

TOUCHDOWN

Title of Close Reading Text: Petrichor- The Smell of Rain

Learning Intention:

I am learning to engage with a text and answer text dependent questions in order to develop a deeper understanding of informative text structures, vocabulary acquisition, language features to evaluate information text effectively and incorporate these elements into my own writing.

Success Criteria:

- I can successfully identify the type of text based on its structure, features, and language used.
- I can articulate the purpose of this text and discuss how the structure supports that purpose.
- I can identify and explain the use of objective language throughout the text and demonstrate how this maintains neutrality and accuracy which are fundamental to informative writing.
- I can use etymological knowledge to reveal the meaning of Tier 3 vocabulary.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>1) Using your previous knowledge of text structure, features, and word choices, identify the type of text that has been written.</p> <p>Teacher note: Students should look for characteristics typical of an informative text, for example the text employs a structured format with clear headings for different sections, Its present information about the origin, composition, and significance of petrichor without personal opinions or anecdotes.</p> <p>2) What is the purpose of this text and why has the author structured it this way?</p>	<p>EN3-OLC-01 EN3-RECOM-01 EN3-CWT-01</p> <p>AC9E6LY02 AC9E6LA03 AC9E6LY03</p>

	<p>Teacher note: The purpose of the text is to inform readers about the phenomenon of petrichor and its significance. The author structures the text logically, starting with the definition and origin of petrichor. The structure helps readers understand the concept step by step.</p> <p>3) Identify causal connectives used within the text to establish cause and effect.</p> <p>Teacher note: The phrase establishes a causal relationship between rainwater, oils and microorganisms, explaining how petrichor is formed. "When rain falls, it hits the ground and creates tiny air bubbles." "These bubbles release aerosols that contain fragrant oils and microorganisms." "These two elements combine to create the wonderful aroma we know as petrichor." are all examples of causal connectives, used to explain the phenomenon known as petrichor.</p> <p>4) Identify the use of objective language throughout the text which helps to reinforce the informative style of the text.</p> <p>Teacher note: The text uses phrases like "Australian scientists Isabel Joy Bear and Richard Thomas observed..." and "It can be found in other natural occurrences, such as the smell of the earth after a dry spell or in a whiff of fresh air near a beach or waterfall." They observed that cattle often became restless and more active following this unique scent, setting out to find drinking water." Are all examples of words and phrases that are constructed in an objective manner to convince the reader of the authors authority on the subject.</p> <p>5) Write a gist statement that reveals how well you understand the text and share with your classmates.</p> <p>Teacher note: You might like to explicitly demonstrate this construction of this gist statement to ensure collective understanding. "The text explains the origin, composition, and significance of petrichor, a unique scent produced when rainwater interacts with oils and microorganisms on the earth's surface.</p>	
<p>2nd Reading How it says it.</p>	<p>1) Identify the text structures, features, and language specific to informative text. Highlight specific examples.</p>	<p>EN3-OLC-01 EN3-UARL-01</p>

<p>Craft and Structure</p>	<p>Teacher notes: The text features a clear introduction, body paragraphs explaining different aspects of petrichor, and a conclusion summarising its significance. Its descriptive language and information to convey the topic clearly.</p> <p>2) Highlight and discuss how the authors has used topic sentences and supporting evidence to develop information in a logical way.</p> <p>Teacher note: Each paragraph begins with a topic sentence introducing a new aspect of petrichor, followed by supporting evidence such as scientific observations, historical context, and ensuring logical progression of ideas.</p> <p>3) Discuss what broader contextual information has been included in this information report.</p> <p>Teacher notes: The author includes historical context by mentioning the origins of the term “petrichor” and its discovery by Australian scientists in 1964. This information adds depth to the discussion of petrichor’s significance and highlights its relatively recent scientific recognition.</p>	<p>EN3-RECOM-01</p> <p>AC9E6LY02 AC9E6LA03 AC9E6LY03</p>																												
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</p>	<p>1) Identify and discuss newly encountered words, specifically Tier 2 and Tier 3 vocabulary. Ensure collective understanding across the entire class.</p> <table border="1" data-bbox="491 1066 1163 1476"> <thead> <tr> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>unique</td> <td>Petrichor</td> </tr> <tr> <td>enchating</td> <td>microorganisms</td> </tr> <tr> <td>scent</td> <td>aerosols</td> </tr> <tr> <td>release</td> <td>fragrant</td> </tr> <tr> <td>aroma</td> <td>bacteria</td> </tr> <tr> <td>coined</td> <td>elements</td> </tr> <tr> <td>delightful</td> <td>atmosphere</td> </tr> <tr> <td>detect</td> <td>perfumeries</td> </tr> <tr> <td>allure</td> <td></td> </tr> <tr> <td>evoked</td> <td></td> </tr> </tbody> </table> <p>2) Are there any etymological structures in the Tier 3 vocabulary that help to determine meaning?</p> <table border="1" data-bbox="491 1619 1203 1939"> <tbody> <tr> <td>Petrichor</td> <td>Petra = stone Ichor= blood of the gods</td> <td>The earthy scent produced when rain falls on dry soil.</td> </tr> <tr> <td>microorganisms</td> <td>Micro= small in size Organism = organic structure</td> <td>An extremely small organic object such as bacteria, virus or fungus.</td> </tr> </tbody> </table>	Tier 2	Tier 3	unique	Petrichor	enchating	microorganisms	scent	aerosols	release	fragrant	aroma	bacteria	coined	elements	delightful	atmosphere	detect	perfumeries	allure		evoked		Petrichor	Petra = stone Ichor= blood of the gods	The earthy scent produced when rain falls on dry soil.	microorganisms	Micro= small in size Organism = organic structure	An extremely small organic object such as bacteria, virus or fungus.	<p>EN3-OLC-01 EN3-Vocab-01 EN3-SPELL-01</p> <p>AC9E6LY02</p>
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	aerosols	Aero = air Sol= first syllable of solution	Substance enclosed under pressure and able to be released as a fine spray.																
	bacteria	From the Latin <i>bacterium</i> meaning, small, diminutive	Single cell microorganism which does not have a nucleus.																
	3) Locate and discuss the use of synonyms for precision and to create reader variety and engagement.																		
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	Discuss how these words help the author be precise in their message?																		
General follow up questions for each of the readings:	<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>																		