



Extra! Extra!
Read all about it

Student



ENW312

Extra! Extra! Read all about it

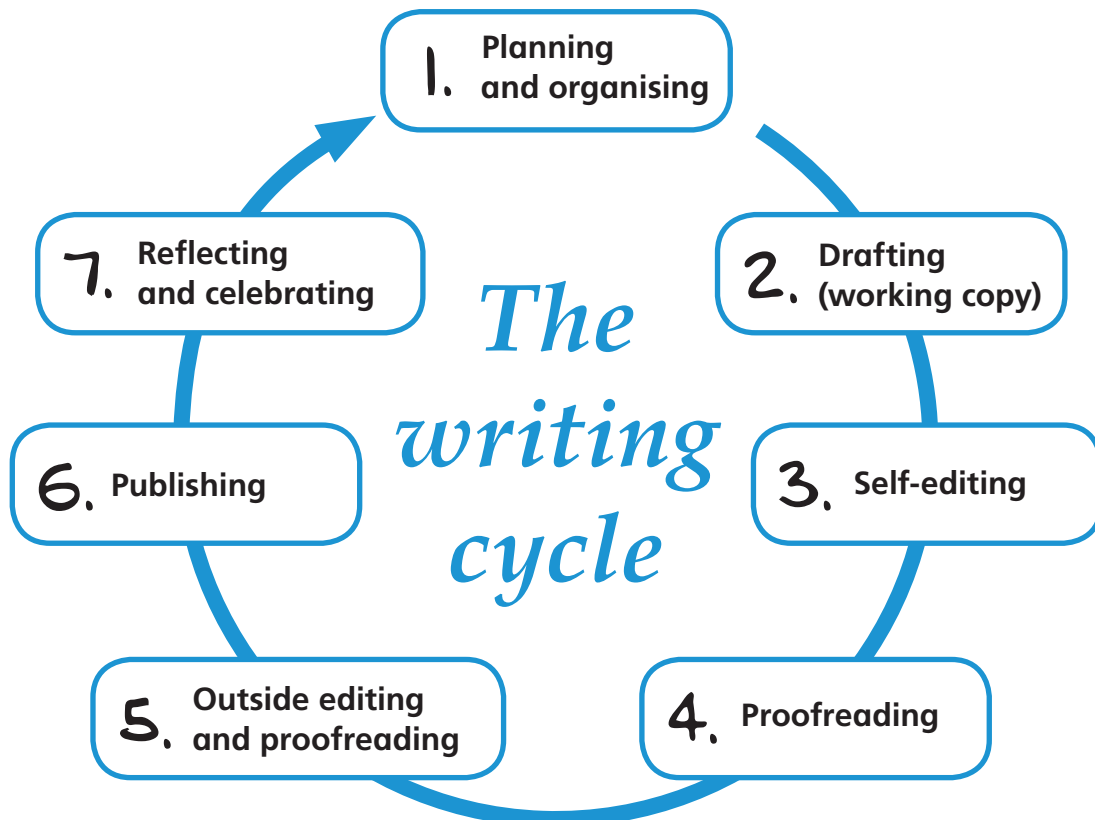
Learning intention

I am learning to write a factual recount

Success criteria

I will know I have achieved this when my factual recount:

- gives details of an event that happened
- includes the deeper features



The purpose of a factual recount is to describe a true experience or event that has actually happened.

The events are retold to entertain or report to an audience, or both.

It is different from a personal recount as it is told from someone else's view and "I" is not used in the writing.

Some types of factual recounts are historical stories, newspaper reports, scientific experiments.





Learning intention 1

I am learning to identify some features in a factual recount.

✓ **Success criteria 1**

I will know I have achieved this when I have

- identified the orientation
- recorded the events in chronological order
- identified the concluding comments that described the outcome.

Glossary

Chronological order:

The order in which something happens starting from the first event and going to the last event.

A factual recount is written in three parts:

1. Orientation

Information is written answering what? when? where? and who?

2. Body

The events are identified and described in chronological order.

3. Conclusion

Summarising comments are written about the events or to describe the result.

1

Activity 1

Features of a factual recount



Talk with someone about

- a time when it rained heavily enough to cause flooding.
- what you have seen or read in the newspaper or on television about flooded areas.
- what you'd do if you had to leave home during a flood in the middle of the night.

Write your ideas in the chart below about what you'd do in a flood.

In a flood	
What I would do:	What Ama and Mum did:



Read pages 10 and 11 of the factual recount *Flood* in the *School Journal*, Part 2, Number 2, 2004.

Then complete the chart to show what Ama and her Mum did in the flood.



Discuss how your ideas compared with what Ama and her Mum did.



Read the rest of the **factual recount** on pages 12–15, discussing the meaning of the following words with someone as you read and after you have read it.

✓ Tick the words as you discuss them.

grasp

a hundred millimetres

State Highway 1

bucketing down

state of civil emergency

sturdy shoes

huddled

dinghy

water blasters

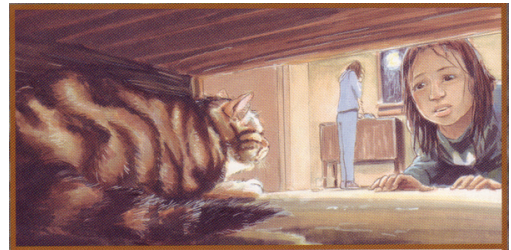
rubble

council

refuge

1. Orientation

Complete the chart to explain the orientation of the recount *Flood*.



What is the recount about?

When did it happen?

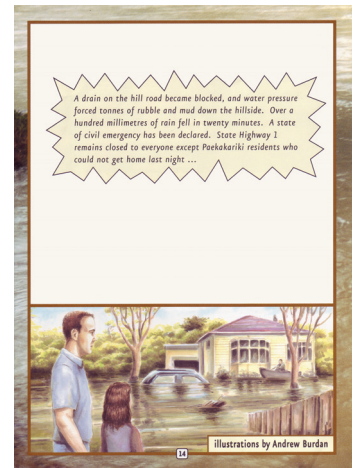
Where did it happen?

Who are the characters?

2. Events in chronological order

The events of a factual recount are **organised into paragraphs**, with each new event in a new paragraph.

Select **three paragraphs in a row** in *Flood*, from pages 10–13, to rewrite the events in your own words (below).



Go back to the success criteria 1 at the beginning of learning intention 1.



Learning intention 2

I am learning to identify some of the deeper features in a factual recount.

✓ Success criteria 2

I will know I have achieved this when I have

- explained the meaning of some verb phrases
- identified some words written in the past tense
- explained how speech is used to express feelings and give information
- identified the main points in the concluding comments.



Activity 2 Word study

Verb phrases

Verb phrases are used in *Flood* to help the readers visualise and to add impact.

Glossary

Verb phrase:

Two words, including a verb, that describe an action. They may be sayings.



Complete the chart below to show how the author used verb phrases to help the reader visualise what is happening and to have an impact.

Verb phrase	What the verb phrase means
rivering in (p.10)	
bucketing down (p.11)	
huddled together (p.14)	
(p.15)	Pulled out and taken away



Check the answer guide

Past tense

A factual recount tells of the events that have happened in the past, so it is written in the **past tense**, apart from direct speech, which maybe written in various tenses.



Find **10 verbs in the past tense** in *Flood* and write them below. Then write them in the present tense.

Past tense	Present tense
grabbed	grab

Speech



Look at the illustrations and talk with someone about **how the illustrations express the feelings of the characters** in this difficult time.

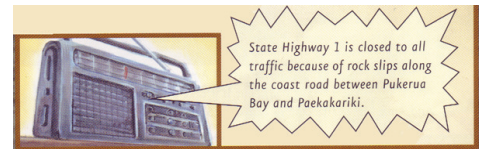
Read the first paragraph on page 12.

How was Ama feeling?

What did Ama say to show how she was feeling?

The radio is another *voice* that is used in this factual recount.

This is a technique the author has used.



Why do you think the author has used the technique with the radio?

Do you think it adds interest to the recount? Why/ why not?

Time sequenced words

Time sequenced words are used in recounts to link the events

Some time sequenced words are:

next, later, when, then, after, at last, before, first, at the same time, late on Friday

Find two time sequenced words in **Flood**.

- 1.
- 2.

Concluding comments

A factual recount ends with a **short summary of what happened and describes what happened as a result, (the outcome)**. This is the concluding comment.

What are the **three points** that the author makes in the summary of *Flood* at the top of page 15?

1. True story of a flood that happened in October 2003.
- 2.
- 3.



Check the answer guide

Flood also includes some very **useful information** on what to do in a flood. Why do you think this is included in this factual recount?

3

Activity 3

Identifying features of an historical recount

Read the historical recount, *Hūria Mātenga: Hero of Whakatū* in *School Journal* Part 3, Number 3, 2003 and then complete the plan below.



Hūria Mātenga: Hero of Whakatū



Orientation
What event is the recount about?
When did this happen?
Where did this happen?
Who are the characters?
Events in chronological order
1.
2.
Summary with concluding comments



Check the answer guide

Descriptions

Detailed descriptions are used in factual recounts.

Find some **adjectives, adverbs, verbs** and **figurative language** in *Hūria Mātenga: Hero of Whakatū* and record them below.

Some have been done for you.

See the **Language features glossary** on page 20.

Glossary

Figurative language:

Words that help a reader to visualise. Metaphor, simile, onomatopoeia, alliteration and personification are all figurative language.

Descriptive language used in 'Hūria Mātenga: Hero of Whakatū'	Synonyms
Adjectives	Your ideas of words that have the same meaning
Great storm	Wild storm
Adverbs	
Verbs	
Figurative language	
The wind howled	The wind screamed

Synonyms

Talk with someone else about the figurative language that the writer chose and why they may have used these words to describe and give detail.

Use a thesaurus, the thesaurus feature in Word or go <http://www.rhymezone.com/> on the internet to find synonyms.

Write **synonyms** to go with each word or phrase to show another way the writer could have written these descriptions.



Go back to the success criteria 2



Learning intention 3

I am learning to plan a factual recount.

✓ **Success criteria 3**

I will know I have achieved this when my planning has

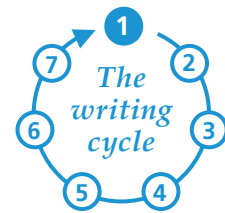
- the orientation
- the events in chronological order
- a summary with concluding comments.



Activity 4

Planning a factual recount

Stage 1 of the writing cycle



Think about a past event that you could write a factual recount about.

You could write about **something you saw** or **something in history** that you could research and write about.



Talk with someone else about your ideas.





If you're having trouble thinking of something to write about, read a factual recount in a newspaper and rewrite it in your own words. (You will need to send in the newspaper article with your own writing.)

Timeline

If you would like to, you could also complete a **timeline** to show the events. A timeline is particularly useful if there are a lot of connected events over a period of time.

Timeline of _____

Time	Event

Complete the thinking frame with **the orientation, events in chronological order and the summary with concluding comments.**

Factual recount thinking frame

Possible title:

Orientation
What event is the recount about?
When did this happen?
Where did this happen?
Who are the characters?
Events in chronological order
1.
2.
3.
4.
5.
6.
Summary with concluding comments



Go back to the success criteria 3



Learning intention 4

I am learning to write a draft factual recount.

✓ Success criteria 4

I will know I have achieved this when my draft includes

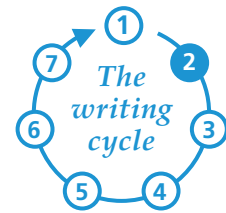
- the orientation with what, when, where and who
- the events in chronological order
- a summary with concluding comments.



Activity 5

Writing a factual recount

Stage 2 of the writing cycle



Write a draft factual recount in your exercise book using your **factual recount thinking frame**.

Use the **deeper features checklist** on the next page and the **language features glossary** at the back as you write.

Miss a line so that you will have space to edit your writing later.

Different sentence structures

As you write, try to start your sentence in different ways and check that you haven't repeated the same word or structure too often at the beginning of your sentences.

Have short and long sentences for different effects.

Short sentences create an **atmosphere of action, speed and tension**.

Longer sentences **flow more gently and create an atmosphere of gentleness and relaxation**.

Use an **audience grabber** at or near the beginning to grab your audience's attention. The title could be attention grabbing too.



Go back to the success criteria 4

Use the checklists to craft your writing to include any changes.



Use a green pen to craft your writing.

✓ Deeper features checklist

- The title grabs the reader's attention and may introduce the topic
- The orientation gives background information answering what? when? where? who?
- The events are identified and are in chronological order.
- Time sequenced words are used to link the events: next, later, when, then, after, before, at the same time.

Language features are used to give details and describe events:
(highlight the language features you've used)

adjectives, adverbs, alliteration, metaphors, onomatopoeia
rhetorical questions, show don't tell, similes, strong verbs.

- Speech is used to show how the characters felt.
- It is written in the past tense.
- I have written each event in a new paragraph.
- The ending has concluding comments on the events and describes the outcome.

✓ Surface features checklist

- I have used capital letters and full stops correctly for all sentences.
- I have checked and corrected any spelling errors.
- I have used the 'breath test' to check that I have used commas correctly.
- I have written in the same tense (except for direct speech that is in the present tense).



Learning intention 5

I am learning to edit and proofread my factual recount.

✓ **Success criteria 5**

I will know I have achieved this when my draft includes

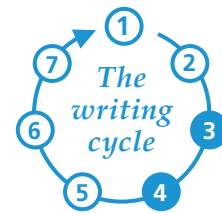
- the deeper features
- the surface features



Activity 6

Self-editing and proofreading

Stages 3 and 4 of the writing cycle



Read your writing to yourself and to another person.

Ask yourself and the other person these questions:

- Do all of the sentences make sense? Are there any which sound incomplete? What do I need to add to improve them?
- Have I used a good variety of sentence lengths and sentence beginnings?
- Do any sentences need to be made shorter or divided into two?
- Are the events in the right sequence?
- Is there anything that is repeated that I could take out?



Ask another person to record one or two suggestions they have for you to rework your writing.



Go back to the success criteria 5



Learning intention 6

I am learning to publish my factual recount.

✓ Success criteria 6

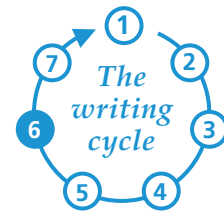
I will know I have achieved this when my factual recount

- is presented so other people can read it
- is laid out in paragraphs
- has a title that relates to the writing.



Activity 7 Publishing

Stage 6 of the writing cycle



Write or use the computer to publish your factual recount.

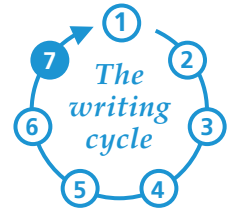
Your writing needs to

- be presented in your best handwriting or word processed, so other people can read it.
- be laid out using paragraphs
- have a title.

You may illustrate your writing. If you are drawing characters, try to draw to show their feelings.



Self assessment



Reflect

Stage 7 of the writing cycle

Complete the self assessment using the success criteria.

I was able to write a factual recount that

- gives details of an event that happened
- includes the deeper features.

✓

yes	no
yes	no



What I have done well

The things I have done well are:

I know I have done them well because:

My next steps for writing a factual recount are:

One thing I would like my teacher to comment on about my factual recount is:

Supervisor's comment:

Celebrate

Share your factual recount with an audience and tell them about the things that you have done well.



Send in your draft and the insert with the rest of this work. If you used a newspaper article to write a factual recount, send that in with your work, too.

Feedback form

Your teacher will complete this feedback form and send it back to you.

Once you have received this, you will use the feedback and next learning steps to write your next journal entries.

Goal

To write a factual recount that

- gives details of an event that happened
- includes the deeper features.

Feedback

Feed forward

Your next learning steps (one or two things to focus on)

-
-

How you will achieve these steps

Language features glossary

Adjective – words that describe the appearance of something, e.g. *cold, sparkling, fluffy*.

Adverb – words that describe an action (verb). These often end in “ly”, e.g. *quickly ran, slowly climbed*.

Alliteration – words with the same letter or sound are written together, e.g. *crazy Caroline, The third thing that happened*.

Metaphor – words are used to compare one thing with another without using ‘as’ or ‘like’, e.g. *The man barked out the instructions. She has a heart of gold*.

Onomatopoeia – A suggestion of sound using words, eg. *crackle, splat, ooze, squish, boom, The tyres whirred on the road. The pitter-patter of soft rain*.

Personification – Giving nonliving things living characteristics, eg. *The car stared at me in the dark. Clouds raced across the sky. The sea was grey with sadness*.

Rhetorical question – a question is asked but an answer is not expected or required, eg. *“Can you believe it?”*

Show don’t tell – language features are used to describe how something looks and behaves, e.g. *She laughed and sang when she heard the good news*. (This **shows** she was happy but doesn’t tell that she was.)

Simile – the words ‘as’ or ‘like’ are used to compare one thing with another, e.g. *He was as stubborn as a mule, She cuddled like a warm breeze*.

Speech – What someone says, or conversations between 2 or more people. Speech marks are used to show the speech.

Strong verb – verbs that describe an action, with impact, e.g. *instead of the wind blew, you would write, the wind whipped, the wind thrashed or the wind battered*.

Answer guide

2

Activity 2 Verb phrases

Verb phrase		What the verb phrase means
rivering in	(p.10)	A lot of water pouring in
bucketing down	(p.11)	Raining very heavily
huddled together	(p.14)	Staying close for comfort
ripped out	(p.15)	Pulled out and taken away

Concluding comments

1. True story of a flood that happened in October 2003.
2. Ama's house had to be dried out and fixed up.
3. Months passed before the house was ready for them to shift back in.

Activity 3

Identifying features of an historical recount

Hūria Mātenga: Hero of Whakatū

Orientation

What event is the recount about?

The ship sinking of the ship Delaware and how Hūria Matenga helped save the lives of the captain and the crew

When did this happen?

4 September 1863

Where did this happen?

At Whakapuaka, just out of Nelson

Who are the characters?

Hūria Mātenga, her husband Hēmi, their friend Hohapata, Henry Squirrel, a passenger called Skeet, the captain.

Events in chronological order

1. Hūria Matenga woke up because of the wind.
2. The Delaware was in trouble and was being blown close to the rocky cliffs.
3. Hūria and her husband Hēmi called their friend Hohapata to help them.
4. Henry Squirrel went to swim to shore with a rope but got knocked unconscious on the rocks.
5. Hūria and the others grabbed the rope that was thrown overboard.
6. A sailor started climbing along the rope that was tied to the rocks but was nearly drowning.
7. Hūria and her friends helped the sailor and the other sailors to shore.
8. People from the pā gave the sailors blankets and food, and had a fire going to keep them warm and to dry their clothes.
9. The captain left Henry Squirrel on the ship and climbed the rope. It broke and Hūria saved him.
10. Henry Squirrel recovered and left the ship. The ship was smashed on the rocks and its cargo was spread on the beach.

Summary with concluding comments

The settlers in Nelson were grateful. Each rescuer was given a gold or silver watch. Hūria's portrait was painted and hung in the Nelson Art Gallery. A tugboat was named after Hūria Mātenga, an early NZ hero.

Extra Activity



Writing a newspaper report

A newspaper report is written for a wide audience to tell of an event.

If you are writing a recount that will be published in a newspaper or a newsletter, these are the extra features you need to include.

- Formal language, so little or no contractions used
- Short sentences to grab the reader's attention
- Short, simple words rather than long words
- Real rather than figurative language
- Research and tell the reader the exact details

Other details you will need to consider:

- **Layout** such as newspaper columns
- **Photos** with captions are used to add interest, show emotion, attract the reader, and add colour to the page.
- You may need to include **tables and diagrams** with short captions to explain.

Acknowledgements

Every effort has been made to acknowledge and contact copyright holders. The Correspondence School apologises for any omissions and welcomes more accurate information and contact.

"Flood", text and photos © Sonny Mulheron 2004, illustrations by Andrew Burdan - copyright © Crown 2004, from "School Journal", Pt.2 No.2 2004, first published by Learning Media for the Ministry of Education, Wellington, NZ. Print and electronic access by permission

Graphic title, speech bubble and four illustrations from "Flood", text © Sonny Mulheron 2004, illustrations by Andrew Burdan - copyright © Crown 2004, from "School Journal", Pt.2 No.2 2004, first published by Learning Media for the Ministry of Education, Wellington, NZ. Print and electronic access by permission

Illustration of young woman from "Hūria Mātenga, Hero of Whakatu", by Lindy Kelly, illustrations by Spike Wademan copyright © Crown 2003, from "School Journal", Pt.3 No.3 2003, first published by Learning Media for the Ministry of Education, Wellington, NZ. Print and electronic access by permission.

