

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

Inside the Maize Maze by Sharon Holt; photographs by Anthony Russell

This text is levelled at Turquoise 2.

This non-fiction text begins with an explanation about what mazes are, continues with a recount about a child's experience of navigating a maze, and ends with a brief report about a maze within a school playground.

Photographs, captions, definitions, and explanations provide support for working out the meanings of unfamiliar vocabulary.

The big idea in this text is that people throughout history have enjoyed the challenges that mazes provide.

Students are likely to be familiar with the concept of mazes before reading this text, either through their direct experience of mazes or through reading the humorous Ready to Read text *The Gardener's Maze* (levelled at Green).

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 makes connections between the photographs of mazes and the question from the narrator to activate their own prior knowledge and/or experience of mazes. They may comment on (evaluate) the fit between the information about mazes and what they already know.

The student, with some teacher prompting, makes connections between the information on these pages, the cover and title, and the direct address to the reader by the child narrator to predict that the child is going to relate her experience of being in a maze.

The student can make connections between the pieces of information on this page to explain why the maize maze looks as it does in the inset photograph.

There's a maze at Marton near where I live. I went there with my friends. This maze is made of **maize**. Maize is a plant that looks like corn. A maize maze lasts for only six months. The maize is planted in October and is cut down in April. Then it's used to feed farm animals.

The student uses the bold print for "maize" to notice how this new word is different from the now-familiar word "maze". The student uses the definition in the following sentence plus the photographs (and possibly their prior knowledge) to build their understanding of what maize is.

The student draws on text features, such as the short sentences, the repetition for effect, the multiple photographs per page, and the thought bubble to help them imagine (visualise) what it would be like inside a maize maze.



The student uses information from the text and photograph to infer what the flags are for and that they will need to be tall.

The student uses the photograph and the following sentences to clarify the meaning of "stalks".



The student uses the information in the text, plus their own experiences of mazes and puzzles (including any indirect experiences, for example, from reading *The Gardener's Maze*) to infer why people like mazes even though they can get lost and may need help.



The student can discuss how the author helps the reader to imagine what being in the maze is like, for example, the way the narrator shares her feelings, the use of exclamation marks (on pages 11 and 12) for impact, and the repetition that emphasises the feeling of being lost.