

STEP BEYONDTM

Comprehension 3

read

write

publish

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For teachers' Inspection Only

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About This Book

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Welcome!

In this book, you will learn different ways to comprehend, or understand, what you read. First, you will read a short text sample and discuss it with your classmates. Then you will step beyond. You will develop a writing piece based on the sample, and you will learn about a variety of useful references. You will even perform your writing before an audience!

Comprehension is only the beginning.

We invite you to turn the page and Step Beyond Comprehension.

About This Book

This book has fifteen units. Each unit begins with a text sample. It can be a story, article, or other form of writing. You will read the sample and then do activities.

Reading and Comprehension

In this section, you will answer questions about the text sample. You will also discuss your answers in a group. There are four different types of questions. Each type appears in a different colour box.

Red box

What does the text actually say?

These questions ask for answers you can find directly somewhere in the text. You can explain your answers by saying, "This is exactly what the text says."

Blue box

What does the text suggest?

These questions ask for answers that the text only suggests. You will have to look for clues that express the answer in another way.

Brown box

From your experience, what could the text mean?

These questions ask for answers based on your own experience, opinions and knowledge. Each person's answers are likely to differ, so you will have to support your answers with information from the text.

Pink box

Do you agree with or trust the text?

These questions ask about the author's message and purpose. The questions may ask whether you agree with or trust the text. You should give reasons for your answers.

Writing Workshop

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Technique and style

Here, you will first learn how authors use words in different ways for a purpose. This is called *technique and style*. Labels on the text sample show the methods the author uses.

Writing project

Then you will do a writing project. This part gives you writing ideas and tips based on the text sample. You will discuss the ideas and develop them into a completed work. In some units, you can use the picture cards or picture disk to help you imagine what you are writing about.



The **Editor's hints** help you understand the way writers work, how they organise their ideas and some of the special ways they use words.

Using references

In this section you learn how to use a dictionary, a thesaurus and a style guide to solve problems in writing. These references are the tools used by authors and editors.

Word knowledge

Next, you will improve your writing with better grammar, punctuation, knowledge of vocabulary and spelling. This lesson shows you more ways to use references. Sometimes you will need to do this section when you are redrafting your writing in the writing workshop.

Reaching the Audience

After you publish your writing, you will read it aloud to an audience. This section gives you tips and advice for your performance as a speaker and reader.

Me, an Author? An Autobiography

Amanda Graham

When I was young I thought I might be a teacher when I grew up. Or an artist, or an actor. If someone had told me that I would be an author I would have laughed. This book is about how I became an author.

In the beginning

My story began on 29th September 1961. My parents, Ondrea and Wesley, and my brother, Stephen, were living in Elizabeth, South Australia, when I was born. My sister, Susan, was born three years later.

When I was three, our family moved to Laura, South Australia. We lived in an old farmhouse. Mum read stories to us every night. Perhaps this is why I enjoy reading so much.

School

When I was in grade four, I wrote and illustrated my first book. It had five stories in it. The best one was about an astronaut who found that the moon was made of green cheese. A family of stowaway mice ate the moon before he could take a sample back to earth.

Teachers college

After high school I went to teachers college. In my first year at college I wrote a children's story. My lecturer suggested that I submit it to a publisher. I sent it to about ten, without luck.

My first published book

Rod Martin, the editor at Era Publications, liked the story – but not my illustrations. Rod asked me to write some more stories. So I wrote *Picasso the Green Tree Frog*. This story was accepted for publication, and the illustrator, John Siow, began the pictures.

My next story was *Nothing Very Special*. The main character was a bun. The publisher liked this story too but suggested that I change the bun to a dog. This story became *Arthur*. Donna Gynell illustrated *Arthur*, which was published in 1984 – my first published book. *Picasso the Green Tree Frog* followed in 1985.

Adapted from *Me, an Author?*

Amanda Graham (Era Publications)

Introduction:
topic

Time and event

New event

New event:
problem

New event:
problem solved

Conclusion:
about the topic

Reading and Comprehension

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Exploring the text.....

Event

1. How old was Amanda when her family moved to Laura?

Conclusion

2. What was the title of Amanda's first published book?

Event

3. How many people were in Amanda's family?

Event

4. What made Amanda enjoy reading?

Event

5. If you were an editor, what would you say to Amanda about her story of the astronaut on the moon?

Introduction

6. What do you want to be when you grow up? What did you learn from Amanda's writing?

Introduction

7. Why do you think people might want to read about Amanda Graham's life?

Conclusion

8. Why do you think the editor suggested that Amanda change the bun character to a dog?

Beyond the text

Read the whole book *Me, an Author?*

by Amanada Graham (WINGS).

Read one of Amanda Graham's picture books:

Arthur,

Amanda Graham and Donna Gynell (Era Publications)

Picasso the Green Tree Frog,

Amanda Graham and John Siow (Era Publications)

Cinderella/Alex and the Glass Slipper,

Amanda Graham (Era Publications).



Technique and style.....

Me, an Author? An Autobiography is a personal recount. In this kind of text the author writes about things that happened in his or her life. Here are some hints about how authors do that.

I, me, my

The author writes about herself and the people in her life. So she uses the words I, me, my, we, us and our. These words are called 'personal pronouns'.

If someone had told me that I would be an author, I would have laughed.

In the beginning

The author writes about memories of when she was young. So she is writing about the past.

Order

The author writes about things that happened in her life. She describes these events in the order that they happened – the oldest events come first.

My story began on 29th September 1961.

Make it exciting

To make her story exciting, the author writes about a problem she had. Publishers did not want her first children's story.

A happy ending

Readers like to learn how people solved problems. So the author ends her autobiography by saying how she became successful.



Writing project.....

Ideas

Write your own autobiography. You could write about things that have happened in your life. Here are some ideas you could think about:

- Where and when were you born?
- How many people are in your family? Are you the youngest or eldest?
- What are the first things you can remember?
- What happened when you first went to school?