

ORBIT

Title of Close Reading Text: In Contact

Learning Intention: I am learning to explore different ways of creating tension in story writing so that I can compose more sophisticated and engaging texts for my readers.

Success Criteria:

- I can identify stylistic choices the author made to switch between moods in the story.
- I can identify the importance of writing information into a story gradually in order to build tension and atmosphere.
- I can discuss the effectiveness of sharing information with the audience that characters are unaware of and how that contributes to a story's tension.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Based on the title of the text and the illustrations, what do you predict this story will be about?</p> <p>What is the purpose of this text? To inform, entertain or persuade? In what ways do you feel the story meets this purpose?</p> <p>What is the setting of this story? How is this demonstrated throughout the text? What is out of the ordinary within this setting?</p> <p>Why is there a contrast in the overall feeling between what the characters are experiencing and what is going on in the background that they are unaware of?</p>	<p>ACELT1609</p> <p>EN3-2A</p>
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>How does the author shape the setting and characters in the first few lines of the story?</p>	<p>ACELY1701</p> <p>EN3-5B</p>

	<p>What words would you use to describe the feeling and tone of this story after reading the first column of the text? How does this change as you read further?</p> <p>Why do you think the author has chosen to write some parts of the story in a different typeface? What do these parts represent? How does their tone differ? What words would you use to describe the feelings they give you?</p> <p>Reread the sentence at the bottom of page 12: In one hand (if you could call it a hand), a black shape gleams.</p> <p>Why has the author chosen to write part of this sentence in brackets? How does the impact the feeling of the sentence? What imagery does it create for you?</p> <p>How are the dogs used as a device to create tension in the story?</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion and repetition.</p>	<p>The author repeatedly uses the word ‘something’ rather than letting the audience know that it is an alien. This detail is only shared towards the end of the story Why do you think the word ‘something’ was used? What was the effect this had on the audience?</p> <p>The author refers to ‘two-legged’ creatures and the dogs as ‘four-legged creatures’. Why do you think they chose to do this? How does this allow the audience to understand the alien character?</p> <p>Read the following description: <i>The alien scout, alone and frightened for three days on Earth since his signalling device broke, is drawn up at light speed into his ship.</i></p> <p>Was this different to your initial perception of the alien and its intentions on Earth? When did this perception start to shift?</p> <p>Read the final sentence: ‘Weird!’ says Millie. ‘What on earth could it be?’</p> <p>What is ironic about this sentence? (Ensure students understand that irony is when the words used are the opposite to real meaning or situation)</p>	<p>ACELT1795</p> <p>EN3-1A</p>

General follow up questions for each of the readings:	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?	