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Title of Close Reading Text: Silk-tastic Spider Webs

Learning Intention:

I am learning to analyse information texts to learn more about the structure, features, sentence, and word level decisions authors make to convey meaning.

Success Criteria:

- I can identify the type of genre of the text by unique features.
- I can identify the use and purpose of headings and sub-headings.
- I can identify the narrator and know this is specific to the type of text.
- I can summarise the text revealing by overall understanding of the text.

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. **Key ideas and details**	1. Identify the type of text written here by locating the text structures unique to this genre of writing. Discuss what type of text it is and why you have identified it this way? **Teacher note**: The text is identified as an information text due to its use of descriptive language, facts, and explanations about spiders and their behaviour. 2. Who is the narrator? What perspective is this written from? **Teacher note:** This text is written from a third person perspective, which is often the preferred perspective for information texts.	EN2-RECOM-01 EN2-OLC-01 EN2-UARL-01 AC9E4LY02 AC9E4LY05

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	3. What tense is this text written in and what impact does it have on the audience? **Teacher note:** The text is written in predominantly present tense. This choice creates a sense of immediacy and relevance, engaging the audience by making the information feel current and active. 4. What is the purpose of the text? **Teacher note:** The purpose of the text is to inform and educate the audience about spiders, their behaviours, and the significance of spiderwebs. 5. Write a gist statement that captures your understanding of the text. **Teacher note**: The text explores the role of spiders in ecosystems, the structure and function of spiderwebs, and the potential applications of spider silk in various human inventions.	
2nd Reading How it says it. **Craft and Structure**	1. How has the author used the headings and subheadings throughout the text to guide the reader? How do they assist the reader? Find examples. **Teacher note:** The author uses headings and subheadings to organise the text into distinct sections such as "Spiderwebs allow a spider to catch prey" and "Not every web is the same." These headings provide clear markers for different topics helping readers navigate the text and locate specific information easily. It also very clearly marks a change in the focus of the information. 2. What observations and information has the author used to connect with and inform the reader? Teacher note: the author provides detailed observations about spider behaviour, silk production and web construction to engage and inform the reader about the intricacies of spiders' lives. 3. Identify a topic sentence and its purpose. Identify all the topic sentence at the beginning of each paragraph and discuss what purpose they have?	EN2-RECOM-01 EN2-OLC-01 EN2-UARL-01 AC9E4LY02 AC9E4LA03 AC9E4LA11

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	Teacher note: Topic sentences introduce the main idea of each paragraph, such as "A spiderweb is a sticky net spiders make from silk to trap their prey." These sentences set the stage for the information presented in the paragraph, guiding the readers understanding. 4. Discuss how the text structure, features, and language work together to achieve the text's purpose. **Teacher note:** The text's clear organisation, descriptive language, and information work together to educate readers about spiders and their importance. By presenting information in a logical sequence and using engaging language the text effectively conveys its purpose of informing the audience about spiders and their silk.	
3rd Reading What it means. **Language features, sentence structures, visual components, text cohesion and repetition.**	1. Identify, highlight, and discuss the adjectival clauses with noun groups the author has included to add information about spiders. **Teacher note:** Sticky silk for trapping prey, is an adjectival clause that adds more information about the type of silk spiders produce. 2. Identify the verbs that serve to align the subject of spiders and silk production to the purpose of the text. **Teacher note:** Verbs such as *protects*, *produce* and *construct* align with the texts purpose of informing readers about spiders and their behaviours in a logical, impartial manner. 3. Locate examples of simple compound, and complex sentences the author has included to assist with variation, interest, and readability within the text: **Simple sentence:** Spiders might have a bad reputation for hiding in your shoes. **Compound sentence**: Spiderwebs allow a spider to catch prey without lifting even one of their eight legs. **Complex sentence**: Since spiders first crawled on earth more than 200 million years ago, they have been weaving all kinds of intricate webs for a wide range of uses. 4. Locate all the examples of Tier 3 subject specific vocabulary, highlight, discuss and ensure that all students have control of the definition of these words.	EN2-OLC-01 EN2-RECOM-01 EN2-VOCAB-01 AC9E4LY02 AC9E4LA06

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	Spinneret		
	Nano strands		
	Spiral orb webs		
	Tangle webs		
	Funnel webs		
	Silk proteins		
	Adhesive silk		
	Sheet webs		
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?		