

Family Pet Opinion Piece

Dear Mom and Dad,

I think we should get a dog because I'm old enough now. If we do, I promise I will love and take care of it. I'll give it lots of attention and exercise, healthy food, and long walks. If we get a dog, it will be my best friend.

We should get a dog because there are lots of adorable dogs in animal shelters who need homes. I called the Greenburgh Animal Shelter, and they said they have sweet puppies and older dogs and all different kinds of breeds and sizes. We could also adopt a dog from a rescue group. There is one nearby that has only Golden Retrievers and another one that has only Alaskan Huskies. We could go to the shelter or rescue group as a family and talk to the staff about which dog would be best for us. We could give a lonely dog a friendly, safe home.

I'm eight years old now, so I could take good care of a dog. I would feed it in the morning and at night. I would always make sure it has lots of clean, cold water. I promise to take our dog out for a long walk every day, even if it's raining or snowing. The dog would need me, so I would always be responsible. I know a dog is a lot of work, but I want to do it. I want to give it a bath, brush its coat, and make sure it's always happy.

If we got a dog, it would be my best friend in the world. We would play together all the time. We would go for long walks, splash in the rain, and wrestle in the snow. We would play catch with tennis balls, and I would practice soccer with it. We would go on all kinds of adventures together. At home, I would make sure the dog had a warm bed and a soft blanket. We would read together lying on the carpet, and I would teach it tricks, like playing dead and rolling over.

If we adopt a dog, I promise to take care of it. I promise to love it and make sure it is healthy and happy. Our family would love having a dog, and a dog would love us, too.

Jenny

Close Reading**Setting the Stage (Introduction)**

Slowing down with reading instruction is imperative for creating critical thinking skills. When students linger over a text, they can start to identify patterns and pinpoint an author's underlying message and purpose for writing the text. Stylistically, it is also important for students to realize that writing is a true form of artistry and self-expression. Gather the class to set the stage for the close reading exercise. Explain the importance of close reading and also remind students of recent teaching objectives that they should be on the lookout for specifically. You could say:

Friends, I want to encourage you to slow down when you're reading to make sure you notice every word on the page. Have you ever wondered why an author chose one word over another? Nothing on the page is an accident! Author's read and reread their work and write each sentence carefully. As readers, our job is to try to figure out what the author was thinking as he or she was writing. We should always take time to pause and ask questions. Why did that character do that? Why does the author choose to use one word instead of another word?

As you read today, I want you to decide if you agree with the author or if you disagree with the author. To do this, you'll have to figure out the why the author is writing and what it is he or she wants you to do after reading this text.

Whole-Class Practice

Read the first paragraph, and then have a whole-class discussion to model close reading before breaking into small groups or individual practice time.

Let's start by looking just at the first paragraph, the introduction. There is enough information in just the first couple of sentences that tell me that the author is writing a letter today to ask her parents for a dog. I can also tell from these first sentences that her parents might not be ready to buy her a dog or might think that she is not old enough to own a dog. I think this is true because she mentions that she is now old enough to take care of a dog. She also uses a lot of strong, positive language about dogs and all of the ways she will be responsible for a dog to try to change her mom's and dad's minds.

Let's keep reading. Remember to think about whether you agree or disagree with the author's opinions and what makes you feel this way. (Finish reading and go through a handful of questions from the Core Ready worksheet. Then have students finish with Independent Practice.)

Independent Practice

Have students reread the text independently or in small groups. Ask them to answer a question from each box of the Core Lens guiding worksheet. Have students discuss their thinking with a partner while you circulate to monitor progress.

<h2>7 Core Ready Lenses</h2>	<p>The Personal Lens</p> <p>1) Have you ever wanted something really badly but your parents said "no"? What did you do to try to convince them to say</p>
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<p>Guiding Questions for Close Reading Instruction</p>		<p>“yes”?</p> <p>2) Do you think children should have pets when they are growing up? Why or why not?</p>
<p>The Linguistic Lens</p> <p>1) Who is the author trying to convince to buy her a dog? How do you know? Give at least three examples from the text.</p> <p>2) Do you think Jenny has asked her parents for a dog in the past, before she wrote this letter? What words in her letter make you feel this way?</p>	<p>The Semantic Lens</p> <p>1) In your own words, re-write three reasons that Jenny gives to convince her parents that she is ready to own a dog.</p> <p>2) Where does Jenny suggest that she and her parents look for their dog? A store?</p>	<p>The Analytical Lens</p> <p>1) Jenny gives many reasons to show her parents that she is ready own a dog. Which reason do you think is the best? Why do you think this is the best reason?</p> <p>2) How do you think Jenny’s parents will react to this letter? Can you think of any reason they may have to say “no” to her request for a dog?</p>
<p>The Context Lens</p> <p>1) What has happened or may have happened in Jenny’s life to make her feel the way she does about owning a dog?</p> <p>2) Has Jenny left out any information that you are curious about?</p>	<p>The Metaphoric Lens</p> <p>1) Besides explaining the benefits of owning a dog, what else does Jenny do to convince her parents to buy her a dog?</p>	<p>The Critical Lens</p> <p>1) Did the author do a good job of convincing her parents that she is ready to own a dog? Why do you feel that way?</p> <p>2) Does Jenny mention any reasons why owning a dog might <i>not</i> be a good idea? Why do you think she decided to include or not include reasons against owning a dog?</p>