

COUNTDOWN

Title of Close Reading Text: Give Peas a Chance

Learning Intention:

I am learning to analyse and comprehend persuasive texts and be able to identify the structures, features, and word choices specific to this style of writing so that I can use these elements in my own persuasive writing.

Success Criteria:

- I can clearly discuss and explain the purpose of this text
- I can identify the type of text by recognising the features and structures
- I can identify the persuasive techniques used by the author to connect with readers
- I can locate and understand the use of rhetorical questions
- I can identify modal words in the text and explain why they are included
- I understand that declarative and exclamatory sentences have a place in persuasive writing and I can identify them and discuss their use.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>1) Identify the type of text "Give Peas a Chance" is by locating the text structures unique to this genre of writing. Discuss what type of text it is and why you feel it is this type of text. What examples can you find?</p> <p>Teacher note: The text is structured with headings, subheadings, factual content and personal opinion unique to a persuasive text.</p> <p>2) Who is the narrator? What perspective is this written from?</p> <p>Teacher note: This text is written in the second person form of narration as they are very clearly talking directly</p>	<p>EN2-OLC-01 EN2-RECOM-01 EN2-UARL-01</p> <p>AC9E3LY02 AC9E3LY03</p>

	<p>to the reader through the repetitious use of “You, Your and Yourself.” It forces the reader into the conversation by creating an inclusive and more immediate experience. For instance, phrases like “grab yourself a spoonful of sweet, juicy peas” which shows the narrator trying to convince through enticement.</p> <p>3) What tense is this text written in and what impact does it have on the readers?</p> <p>Teacher note: The text is primarily written in the present tense, which adds to the immediacy and relevance established through the second person narration style. These two elements work together to convince, persuade and encourage the reader. Examples such as “available all year round” convey a sense of accessibility right now.</p> <p>4) What is the purpose of this text?</p> <p>Teacher note: The purpose of the text is to inform and persuade the audience about the nutritional benefits and convenience of consuming peas. For instance, the text presents facts about the nutritional content of peas and encourages readers to incorporate peas into their diet with phrases like “do yourself a favour and grab a spoonful (or two) of these humble little beauties today.”</p> <p>5) Write a gist statement that shows your understanding of the text and its purpose.</p> <p>Teacher note: The text presents information about the nutritional benefits and convenience of eating peas, aiming to persuade readers to include more peas into their diet.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>1) How has the author used headings and subheadings throughout the text to guide the reader? How do the subheadings assist the reader?</p> <p>Teacher note: The author uses headings like “Go Green” and “Let’s hear it for the pea” to introduce specific points about peas, guiding the reader through different aspect of their benefits and versatility. These headings are helpful as they signal the beginning of a new point about to be raised. This form of organising the information makes it easier to understand for the reader.</p>	<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01</p> <p>AC9E3LY02 AC9E3LA03 AC9E3LY03</p>

2) Persuasive texts need factual information to make the argument more substantial and authoritative. Highlight and discuss the factual information the author has included in this text. How does it add to the authority of the text? List all of the facts included.

Teacher note: The author presents observations about the nutritional content of peas, their year-round availability and their versatility in different dishes. E.g. the author states that the peas contain as much vitamin C as two large apples convincing the reader of their nutritional value.

Fact 1	One small serving of peas contains as much vitamin C as two large apples.
Fact 2	Freshly frozen peas are available all year round, and most of them are frozen within three hours of being picked.
Fact 3	The quicker they're frozen, the less likely they are to lose any of their delicious goodness.

3) How has the author used rhetorical questions to persuade the audience? Locate and discuss these examples.

Teacher note: The author uses rhetorical questions like "Feeling tired or rundown? Need a boost of energy?" to engage the audience and prompt them to consider the benefits of consuming peas. These questions implicitly suggest that peas can provide the energy and nutrition needed, thereby persuading the audience to consider incorporating them into their diet.

4) Modality is important in persuasive writing as it is a great way to convince your reader that your argument is correct. Identify the modal words that have been used in this text.

grab	Low maintenance
goodness	All year round
chockful	delicious
Small serving	Good for you
As much	Tasty little orbs
All rounders	Do yourself a favour
Humble little beauties	

<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion and repetition.</p>	<p>1) Identify the declarative sentences that used to provide facts or state the view of the author.</p> <table border="1" data-bbox="491 371 1163 483"> <tr><td>Peas are completely low maintenance</td></tr> <tr><td>Not only are they good for you, and available all year round but peas can be added to almost any dish.</td></tr> </table> <p>2) Identify, highlight and discuss the exclamatory sentences that used to emphasise the point of view or express the authors strong feelings about peas.</p> <table border="1" data-bbox="491 730 1163 880"> <tr><td>Easy-peasy</td></tr> <tr><td>Let's hear it for the pea</td></tr> <tr><td>These humble little beauties</td></tr> <tr><td>These tasty little orbs</td></tr> </table> <p>3) Locate and ensure understanding of all of the Tier 2 words. Discuss how their use brings sophistication and precision to the author's message.</p> <table border="1" data-bbox="491 1088 1163 1200"> <tr><td>rundown</td><td>boost</td><td>beauties</td><td>chockful</td></tr> <tr><td>contains</td><td>maintenance</td><td>freshly</td><td>available</td></tr> <tr><td>delicious</td><td>dish</td><td>orbs</td><td>humble</td></tr> </table>	Peas are completely low maintenance	Not only are they good for you, and available all year round but peas can be added to almost any dish.	Easy-peasy	Let's hear it for the pea	These humble little beauties	These tasty little orbs	rundown	boost	beauties	chockful	contains	maintenance	freshly	available	delicious	dish	orbs	humble	<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01 EN2-VOCAB-01</p> <p>AC9E3LY02 AC9E3LE04 AC9E3LA10</p>
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<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>																			