

COUNTDOWN

Title of Close Reading Text: Five Reasons to Go with the Glow

Learning Intention: I am learning to understand a text by asking questions that help me think about the tools an author uses when writing so that I can understand the text and apply these tools in my own writing.

Success Criteria:

- I can identify key information and examples from the text that support my interpretation.
- I can present my argument using a range of strategies that help effective discussion.
- I can link and compare ideas with my thinking partners.
- I can use information from paragraphs through the text to create a summary of the whole text.
- I can apply learning from this text to assist in proofreading, revising, and editing my own writing for cohesion and engagement for my audience.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>What is the purpose of this text? Is it to inform or persuade the reader or both?</p> <p>Teacher note: The text aims to inform and persuade in a fun, engaging and entertaining way. Teachers might like to refer children to the Stage 2 Persuasive Text Assessment Rubric for deeper analysis.</p> <p>What form of narration is present in the text?</p> <p>Teacher note: The narrator is addressing the reader directly using you, your and you're. This is written in the style of second-person narration and provides an immersive, experience, enhancing what is expected of the reader through this persuasive text. This style of narration works well with this persuasive text. It seeks to break the fourth wall between the narrator and the reader.</p>	<p>EN2-OLC-01 EN2-UARL-01 ACELY1678</p>

	<p>How has the narrator presented themselves? Expert, Friend, or Information Seeker?</p> <p>Teacher note: All good persuasive texts aim to include pathos, ethos and logos as a means of convincing the reader. With this in mind, the author/narrator positions themselves as an expert through convincing arguments, and intriguing facts which add to the logic of the text and make use believe they have a trustworthy case. In addition to the expert position, the author is also engaging with the reader in a friendly manner to break down the barrier between writer and reader.</p> <p>Do you think the author and narrator are the same person? What evidence can you find that supports this?</p>	
<p>2nd Reading How it says it. Craft and Structure</p>	<p>Persuasive Devices:</p> <p>Teacher note: It is common practice when writing persuasive texts to incorporate the rhetorical triangle of Ethos (believability) Pathos (feeling) and Logos (logical ideas).</p> <p>Find examples from the text where the author/narrator is trying to make us believe them.</p> <p>Find examples from the text where the author/narrator is trying to make you feel a certain way.</p> <p>Find examples from the text where they author/narrator is trying to make you agree with them.</p> <p>Throughout the text the narrator asks many rhetorical questions. Can you find several examples of a rhetorical question?(Interrogative sentences)</p>	<p>EN2-CWT-03 EN2-RECOM-01 EN2-UARL-01 EN2-CWT-03 ACELA1478 ACELT1791</p>

Are you tired of feeling dull?
Do you want to ditch the drab and really start to shine?
Could bioluminescence be a good fit for you?
How do you get an invitation?
This seems crazy, right?

What is the purpose of rhetorical questions in persuasive writing? Why do authors use them?

Teacher note: Explain to students (if they are not already aware) that rhetorical questions are used by authors to raise the awareness of the reader, to draw attention to a particular idea, create doubt. Rhetorical questions will always have another layer of meaning. Through the use of rhetorical questions, the author is asking us to think about something, rather than to talk about it. Which is why it is a fabulous persuasive device.

When writing persuasive text, authors often use words known as Intensifiers. These words add to the intensity of adjectives and strengthen them. Can you find some examples of words that do this?

Very, really, many, complete, pretty are some examples.

Interestingly, the word "pretty" is used as an intensifier. **Ask children if they think this word strengthens or weakens the adjective?** It is located in the sentence "They are bigger than algae but they're still **pretty tiny**."

Teacher note: Ask children to reflect on their own persuasive writing and identify opportunities where they can include intensifiers into their own writing to strengthen their case.

Interesting sentences and elaborations:

Using the following color-coded sentences work with the children to identify the following grammatical elements in each of these interesting sentences, and then ask children to compose their own elaborations on these examples. Ask children to share their elaboration back to the group, identifying the same grammatical features.

	<p>Noun: Noun groups: Consist of an article, adjective and a noun. Adjectival clause: Add information to the subject or object. Adverbial phrase: Add information to the verb or verb group to provide reasons for or circumstances without a subject or verb. Adverbial clause: Adds information and includes a subject and a verb.</p> <p>Instead of searching for something to eat, anglerfish use a glowing lure to catch a feed.</p> <p>To prevent this scene from happening to them, many fish and squid have undersides that can glow.</p> <p>During the day, they glow so that they match the sunlight coming from above.</p> <p>At night, the fish and squid stop glowing because then they really would stand out.</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Integration of knowledge and meaning.</p>	<p>Combining all of the information you have received from this text, discuss the following question. Would it be helpful for humans to be able to produce bioluminescence? Discuss, recording advantages and disadvantages.</p> <p>(Link to writing: This discussion could be used to support children in the composition of a Discussion text focussing on the advantages and disadvantages of humans being bioluminescent.)</p> <p>What did you learn from this text regarding the topic and the type of text?</p>	<p>EN2-UARL-01 EN2-RECOM-01 EN2-CWT-03 ACELT1594 ACELY1678</p>

	<p>Teacher note: Encourage children to write a gist statement that summarises what they learned from the close reading of this text.</p> <p>What styles, features and devices can you take from this piece of text and apply to your own writing?</p>	
<p>General follow up questions for each of the readings:</p>	<p>How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?</p>	