot saw the sign and the smoke and the people, so she radioed to her colleagues in the rescue helicopters.
15. The rescue helicopters hovered over the island and observed the family down below on the shore. They were waving wildly and yelling

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loudly. They looked like ants on the shore, but it was obvious that they were castaways, and that they were desperate to be rescued.

16. In under an hour, the skilful pilots expertly landed on the deserted island and escorted the grateful family members onto the waiting helicopters.

17. Within minutes, the mighty Choppers lifted the family off the island and began charging towards their beloved home.

18. When Mum, Dad, Will and Lucy reached their hometown of Fremantle, all their family and friends raced out to the airport to meet them. They were so relieved because they thought that they would never see home again.

Frame 1

| Story Content | Language Device |
|---|--|
| 1. Several months ago, | 1. Adverb of time + Adjective (several) |
| 2. a family from Fremantle sailed their yacht | 2. Post modifying phrase (from Fremantle) + Proper noun (Fremantle) + Upgraded verb (sailed) + Upgraded noun (yacht) |
| 3. across the Indian Ocean | 3. Adverb of place + Proper nouns (Indian Ocean) |
| 4. for a grand adventure . | 4. Connection of reason (for) + Upgraded adjective (grand) + Upgraded noun (adventure) |
| 5. The sea was crystal clear , | 5. String of upgraded adjectives (crystal clear) + Alliteration (cc) |
| 6. and the sun shone brightly like a diamond . | 6. Adverb of manner (brightly) + Simile (like a diamond) |

Frame 2

| 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) |

Frame 3

Story Content

1. Because the boat was sinking **rapidly**,
2. the **frantic** family swam away
3. as quickly as they could.
4. They were **petrified**
5. as they **thought** they could get **sucked** down with the yacht
6. when it sank
7. to the **dark depths**
8. of the ocean floor.

Language Device

1. Connection of reason (because) + Continuous past verb (was sinking) + Adverb of manner (rapidly)
2. Upgraded adjective (frantic) + Alliteration (ff)
3. Adverb of manner (as quickly as they could)
4. Upgraded adjective (petrified)
5. Connection of reason (as) + Mental verb (cognitive = thought) + Upgraded verb (sucked) + Preposition (with) indicating addition
6. Connection of time (when)
7. Adverb of place + Adjective (dark) + Upgraded noun (depths) + Alliteration (dd)
8. Adverb of place

Frame 4

Story Content

1. When Dad turned around,
2. he saw **several small Reef Sharks darting**
3. towards them,
4. but he didn't **panic**.
5. He **just** yelled **loudly** at everybody to swim faster
6. and they did!

Language Device

1. Adverb of time
2. String of adjectives (several small) + Alliteration (ss) + Proper nouns (Reef Sharks) + Upgraded verb (darting)
3. Adverb of place
4. Connection of adversity (but) + Upgraded verb (panic)
5. Adverb of degree (just) + Upgraded verb (yelled) + Adverb of manner (loudly) + Adverb of place
6. Connection of addition (and)

Frame 5

Story Content

1. When they reached the shores of the **deserted** island,
2. they were **exhausted**
3. and sat on the sand **watching** their **yacht** **slowly sink**
4. to its **watery** grave.
5. It looked **like a toy boat** in a **baby's bath**.
6. They were **devastated**!

Language Device

1. Adverb of time + Post modifying phrase (of the deserted island) + Upgraded adjective (deserted)
2. Upgraded adjective (exhausted)
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. Adverb of place + Upgraded adjective (watery) + Personification via the noun (grave)
5. Simile (like a toy boat) + Adverb of place + Alliteration (bb)
6. Upgraded adjective (devastated)

Frame 6

Story Content

1. After a **rough** night's sleep on the **cold clammy** sand,
2. they **decided** to **construct** a hut
3. because they **needed shelter**
4. from the **boiling** sun.
5. Mum and Lucy found **palm fronds** for the roof
6. while Dad and Will built the walls of the hut.

Language Device

1. Adverb of time + Upgraded adjective (rough)+ Adverb of place + String of upgraded adjectives (cold clammy) + Alliteration (cc)
2. Mental verb (cognitive = decided) + Upgraded verb (construct) + Upgraded noun (shelter)
3. Connection of reason (because) + Mental verb (cognitive = needed)
4. Adverb of place + Upgraded adjective (boiling)
5. Proper nouns + Upgraded nouns (palm fronds)
6. Connection of time (while) + Post modifying phrase (of the hut)

Frame 7

Story Content

- 1. Mum lit a fire by rubbing sticks together,
- 2. and Dad caught **plump, juicy** fish.
- 3. The children were **so starving**
- 4. and couldn't **wait** for breakfast.

Language Device

- 1. Adverb of manner (by rubbing...)
- 2. Connection of addition (and) + String of adjectives (plump juicy)
- 3. Adverb of degree (so) + Upgraded adjective (starving) + Alliteration (ss)
- 4. Connection of addition (and) + Mental verb (cognitive = wait)

Frame 8

Story Content

- 1. After a **few** bites,
- 2. they **realised** that they didn't **like** the fish
- 3. as much as the burgers and chicken that they were used to eating back home.
- 4. They were **really really disappointed**.

Language Device

- 1. Adverb of time + Adjective (few)
- 2. Mental verb (cognitive = realised) + Mental verb (emotive = like)
- 3. Adverb of manner (as much as..) + Post modifying clause (that they were used to...) + Adverb of place (back home)
- 4. Repetition of adverb of degree ("really" x 2) + Upgraded adjective (disappointed)

Frame 9

Story Content

- 1. The **whole** family **desperately missed** everything about their home
- 2. in Fremantle.
- 3. They missed their comfortable **beds**, their video **games** and their nice **clothes**.

Language Device

- 1. Adjective (whole) + Adverb of manner (desperately) + Upgraded verb (missed)
- 2. Adverb of place + Proper noun (Fremantle)
- 3. Repetition (missed) + Upgraded adjective (comfortable) + Rule of threes (beds, games & clothes)

Frame 10

Story Content

- 1. They **decided** that they would
- 2. **devise** a way to **escape**
- 3. from the **isolated** island
- 4. and find their way back to Fremantle
- 5. before it was **too** late.
- 6. They were **desperate**!

Language Device

- 1. Mental verb (cognitive = decided)
- 2. Upgraded verbs (devise & escape)
- 3. Adverb of place + Upgraded adjective (isolated) + Alliteration (ii)
- 4. Connection of addition (and) + Adverb of place + Proper noun (Fremantle)
- 5. Connection of time (before) + Adverb of degree (too)
- 6. Upgraded adjective (desperate)

Frame 11

| Story Content | Language Device |
|---|--|
| 1. The next day, | 1. Adverb of time + Adjective (next) |
| 2. they saw a gigantic ship cruising | 2. Upgraded adjective (gigantic) + Upgraded verb (cruising) |
| 3. past their island. | 3. Adverb of place |
| 4. They waved their arms frantically | 4. Upgraded verb (waved) + Adverb of manner (frantically) |
| 5. and shouted loudly , | 5. Upgraded verb (shouted) + Adverb of manner (loudly) |
| 6. but the ship was too far away to see or hear or locate them. | 6. Connection of adversity (but) + Adverb of Degree (too) + rule of threes (see, hear or locate) |

Frame 12

| Story Content | Language Device |
|--|---|
| 1. A week later, | 1. Adverb of time |
| 2. they built a rickety raft out of the old mast | 2. Upgraded adjective (rickety) + Upgraded noun (raft) + Alliteration (rr) |
| 3. from the ravaged yacht, | 3. Upgraded adjective (ravaged) |
| 4. but they didn't tie it together properly , | 4. Connection of adversity (but) + Adverb of manner (properly) |
| 5. and the angry waves smashed it into tiny pieces. | 5. Connection of addition + Personification via the adjective (angry) and the verb (smashed) + Adjective (tiny) |

Frame 13

| Story Content | Language Device |
|--|--|
| 1. Finally, | 1. Adverb of time (finally) |
| 2. they constructed a gigantic sign out of rocks on the shore that said, "HELP". | 2. Upgraded verb (constructed) + Upgraded adjective (gigantic) + Adverb of place (on the shore) + Post modifying clause (that said...) |
| 3. They built a ferocious fire that created huge amounts of smoke | 3. Personification via adjective (ferocious) + Alliteration (ff) + Upgraded verb (created) + Adjectives (huge amounts of) |
| 4. to attract the attention of anyone flying | 4. Connection of reason (to) + Upgraded verb (attract) + Upgraded noun (attention) + Post modifying clause (flying over...) |
| 5. over the island. | 5. Adverb of place |

Frame 14

| Story Content | Language Device |
|---|--|
| 1. A few hours later, | 1. Adverb of time |
| 2. a Pacific Rescue Plane flew overhead | 2. Proper nouns (Pacific Rescue Plane) + Adverb of place |
| 3. on its way to a nearby island. | 3. Adverb of place + Adverb of place + Upgraded adjective (nearby) |
| 4. The pilot saw the sign and the smoke and the people , | 4. Rule of threes (sign, smoke & people) |
| 5. so she radioed to her colleagues | 5. Connection of consequence (so) + Upgraded verb (radioed) + Upgraded noun (colleagues) |
| 6. in the rescue helicopters. | 6. Adverb of place + Upgraded nouns (rescue helicopters) |

Frame 15

Story Content

1. The rescue helicopters **hovered**
2. over the island
3. and **observed** the family
4. down below on the shore.
5. They were **waving wildly** and yelling **loudly**.
6. They looked **like ants** on the shore,
7. but it was **obvious** that they were **castaways**,
8. and that they were **desperate** to be rescued.

Language Device

1. Upgraded verb (hovered)
2. Adverb of place
3. Connection of addition (and) + Upgraded verb (observed)
4. Adverb of place + Adverb of place (on the shore)
5. Upgraded verb (waved) + Adverbs of manner (wildly & loudly) + Alliteration (ww)
6. Simile (like ants) + Adverb of place
7. Connection of adversity (but) + Upgraded Adjective (obvious) + Upgraded noun (castaways)
8. Connection of addition (and) + Upgraded adjective (desperate) + Upgraded verb (rescued)

Frame 16

Story Content

1. In under an hour,
2. the **skilful** pilots **expertly** landed
3. on the **deserted** island
4. and **escorted** the **grateful** family members
5. onto the **waiting** helicopters.

Language Device

1. Adverb of time
2. Upgraded adjective (skilful) + Adverb of manner (expertly)
3. Adverb of place + Upgraded adjective (deserted)
4. Connection of addition (and) + Upgraded verb (escorted) + Upgraded adjective (grateful)
5. Adverb of place + Personification via the adjective (waiting)

Frame 17

Story Content

- 1. Within minutes,
- 2. the **mighty** Choppers **lifted** the family
- 3. off the island
- 4. and began **charging**
- 5. towards their **beloved** home.

Language Device

- 1. Adverb of time
- 2. Personification via the adjective (mighty) and verb (lifted) + Cohesion (Choppers = Helicopters)
- 3. Adverb of place
- 4. Upgraded verb (charging)
- 5. Adverb of place + Upgraded adjective (beloved)

Frame 18

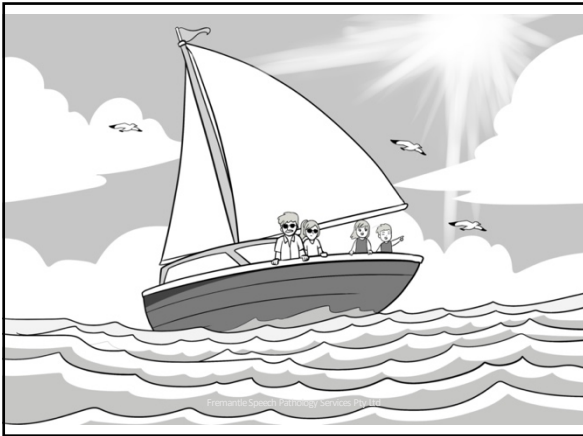
Story Content

- 1. When Mum, Dad, Will and Lucy **reached** their hometown of Fremantle,
- 2. all their family and friends **raced** out to the airport
- 3. to meet them.
- 4. They were so **relieved**
- 5. because they **thought** that they would never see home **again**.

Language Device

- 1. Adverb of time + Proper nouns + Upgraded verb (reached)
- 2. Upgraded verb (raced) + Adverb of place
- 3. Connection of reason (to)
- 4. Upgraded adjective (relieved)
- 5. Connection of reason (because) + Mental verb (cognitive = thought) + Adverb of time (again)

Stranded



1

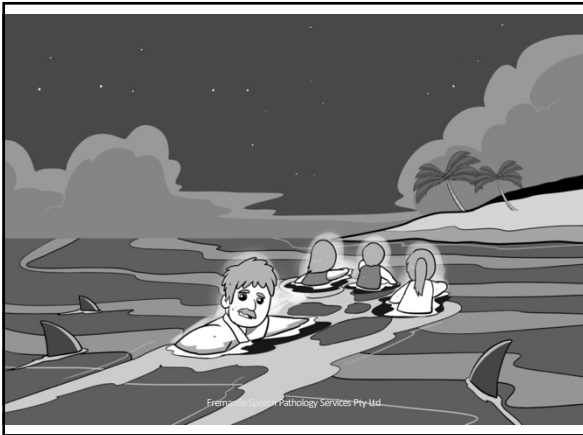


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3

Stranded



4

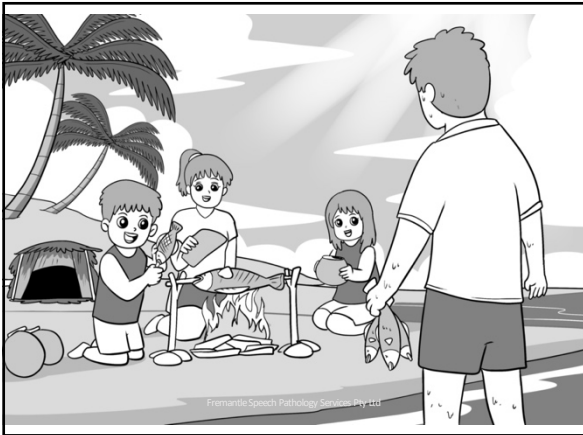


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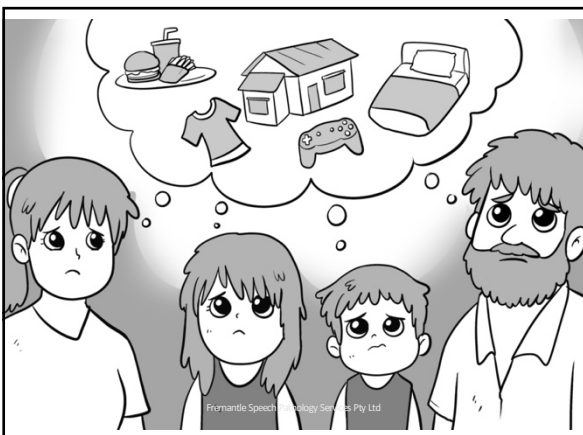
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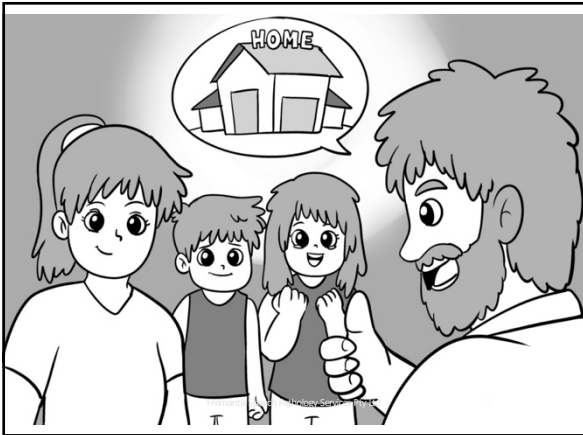


8



9

Stranded



10



11



12

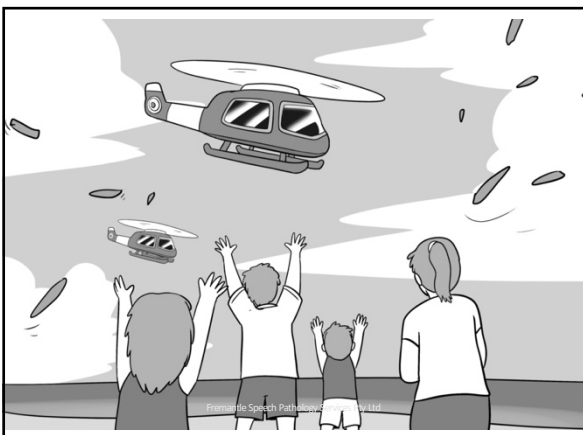
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13



14



15

Stranded



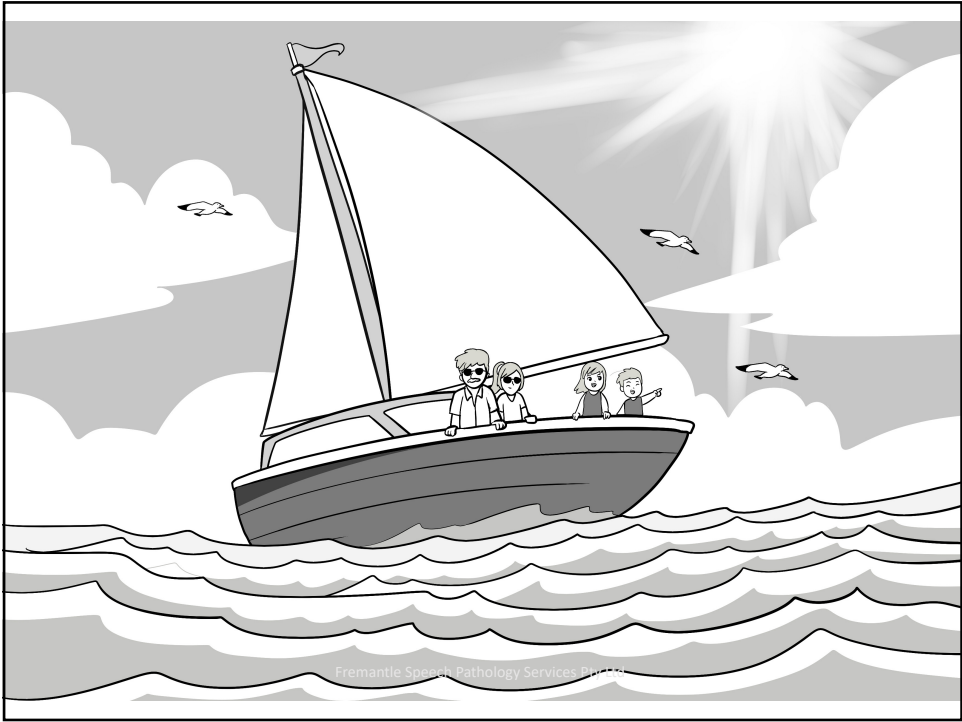
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17



18



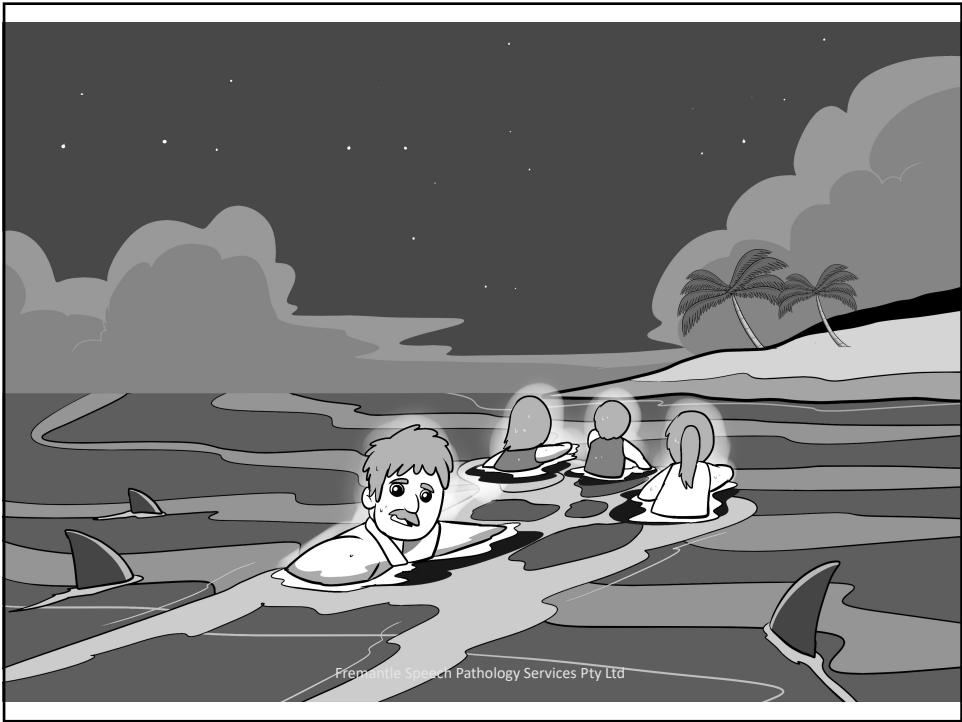
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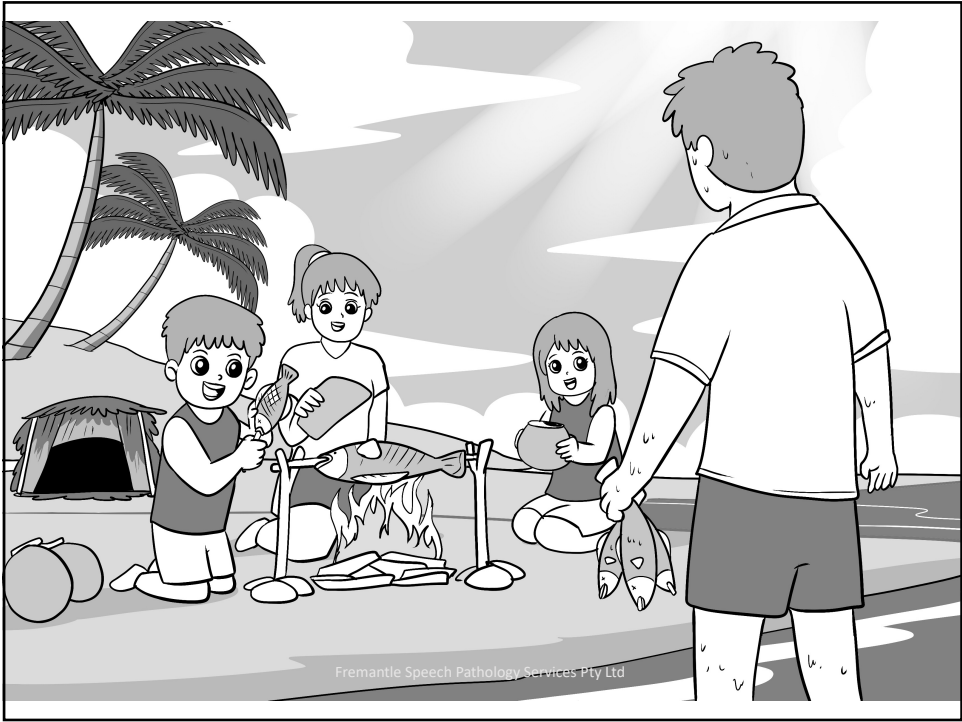
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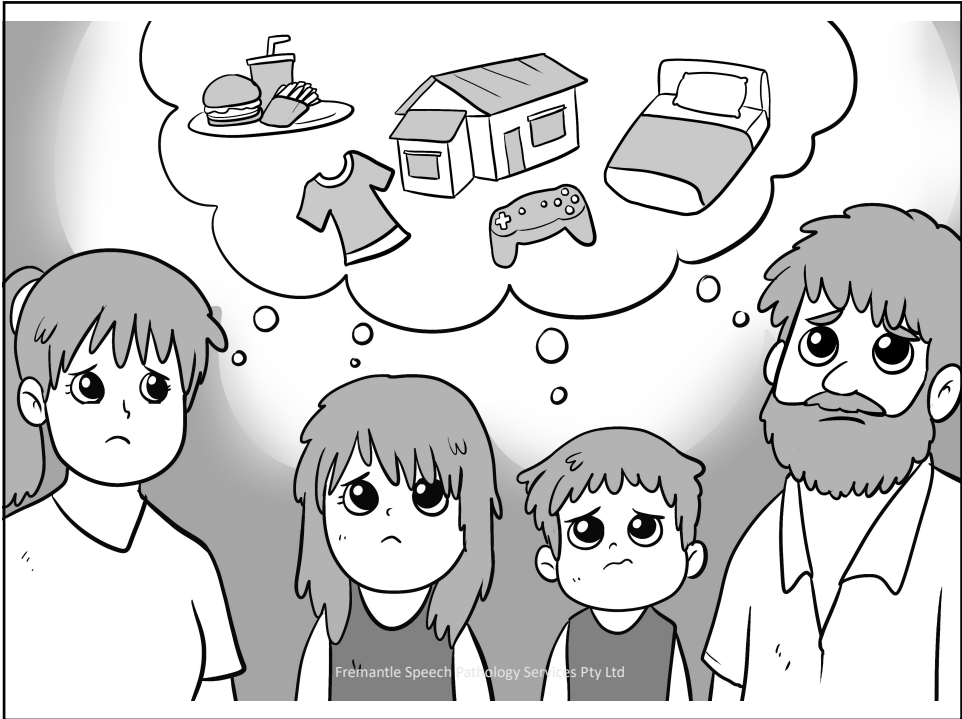
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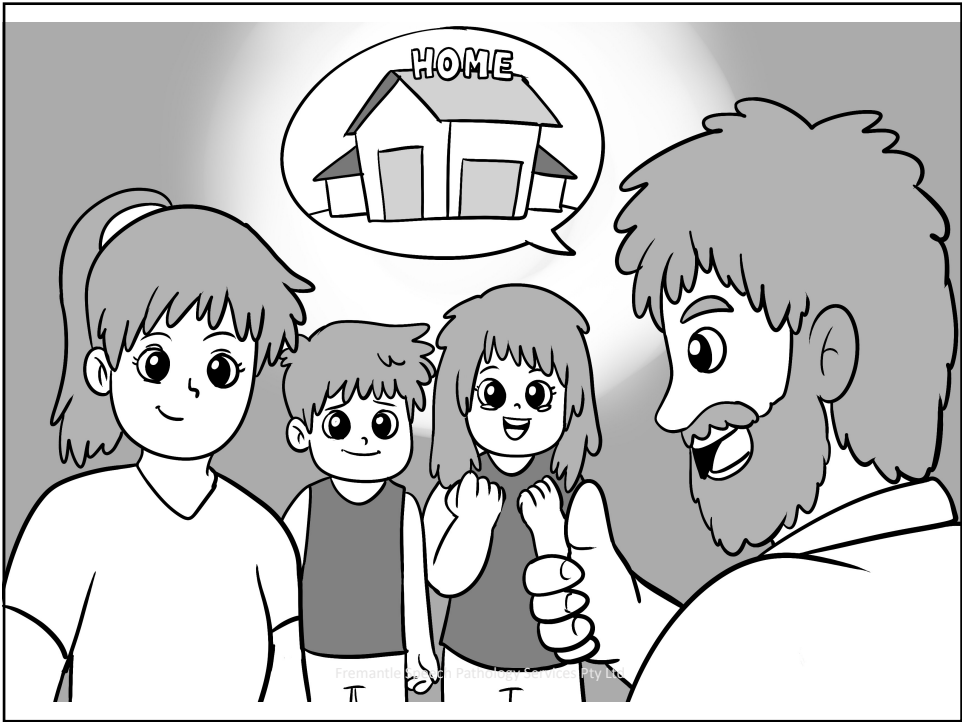
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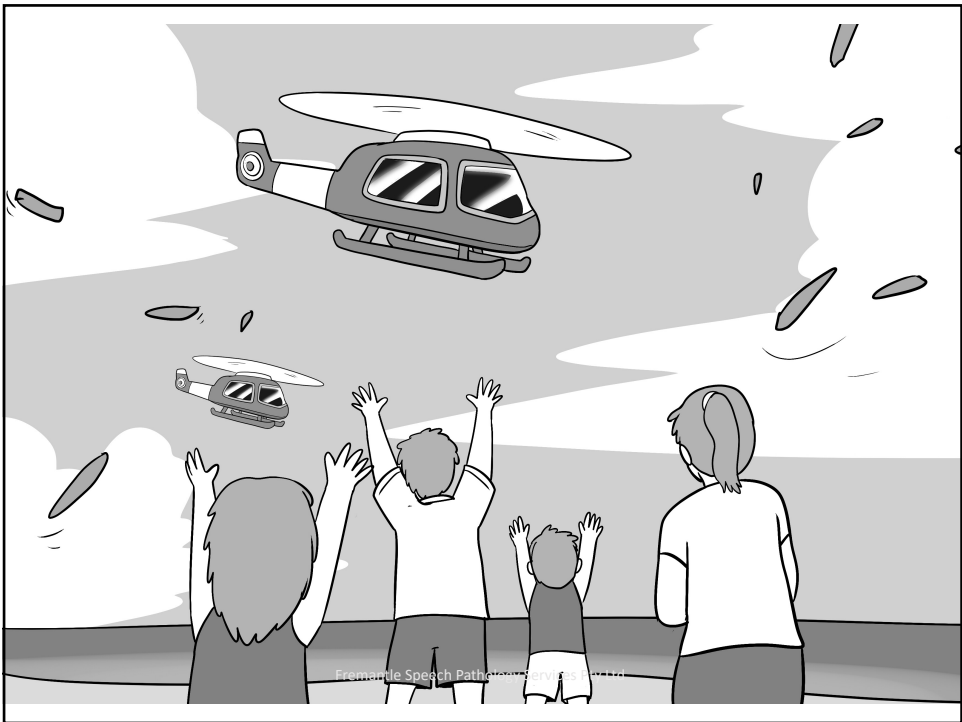
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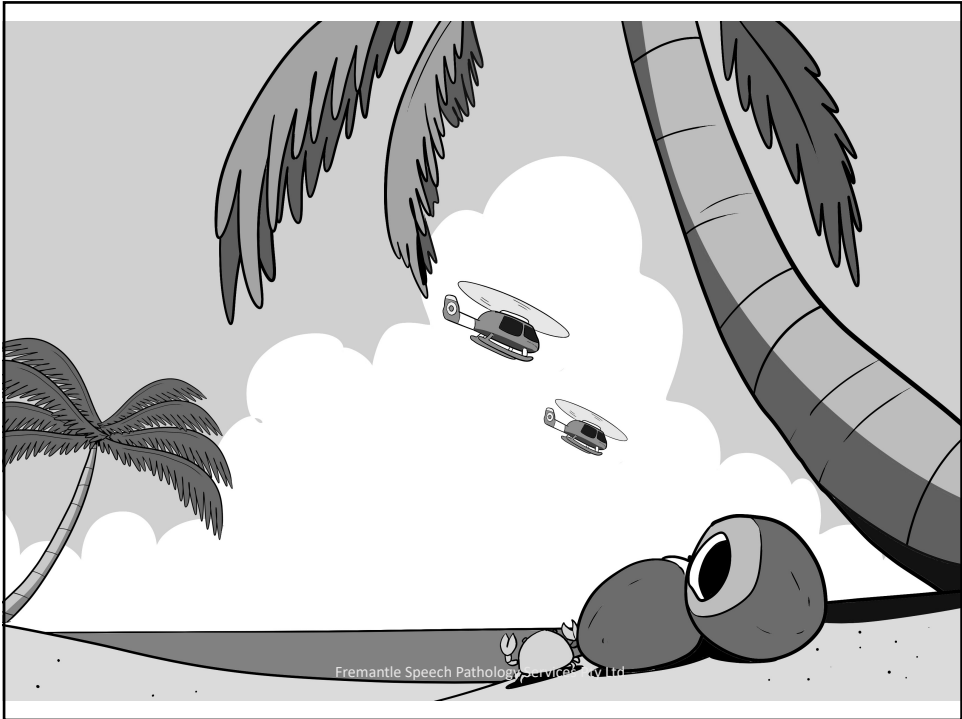
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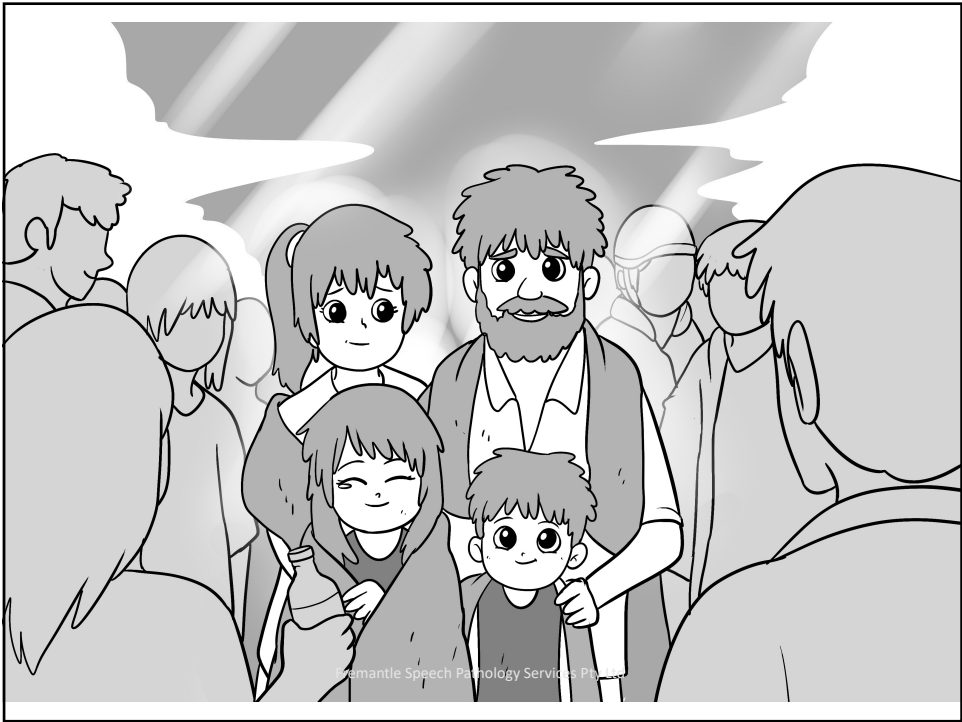
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16



17



18