

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

“A Quiet Evening” by Johnny Frisbie; illustrated by Judith Künzle

This text is levelled at Gold 1.

This poetic recount describes what a girl sees during a quiet evening on a Pacific island beach. It includes the appearance of a rat, which threatens to disturb the tranquillity of the evening.

This text is one of a collection of linked stories and poems in the *Night is a Blanket* miscellany.

This text’s mix of explicit description and poetic language requires the students to visualise and to make connections to their own experiences of beach settings.

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 occur during the first or subsequent readings and discussions.

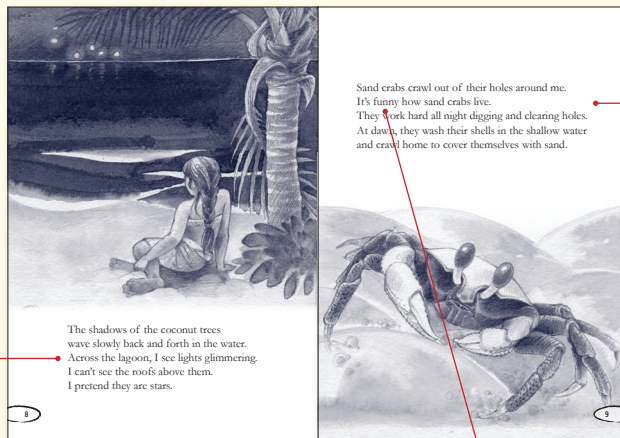
The student uses the descriptive language, the illustrations, and their own experiences of going to the beach to help them visualise what the girl notices and to make inferences about how she feels. They compare the girl’s feelings with their own feelings about going to the beach or another special place.

The student infers that a “lagoon” is a body of water by using the illustration, thinking about the setting, and making connections to “in the water” in the previous sentence.

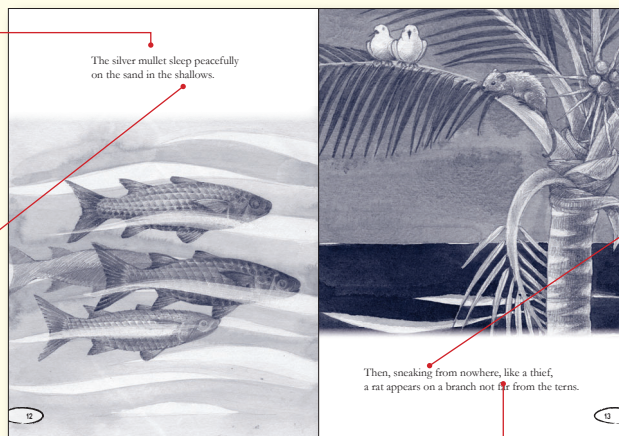
The student uses syntax and the illustration to work out that “mullet” are fish.

The student uses syntax and context to help them work out that the word “shallows” means “shallow waters”.

The student infers from the sentence “I smile back” that the author’s purpose for writing this text is to express or share her love of the beach in the evening.

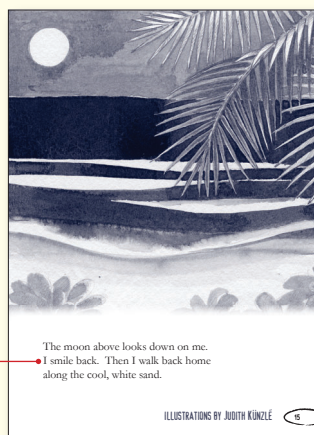


The student notices that the girl knows a lot about sand crabs. The student can infer that this is because the girl visits the beach often by drawing on the information from page 7 (“In the evening, I like to go down to the beach”).



The student uses context to clarify that “funny” means “odd”, not “amusing”.

The student notices the descriptive vocabulary “sneaking” and “like a thief”, looks at the illustration and, with support, infers that the rat intends some harm to the terns. (On the following page, the student infers that the rat has decided to retreat to its nest for now because it has caught sight of the girl).



The student uses commas to support well-phrased, fluent reading of a poetic text that includes a variety of sentence structures. In addition, the pace and tone of the student’s reading are appropriate and reflect the peaceful nature of most of the evening and the subdued drama of the rat’s appearance.

When discussing the text after the reading, the student identifies some descriptive words and phrases that convey the overall feeling of the text (for example, “Wave slowly back and forth”, “lights glimmering”, “sleep quietly”, “sleep peacefully”). The student infers that the poetic language expresses the author’s own feelings and experiences.