

# AFTER ONE YEAR AT SCHOOL

## ILLUSTRATING THE READING STANDARD

**The Way It Was** by Dot Meharry; illustrated by Spike Wademan

*This text is levelled at Green 1.*

In this non-fiction text, a young girl compares her life with that of her great-grandma. The illustrations expand on the information given in the written text.

The text follows a “then/now” pattern, with the narrator stating what is the same for her and her great-grandma and what is different. The time difference is reinforced by the use of colour (sepia for the past and full colour for the present day) and by

the use of content-specific vocabulary, such as “great-grandma”, “fire”, and “stove”.

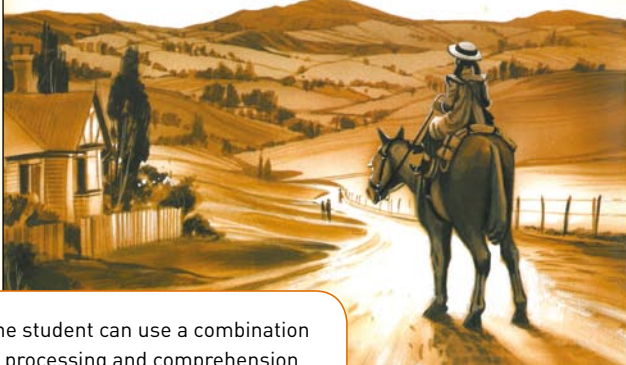
*The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.*

The student searches for and finds information in the illustrations to answer their own questions or questions from the teacher. For example, on pages 2 and 3, the student can identify and discuss how the same setting has changed over time.

The student draws on a number of information sources to work out words that are unfamiliar in their written form. For example, to work out “rode” on page 2, the student may use context (including the illustration), any prior knowledge about horse riding, and their knowledge of language structures and letter-sound relationships. The student notices that the following sentence confirms the meaning.

The student reads compound words (“grandma”, “sometimes”) by looking for the biggest familiar “chunk”, predicting the word, and checking that it makes sense in the context of the sentence.

My great-grandma rode a horse.  
She rode it to school.  
It was a very long way.



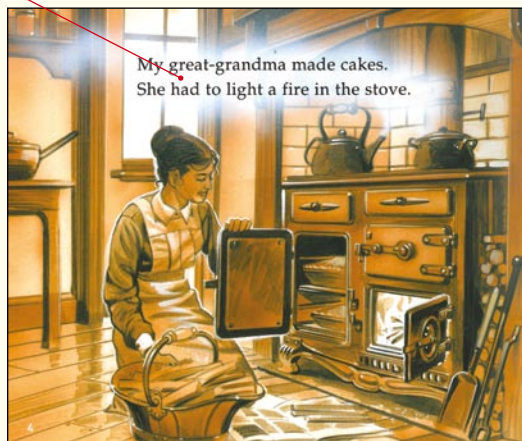
I ride a horse sometimes  
but not to school.  
Mum takes me in the car.

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The student can use a combination of processing and comprehension strategies to clarify a new and unexpected piece of information, for example, the idea of lighting a fire in the stove. The student may reread to check that they have read the sentence correctly and may re-examine the illustration. Either on their own or in discussion with other students, the student draws on their prior knowledge about stoves to infer that this stove is heated by a fire (rather than by gas or electricity).

The student can build on the discussion and thinking during the reading to make inferences about how the girl knows so much about what her great-grandma did.

My great-grandma made cakes.  
She had to light a fire in the stove.



While reading, the student makes connections to their knowledge of the past and their own present-day experiences to imagine (visualise), ask questions about, and discuss what life might have been like for Great-grandma. For example, the student may question why Great-grandma did the washing only once a week or why she would have her bath in the kitchen.

When rereading aloud for a specific purpose, the student indicates, through variations in tone or expression, that they have noticed the then/now text structure and have understood that the text is about making comparisons.