

# Fast Fashion

PM Level 28

Ruby

**Text Types** Information Report, Exposition

**Running Words** 2132



## Preparing for Guided Reading

### Prior Knowledge

- Talk about students' favourite items of clothing, where the clothes came from and how long they have had them. Prompt students to consider who might have made their clothes and what they might be made from.

### Orientation to the Text

- Industrialisation has made clothing faster and cheaper to produce than in previous centuries. While mass-produced fashion is now more widely available, it comes at a human and environmental cost that we are only just exploring.

## Building the Balanced Reader

### Grammatical Conventions

- Review the use of pronouns in the text and support students to identify the noun or noun group each pronoun is replacing. Discuss how the verb used agrees in number with both the noun and the pronoun, e.g. *Many shoppers think; They do not want.*

### Vocabulary

#### Key Vocabulary

advertisements, attitude, benefits, brands, cheap, clothes, conservative, cotton, delivered, design, ecosystems, environment, expensive, exploitation, fabric, factory, fashion, fashionable, fibres, handicraft, Industrial Revolution, landfill, latest, linen, loom, manufacturing, material, mechanical, methods, microfibres, nylon, online, persuade, produce, social media, style, sustainable, synthetics, tailors, trendy, unusable

### Spelling

- Talk about the meaning of the suffix 'able' and look for its use in the text in words, such as *fashionable*, *sustainable* and *unusable*. Explore what happens to the spelling of bases ending in 'e' when 'able' is added on the end.

### Visual Literacy

- Guide students to pay close attention to the historical photographs in the text. Ask, *What is the caption telling you? What else is the picture telling you about conditions at the time?*

## Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Say, *This book contains an information report and an exposition on the topic of fast fashion. What would you expect to find in each part of the text?*
- Read to page 13. Ask, *Which characteristics have been included in the description section of the information report? How has the author organised the information?*
- As you continue to read the description section, look for emotive words, such as *unsafe* and *harmful*. Talk about the role that these play in an information report and how they can also be used in persuasive texts.
- Read to the end of page 25. Ask, *How has the author supported their opinion in the evaluation?*
- Invite students to identify the sensing and modal verbs on page 26, e.g. *think*, *should*. Ask, *Why have these been included? How are they intended to influence the reader?*
- Continue to the end of page 29. Ask, *How have the arguments been ordered? How has the author used emotive language and modality to convince you about their arguments?*
- Read the concluding statement of the exposition on page 30. Ask, *How has the author reinforced their position? Guide students to compare the concluding statement of the exposition with the evaluation of the information report and discuss similarities and differences that they notice.*

## Comprehension

- When were ready-made clothes first sold in shops? (*Literal*)
- Why do you think people want to wear clothes that are in fashion? (*Inferential*)
- What are some ways you can find out if a clothing company follows ethical and sustainable practices? (*Applied Knowledge*)

## Follow-up Activity

- Ask students to check the tags of their clothes to see what they are made from. Classify the materials as natural, synthetic or a combination of both. Have students work in small groups to research one of the materials to find out more about where and how it is made.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to identify the features of different text types.
- We are learning to identify and analyse persuasive devices.

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## Success Criteria

- I can describe and compare the features of information reports and expositions.
- I can find examples of persuasive devices and explain why the author used them.
- I can describe the author's opinion of the topic.

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## Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
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