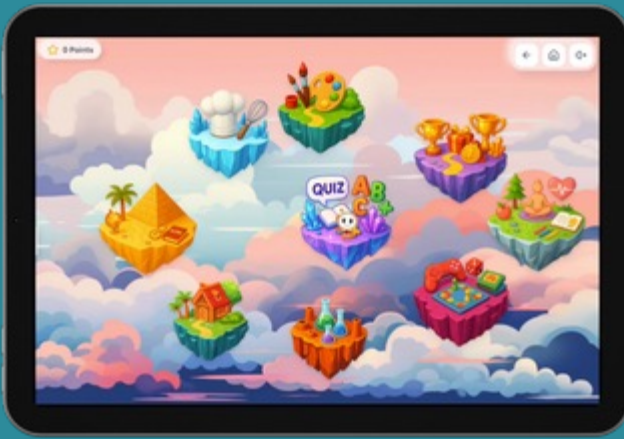


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Comprehension Strategy: Connecting - Year 5

Table of Contents	
Presentation: Comprehension Strategy: Connecting	
Making Connections Display	
Connection Quest Game	
This Reminds Me Game	
Surface or Deep?	
Three Ways to Connect	
Connect and Reflect	
Connection Evidence Lab	
Independent Reading Connection Log	
Quiz: Comprehension Strategy: Connecting	
Assessment: Connections in Context	
Rubric: Making Meaningful Connections	



MAKING CONNECTIONS



TEXT TO SELF

This reminds me of something I have experienced, felt or chosen.



TEXT TO TEXT

This reminds me of another text, character, idea or structure.



TEXT TO WORLD

This connects to real events, issues, knowledge or communities.

TEXT DETAIL → CONNECTION → HOW IT HELPS ME UNDERSTAND

CONNECTION QUEST



Roll. Move. Draw the matching card.
Give a text detail, make the
connection and explain how it helps.



SELF



TEXT



WORLD



DEEP DIVE

CONNECTION QUEST – CARDS A

1

SELF

A character hides a mistake. Connect this choice to an experience or feeling.



2

TEXT

A hero must choose between loyalty and fairness. Link this conflict to another text.



3

WORLD

A town limits water use during a dry summer. Connect this to real-world knowledge.



4

DEEP DIVE

Explain how a connection can change your view of a character.



5

SELF

A student practises for weeks before performing. Make a useful personal connection.



6

TEXT

A setting becomes dangerous after dark. Compare it with a setting in another text.



CONNECTION QUEST – CARDS B

1

WORLD

Neighbours turn an empty block into a garden. Connect this to a community issue.



2

DEEP DIVE

Name a surface connection, then improve it so it explains meaning.



3

SELF

A character speaks up even though their voice shakes. Make a useful personal connection.



4

TEXT

An article uses cause and effect. Link its structure to another informational text.



5

WORLD

Wildlife returns after a creek is cleaned. Connect this to environmental knowledge.



6

DEEP DIVE

Which matters more: the similarity or why it matters? Explain.





CONNECTION QUEST

— RESPONSE TRACKER —



Name: _____

Date: _____

TEXT DETAIL	TYPE	MY CONNECTION	HOW IT HELPS
1.			
2.			
3.			
4.			
5.			
6.			



Star your strongest response. Why is it a deep connection?

THIS REMINDS ME

A four-in-a-row connecting game



1.



1. Choose a scenario card.

2.



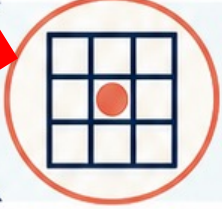
2. Say which connection type fits.

3.



3. Give the connection and explain why it matters.

4.



4. If your group agrees it is useful, cover one matching square. First to four in a row wins.



DEEPEN IT:

Name the text detail that triggered your connection.

S

= SELF

T

= TEXT

W

= WORLD

THIS REMINDS ME – FOUR IN A ROW

S	T	W	S	T	W
W	S	T	W	S	T
T	W	S	T	W	S
S	W	T	S	W	T
T	S	W	T	S	W
W	T	S	W	T	S

S = SELF

T = TEXT

W = WORLD

Make a useful connection. Explain why it helps. Then cover one matching square.

THIS REMINDS ME – CARDS A



1

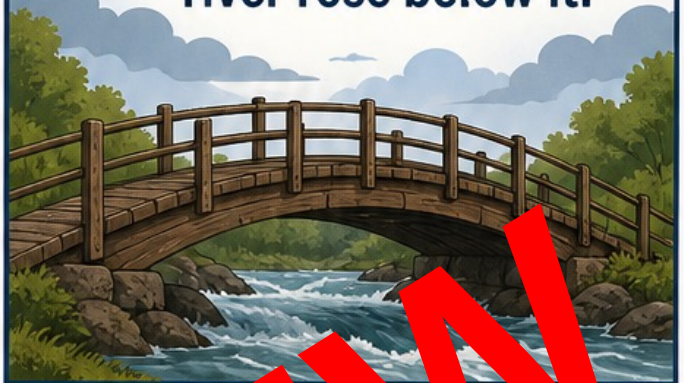
Mira reread the email three times before pressing send.



What does this remind you of?

2

The old bridge creaked while the river rose below it.



What does this remind you of?

3

A report explains why native bees need flowering plants.



What does this remind you of?

4

Sam kept training after missing the final shot.



What does this remind you of?

5

Two stories begin with a mysterious package at the door.



What does this remind you of?

6

Residents share tools to repair a storm-damaged playground.



What does this remind you of?

THIS REMINDS ME — CARDS B

1



A character returns a valuable object no one saw them find.

What does this remind you of?

2



The poem repeats the sound of rain against a tin roof.

What does this remind you of?

3



A documentary shows plastic travelling from streets to the sea.

What does this remind you of?

4



Leila joins a club where everyone already knows one another.

What does this remind you of?

5



An author reveals the ending first, then explains what happened.

What does this remind you of?

6



A community votes about protecting an old row of trees.

What does this remind you of?

SURFACE OR DEEP? — PAGE 1

Name: _____

Date: _____



A surface connection notices a similarity. A deep connection uses a text detail and explains how the connection builds meaning.

1

The character owns a red backpack.
I own a red backpack too.

☐

SURFACE

☐

DEEP

Why? _____

2

The character stays silent during an unfair decision. This reminds me of a time I was afraid to speak, so I understand why courage is the turning point.

☐

SURFACE

☐

DEEP

Why? _____

3

The article mentions a river.
I have seen a river.

☐

SURFACE

☐

DEEP

Why? _____

4

The town shares water during a shortage. This connects to water restrictions and helps me understand why cooperation matters.

☐

SURFACE

☐

DEEP

Why? _____



SURFACE OR DEEP? — PAGE 1

Name: ANSWERS

Date: _____



A surface connection notices a similarity. A deep connection uses a text detail and explains how the connection builds meaning.

1

The character owns a red backpack.
I own a red backpack too.



SURFACE



DEEP

Why? — Only an obvious object similarity.

2

The character stays silent during an unfair decision. This reminds me of a time I was afraid to speak, so I understand why courage is the turning point.



SURFACE



DEEP

Why? — A precise quotation explains why courage is the turning point.

3

The article mentions a river.
I have seen a river.



SURFACE



DEEP

Why? — Only a broad place similarity.

4

The town shares water during a shortage. This connects to water restrictions and helps me understand why cooperation matters.



SURFACE



DEEP

Why? — It links a text detail to cooperation and meaning.



SURFACE OR DEEP? — PAGE 2

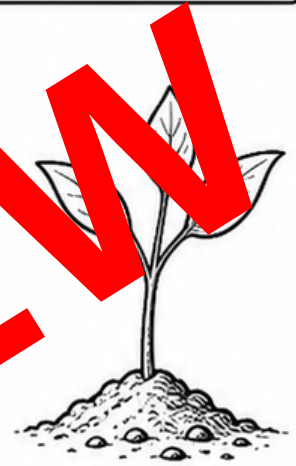
Name: _____

Date: _____

When the school garden dried out, Arun arrived early each morning with two bottles of saved rainwater. He did not tell anyone. By Friday, new green shoots had appeared beside the fence.

RESPONSE A: I have used a water bottle before.

RESPONSE B: Arun's quiet effort reminds me of people who help without seeking praise. This helps me realize that he cares more about the garden than recognition.



1. Which response is deep?

2. Underline the text detail that supports it.

3. Improve Response A so it becomes a deep connection.

SURFACE OR DEEP? — PAGE 2

Name: _____

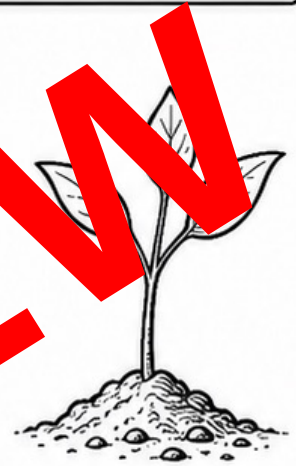
ANSWERS

Date: _____

When the school garden dried out, Arun arrived early each morning with two bottles of saved rainwater. He did not tell anyone. By Friday, new green shoots had appeared beside the fence.

RESPONSE A: I have used a water bottle before.

RESPONSE B: Arun's quiet effort reminds me of people who help without seeking praise. This helps me in that he cares more about the garden than recognition.



1. Which response is deep?

Response B

2. Underline the text detail that supports it.

3. Improve Response A so it becomes a deep connection.

I once helped a shared project without being asked, so I
understand that Arun's private action shows responsibility
rather than a wish for praise.

THREE WAYS TO CONNECT — PAGE 1

Name: _____

Date: _____

Jada paused outside the debate room. She knew her evidence was strong, but the thought of speaking first made her hands tremble. She took one slow breath and opened the door.



TEXT TO SELF — This reminds me of...

TEXT DETAIL: _____



TEXT TO TEXT — This is similar to...

TEXT DETAIL: _____



TEXT TO WORLD — This connects to...

TEXT DETAIL: _____

THREE WAYS TO CONNECT — PAGE 1

Name: **ANSWERS**

Date: _____

Jada paused outside the debate room. She knew her evidence was strong, but the thought of speaking first made her hands tremble. She took one slow breath and opened the door.



TEXT TO SELF — This reminds me of...

TEXT DETAIL: her hands tremble

This reminds me of speaking while nervous. Her slow
breath shows courage can happen even when fear disappears.



TEXT TO TEXT — This is similar to...

TEXT DETAIL: opened the door

This is similar to characters who act despite fear,
helping me see Jada's choice as brave.



TEXT TO WORLD — This connects to...

TEXT DETAIL: her evidence was strong

This connects to public speakers preparing evidence,
showing that preparation can support confidence.



THREE WAYS TO CONNECT – PAGE 2



Name: _____ Date: _____

Some neighbourhoods plant tiny forests on unused land. Many native species are placed close together so they grow quickly, cool nearby streets and provide shelter for insects and birds.

Choose two different connection lenses. Complete both responses.

☐ SELF ☐ TEXT ☐ WORLD

Text detail: _____

My connection: _____

How this helps me understand: _____

☐ SELF ☐ TEXT ☐ WORLD

Text detail: _____

My connection: _____

How this helps me understand: _____

Which lens gave you the stronger connection, and why?





THREE WAYS TO CONNECT – PAGE 2



Name: ANSWERS Date: _____

Some neighbourhoods plant tiny forests on unused land. Many native species are placed close together so they grow quickly, cool nearby streets and provide shelter for insects and birds.

Choose two different connection lenses. Complete both responses.

☐ SELF ☒ TEXT ☐ WORLD

Text detail: native species are placed close together

My connection: This is similar to a text about restoring habitat.

How this helps me understand: _____

Both show that careful planning can build an ecosystem.

☐ SELF ☐ TEXT ☒ WORLD

Text detail: cool nearby streets

My connection: This connects to urban greening projects that reduce heat.

How this helps me understand: _____

It shows that tiny forests support people as well as wildlife.

Which lens gave you the stronger connection, and why?

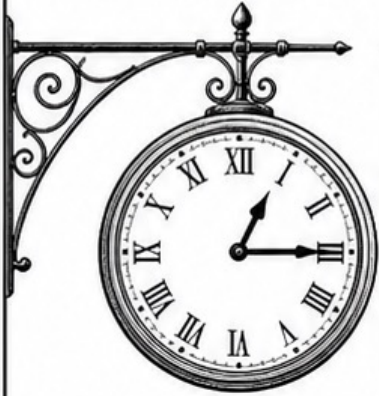
The world lens is stronger because it links the details to a real solution for heat and habitat.



CONNECT AND REFLECT — PAGE 1

Name: _____

Date: _____



THE STATION CLOCK

The platform waits beneath the rain,
its painted signs worn thin.

A clock still holds the quarter past
when last a train rolled in.

My grandfather names every stop
as if the tracks still gleam.

I hear the town he used to know
inside his quiet dream.

Now bicycles pass where engines ran
and wild grass threads the tracks.

The station keeps a hundred roads
for those who once called home.



1. What memory or feeling does the poem bring to mind?

2. Which line triggered your connection?

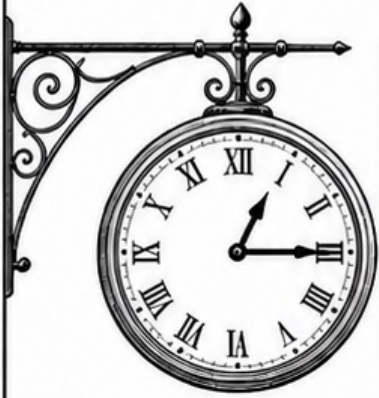
3. Is your connection self, text or world? Explain.

CONNECT AND REFLECT — PAGE 1

Name: _____

ANSWERS

Date: _____



THE STATION CLOCK

The platform waits beneath the rain,
its painted signs worn thin.

A clock still holds the quarter past
when last a train rolled in.

My grandfather names every stop
as if the tracks still gleam.

I hear the town he used to know
inside his quiet dream.

Now bicycles pass where engines ran
and wild grass threads the stone.

The station keeps a hundred roads
for those who once called home.



1. What memory or feeling does the poem bring to mind?

It reminds me of a family story about how our local area has changed.

2. Which line triggered your connection?

I hear the town he used to know.

3. Is your connection self, text or world? Explain.

TEXT TO SELF — Listening to family stories helps me understand why the station holds memories for the speaker.

CONNECT AND REFLECT — PAGE 2

Name: _____

Date: _____

SELF

This reminds me of...

TEXT

This is similar to...

THE STATION CLOCK

WORLD

This connects to...

Which connection adds the most meaning to the poem? Use one precise line from the poem in your explanation.

CONNECT AND REFLECT — PAGE 2

Name: ANSWERS

Date: _____

SELF

This reminds me of...

Family stories about a place
that has changed.

TEXT

This is similar to...

Another poem where a setting
preserves memory.

THE STATION CLOCK

WORLD

This connects to

Connections reusing old transport sites.

Which connection adds the most meaning to the poem? Use one precise line from the poem in your explanation.

The world connection adds the most meaning. 'Now bicycles
pass where engines sang' shows that a place can change its
use while keeping its history.

CONNECTION EVIDENCE LAB – PAGE 1



Name: _____

Date: _____

Niko found the injured magpie beside the oval. He wanted to lift it immediately, but remembered a wildlife carer's advice: keep a safe distance, lower the noise and call an adult. He waved the lunchtime crowd away and asked the office for help.



1. TEXT DETAIL — Copy the detail that triggered your connection.



2. CONNECTION — What does it connect to? Label SELF, TEXT or WORLD.



3. MEANING — How does the connection improve your understanding of Niko's choice?

☐

specific detail

☐

relevant connection

☐

explains meaning

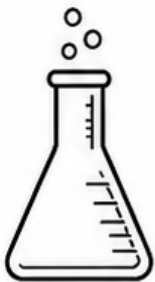
CONNECTION EVIDENCE LAB – PAGE 1



Name: ANSWERS

Date: _____

Niko found the injured magpie beside the oval. He wanted to lift it immediately, but remembered a wildlife carer's advice: keep a safe distance, lower the noise and call an adult. He waved the lunchtime crowd away and asked the office for help.



1. TEXT DETAIL — Copy the detail that triggered your connection.

remembered a wildlife carer's advice: keep a safe distance, lower the noise and call an adult



2. CONNECTION — What does it connect to? Label SELF, TEXT or WORLD.

WORLD — This connects to wildlife-rescue guidance about remaining safe and getting trained help.



3. MEANING — How does the connection improve your understanding of Niko's choice?

It shows that Niko acts responsibly instead of impulsively and protects the bird.



specific detail



relevant connection



explains meaning

CONNECTION EVIDENCE LAB – PAGE 2

Name: _____

Date: _____



A. EXCERPT: The council installed shade sails and drinking fountains after summer temperatures made the playground unsafe at lunchtime.

Connection type: _____

Text detail: _____

My connection: _____

How it helps: _____



B. EXCERPT: In the final chapter, Mei returns the key to the neighbour she once blamed, even though the truth may cost her a friendship.

Connection type: _____

Text detail: _____

My connection: _____

How it helps: _____

Which response is more useful for understanding its text? Explain.

CONNECTION EVIDENCE LAB – PAGE 2

Name: _____

ANSWERS

Date: _____



A. EXCERPT: The council installed shade sails and drinking fountains after summer temperatures made the playground unsafe at lunchtime.

Connection type: **WORLD**

Text detail: **installed shade sails and drinking fountains**

My connection: **Communities are adapting public spaces to better suit needs.**

How it helps: **It explains the cause and the council's practical response.**



B. EXCERPT: In the final chapter, Mei returns the key to the neighbour who was blamed, even though the truth may cost her a friendship.

Connection type: **TEXT**

Text detail: **returns the key... even though the truth may cost her a friendship**

My connection: **Stories often test honesty against loyalty.**

How it helps: **It reveals that Mei values truth despite the risk.**

Which response is more useful for understanding its text? Explain.

Either may be more useful when supported. The Mei response reveals character, while the playground response clarifies cause and effect.

INDEPENDENT READING CONNECTION LOG

Name: _____ Date: _____

Text title: _____

Author: _____



1 Page or section: _____

Text detail: _____

Connection type: SELF / TEXT / WORLD

My connection: _____

How it helped me understand: _____

2 Page or section: _____

Text detail: _____

Connection type: SELF / TEXT / WORLD

My connection: _____

How it helped me understand: _____

3 Page or section: _____

Text detail: _____

Connection type: SELF / TEXT / WORLD

My connection: _____

How it helped me understand: _____

My strongest connection was number ____ because...

Name: _____

Date: _____

Read the text carefully. You will answer questions on the next page.

BRINGING BELLBIRD CREEK BACK

For years, Bellbird Creek ran behind a row of warehouses. After heavy rain, food wrappers and plastic bottles collected against the reeds. Most people crossed the footbridge without looking down.

A Year 5 class began testing the creek water as part of a science project. Their results showed that the water was cloudier after storms. The students mapped where litter entered the creek and discovered that several street drains emptied nearby.

Instead of organising one clean-up day, the class proposed a longer plan. Local shop owners placed covered bins near the busiest paths. Families planted native grasses along the bank, and the council added drain labels reminding people that some litter can reach waterways.

Six months later, the students tested the water again. It was not perfectly clear, but less rubbish was trapped in the reeds. Tiny water insects had returned to two sampling sites. The class knew the project was unfinished; however, the changes showed that many small choices could repair a shared place.





CONNECTIONS IN CONTEXT – ASSESSMENT PAGE 2



Use 'Bringing Bellbird Creek Back' to answer.

Name: _____

Date: _____

1. Which detail shows that the class investigated before acting?

2. Make a text-to-self connection to one action in the passage.

3. Make a text-to-world connection to the creek project.

4. Explain how one of your connections helps you understand the passage's message.

5. Is this response surface or deep: 'I have walked across a bridge too'? Explain.

6. Write one question your connection makes you wonder about.





CONNECTIONS IN CONTEXT – ASSESSMENT PAGE 2



Use 'Bringing Bellbird Creek Back' to answer.

Name: **ANSWERS**

Date: _____

1. Which detail shows that the class investigated before acting?

They tested the water and mapped where litter entered the creek.

2. Make a text-to-self connection to one action in the passage.

Answers vary; for example, helping with a long-term class project.

3. Make a text-to-world connection to the creek project.

The project connects to real efforts to stop street litter reaching waterways.

4. Explain how one of your connections helps you understand the passage's message.

It shows that sustained shared action can repair a place.

5. Is this response surface or deep: 'I have walked across a bridge too'? Explain.

Surface — it notices only a bridge similarity and does not explain meaning.

6. Write one question your connection makes you wonder about.

How long might the creek take to fully recover?



CONNECTIONS IN CONTEXT — ASSESSMENT PAGE 3

Name: _____

Date: _____

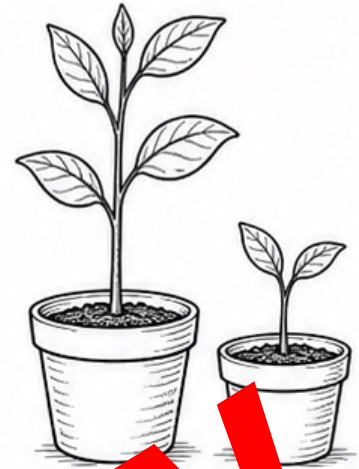
THE FIRST SEEDLING

When the new seedlings arrived, Priya reached for the tallest one.

Then she noticed Eli standing at the edge of the group, still holding an empty pot.

Priya passed him the tallest seedling and chose a smaller plant for herself.

‘We will see which one surprises us,’ she said.



1. Make one text-to-self or text-to-text connection. Label the type.

2. Copy the text detail that triggered your connection.

3. Explain how your connection helps you infer something about Priya.

4. Write a second connection using a different lens.
Which connection is deeper, and why?



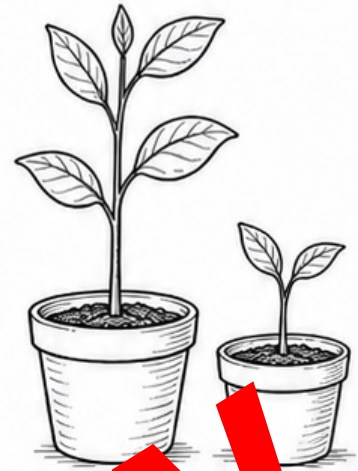
CONNECTIONS IN CONTEXT — ASSESSMENT PAGE 3

Name: **ANSWERS**

Date: _____

THE FIRST SEEDLING

When the new seedlings arrived, Priya reached for the tallest one. Then she noticed Eli standing at the edge of the group, still holding an empty pot. Priya passed him the tallest seedling and chose a smaller plant for herself. 'We will see which one surprises us,' she said.



1. Make one text-to-self or text-to-text connection. Label the type.

TEXT TO SELF — This reminds me of including someone who was left out.

2. Copy the text detail that triggered your connection.

Priya passed him the tallest seedling.

3. Explain how your connection helps you infer something about Priya.

It helps me infer that Priya is observant and generous because she notices Eli and changes her choice.

4. Write a second connection using a different lens. Which connection is deeper, and why?

TEXT TO TEXT — This connects to stories where a character chooses fairness. The first connection is deeper because it uses Priya's precise action to explain her values.



MAKING MEANINGFUL CONNECTIONS – RUBRIC

Student: _____ Text: _____ Date: _____

CRITERIA	5 — EXCEEDING	4 — CONFIDENT	3 — ACHIEVING	2 — DEVELOPING	1 — BEGINNING
 TEXT EVIDENCE	Selects the most revealing detail	Selects a revealing detail	Selects a relevant detail	Uses a general detail	Uses little or no detail
 CONNECTION	Insightful and highly relevant	Insightful and relevant	Clear and relevant	Partly relevant	Unclear or unrelated
 EXPLANATION	Extends meaning with insight	Deepens meaning clearly	Explains how it helps	Gives a limited explanation	Does not explain meaning
 RANGE AND INDEPENDENCE	Chooses varied lenses strategically	Uses varied lenses independently	Uses a variety of lenses	Needs prompts or repeats one lens	Needs substantial support

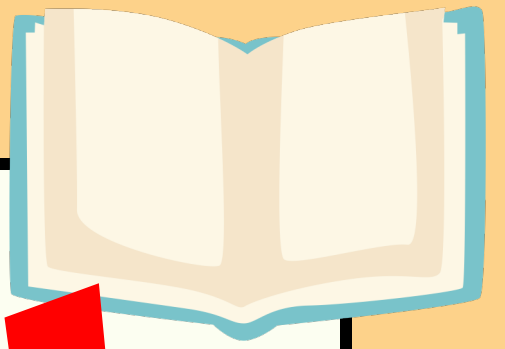
Overall feedback: _____

Next step: _____

PREVIEW

Comprehension Strategies
Connecting





What does connecting mean?

Connecting is a comprehension strategy.

A reader links a precise detail or useful prior knowledge with the text to explain how that link makes the text clearer, richer or more memorable.



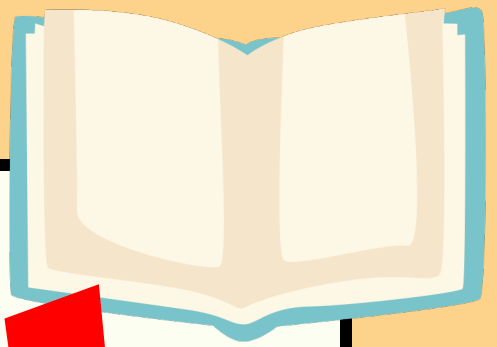
PREVIEW

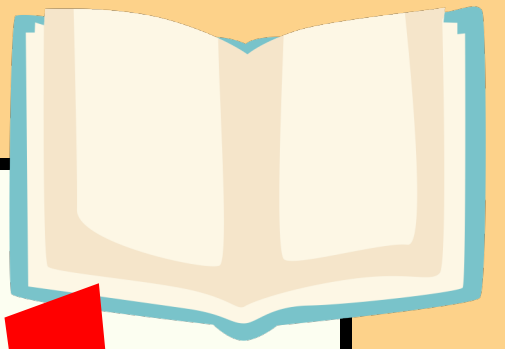
Your brain brings a backpack

Your prior knowledge can include:

- experiences and feelings
- books, films and other media
- facts, news and observations
- questions you are already wondering

A connection is useful only when it supports understanding.





Text-to-self

TEXT TO SELF links the text to your own experiences, feelings or choices.

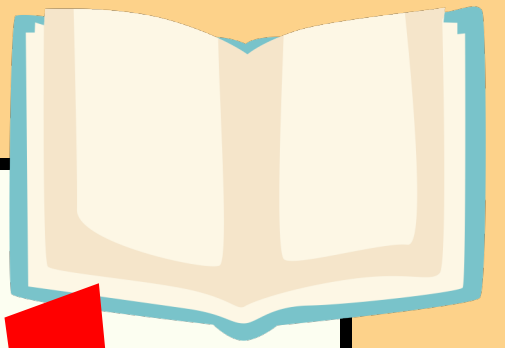
Ask:

- What does this remind me of?
- Have I felt or experienced something similar?

How does it help me understand the character or idea?



Text-to-self model

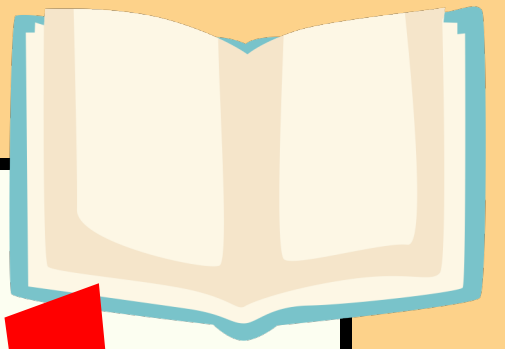


Text detail: "Leah hovered outside the trial room, reading the team list."

Connection: This reminds me of wanting to join a new team.

Meaning: I can infer Leah wants to join, but fear of not belonging is holding her back.





Text-to-text

TEXT TO TEXT links the current text to another story, poem, article or film.

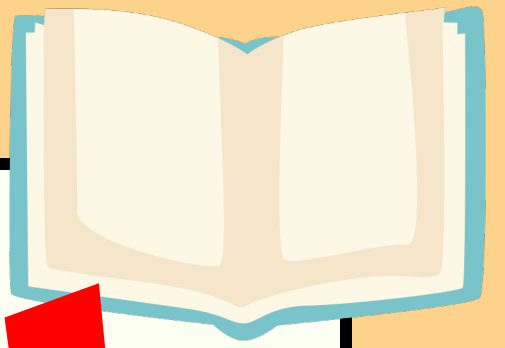
Compare:

- characters and choices
- tones and conflicts
- settings and structures
- ideas or evidence



PREVIEW

Text-to-text model



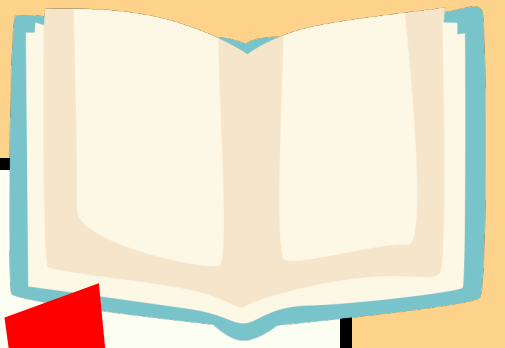
Text detail: A young character organises neighbours to protect a wetland.

Connection: This is similar to another environmental story where children collect evidence before taking action.

Meaning: Both texts show how determined persistence can influence a community.



Text-to-world



TEXT TO WORLD links the text to real events, issues, knowledge or communities.

Ask:

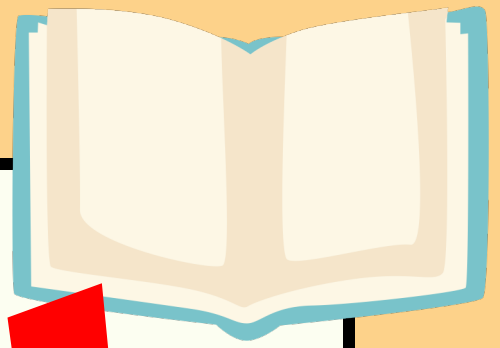
- What real situations is related?
- What facts or observations help?

How does it link between the message?



PREVIEW

Text-to-world model



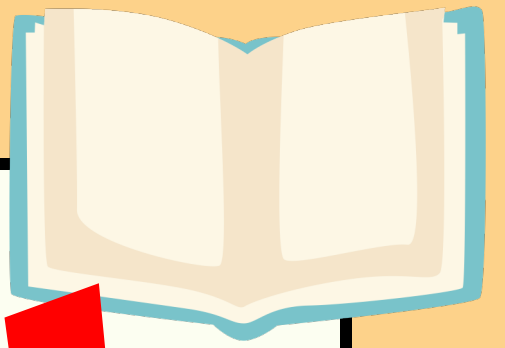
Text detail: “Each household collected only two buckets from the town tap.”

Connection: This relates to water restriction during drought.

Meaning: It helps me understand that families protect a limited resource and require cooperation.



PREVIEW



Surface or deep?

Surface: “The character has a bicycle. I have a bicycle.”

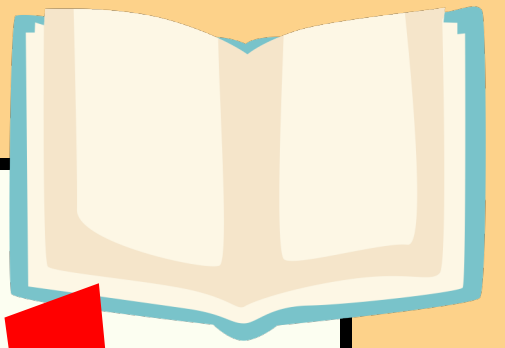
Deep: “The character repairs an old bicycle instead of replacing it. This connects to reuse projects and helps understand the important message about valuing resources.”

Deep connections explain meaning.



PREVIEW

Build a strong connection

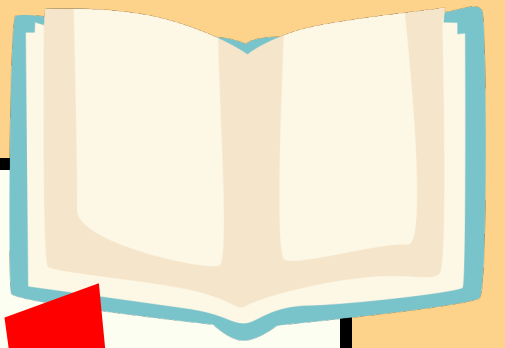


1. TEXT DETAIL — What exact word, sentence or content triggered the link?
2. CONNECTION — What experience, text or world knowledge is triggered?
3. MEANING — How can the link change or deepen understanding?



PREVIEW

Useful sentence stems



SELF: This reminds me of...

TEXT: This is similar to...

WORLD: This connects to...

EXPLAIN:

This helps me understand...

This suggests...

- This changes my view because...



PREVIEW



Which connection helps most?

Excerpt: “Ravi returned the wallet, even though nobody had seen him find it.”

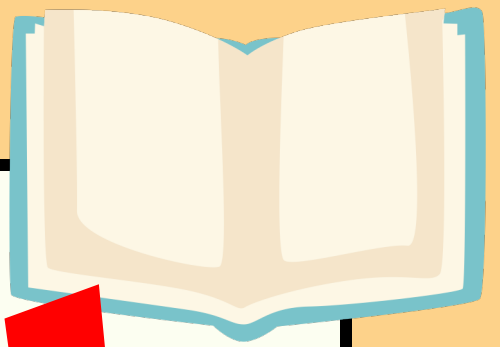
A. I once lost a wallet.

B. This reminds me of choosing honesty when no reward was offered. It helps me see that

Ravi's decision showed integrity.

Which deeper truth?





Connection detective

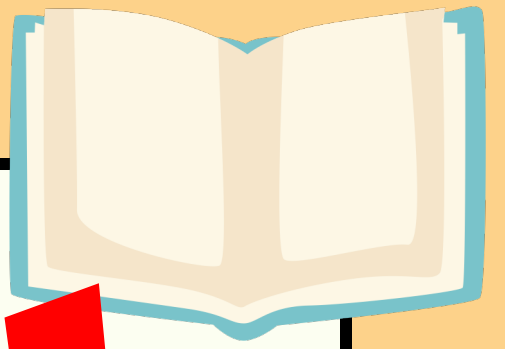
“The microphone squealed. Hana steadied her notes and began again.”

Try it:

1. Copy the text detail that triggers your connection.
2. Enter the connection in SELF, TEXT or WORDS.
3. Explain how it changes your understanding of Hana.



Try all three lenses



“Native grasses planted beside city roads can catch the wind, slow stormwater runoff and shelter insects.”

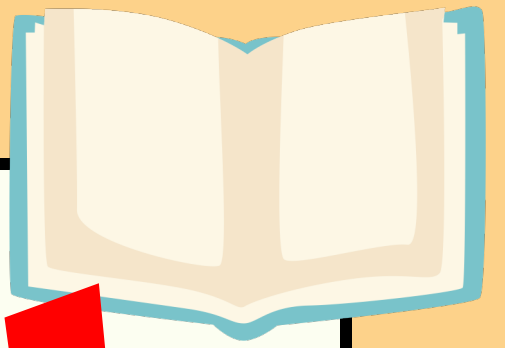
Try two lenses:

- context-to-text connection
- or, text-to-world connection

Which connection adds more meaning? Explain.



When a connection distracts



Check your connection:

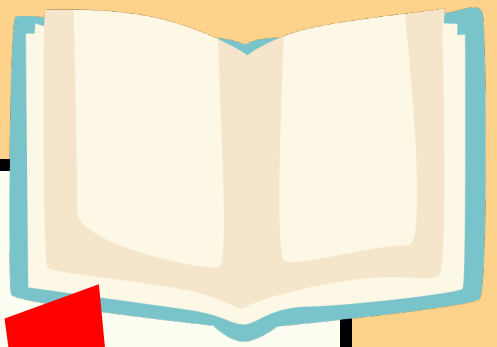
- Is it linked to a precise claim?
- Is it relevant to the text's main idea, counter-argument or message?
- Does it explain something?
- Can you summarise it?

If not, return to the text and choose a stronger link.



PREVIEW

Reader reflection



Finish these stems:

My strongest connection to the text was...

The text detail that triggered it was...

It helped me to understand...

A strong reader does more than notice a similarity—they explain why it matters.



PREVIEW



PREVIEW

Well Done!



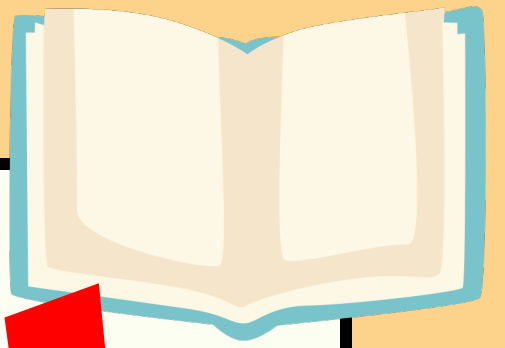
PREVIEW

Comprehension Strategies
Connecting



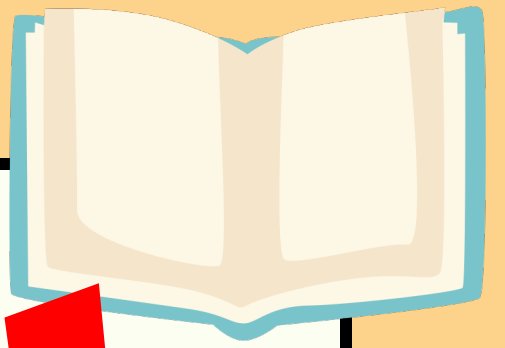
Question 1 – True or False

A useful connection helps a reader understand a text more deeply.



PREVIEW

Answer 1



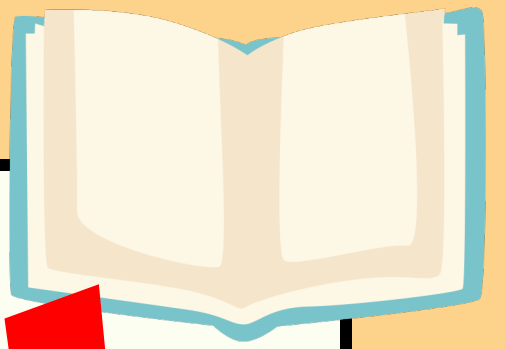
TRUE

A useful connection link provides precise and detailed information to primary knowledge and explains how the link builds meaning.



PREVIEW

Question 2 – Multiple Choice



Read: “Nina waited outside the new school office and remembered how her stomach
twisted on her first day last year.”

Which connection is the best?

A. Text to self

B. Text to text

C. Text to world

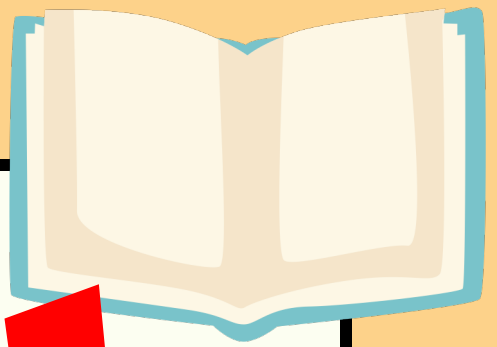
D. No connection



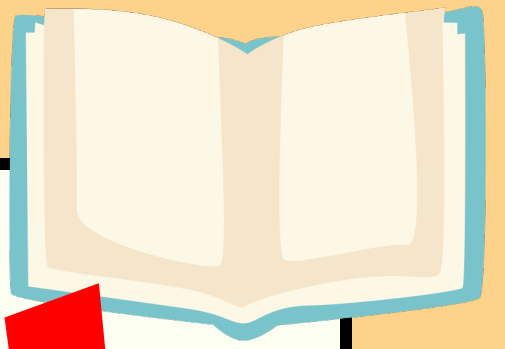
Answer 2

A. TEXT TO SELF

The reader links the character's situation to personal experience.



Question 3 – Short Answer

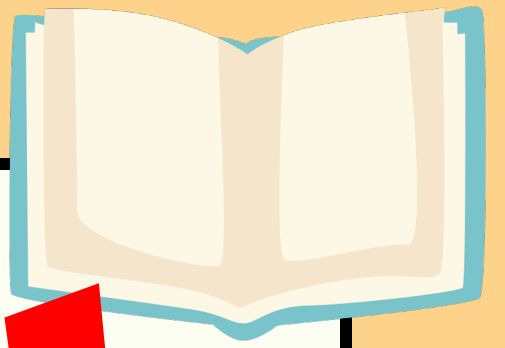


In your own words, what is a text-to-text connection?



PREVIEW

Answer 3



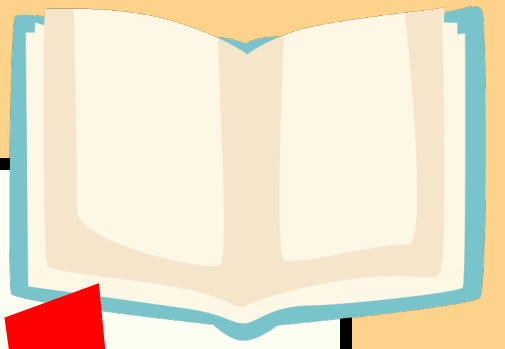
A text-to-text connection links the current text to another story, poem, or film or other text.

It may compare characters, ideas, themes, settings or structures.



PREVIEW

Question 4 – Multiple Choice



An article about coral bleaching reminds a reader of news reports about rising ocean temperatures.

Which connection is most likely?

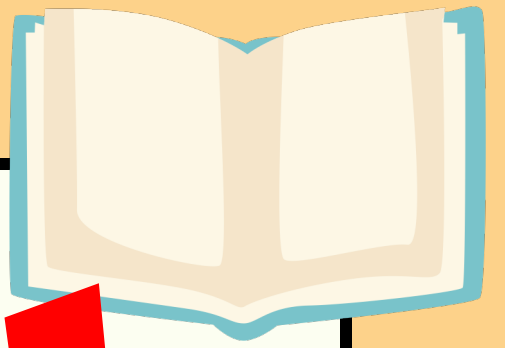
- A. Text to self
- B. Text to text
- C. Text to world
- D. Surface only



Answer 4

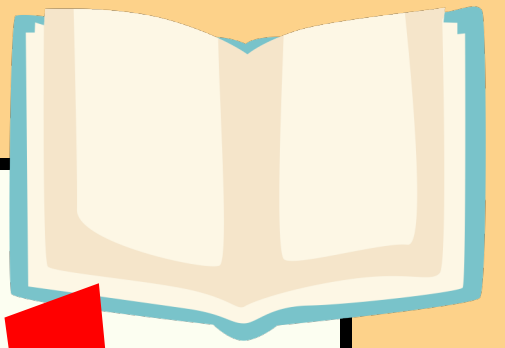
C. TEXT TO WORLD

The reader links the article to a real world issue and relates it to a change.



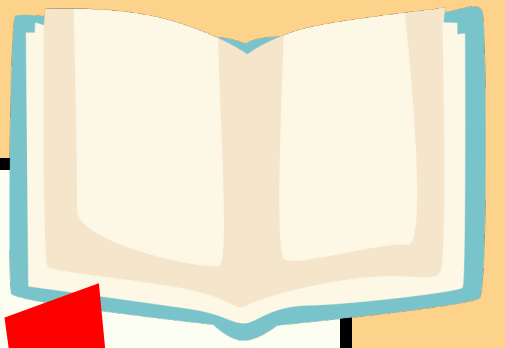
Question 5 – True or False

Every similarity a reader notices is automatically a deep connection.



PREVIEW

Answer 5



FALSE

A deep connection uses precise details and explains both connection matters.



PREVIEW



Question 6 – Multiple Choice

Excerpt: “Kai returned the library book, although he didn’t want to because it would have solved his problem.”

Which response is deeper?

A. I own books.

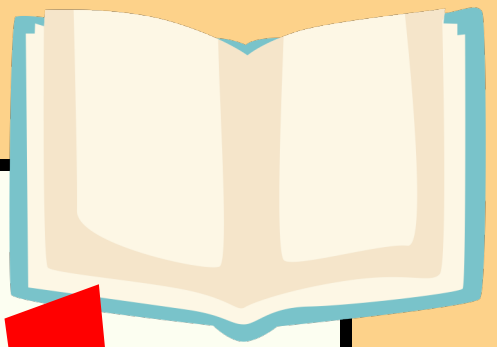
B. Kai realizes how she feels.

C. Kai’s choice reminds me of times where honesty costs something; it reveals his values.

D. The book is interesting.



Answer 6



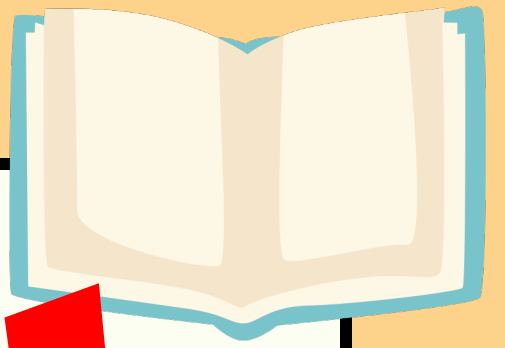
C.

It names the choice, connects it to a meaningful pattern and explains what it reveals about Kai.



PREVIEW

Question 7 – Short Answer



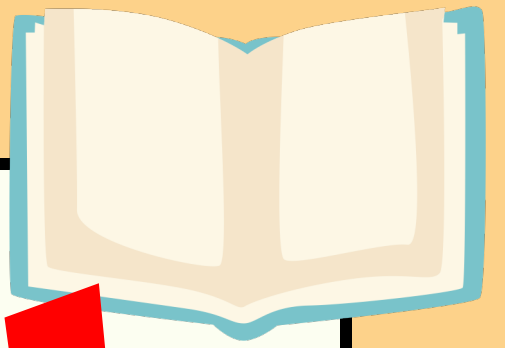
“Tara’s voice shook, but she presented her idea to the whole group.”

Make a text-to-self connection. Include the text details and explain how it helps.



PREVIEW

Answer 7

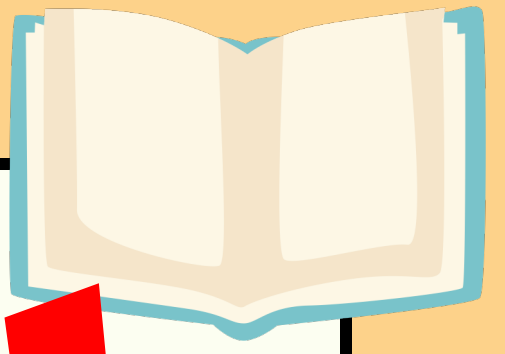


Sample: Tara's shaking voice reminds me of speaking while nervous. It helps me understand that courage can mean acting even when fear is so present.

Reasonable answers vary.



PREVIEW



Question 8 – Multiple Choice

“Neighbours shared tools and voted on what to plant in the community garden.”

Which detail best supports the conclusion about cooperation?

A. neighbours shared tools and voted

B. the garden had soil

C. plants grew outside

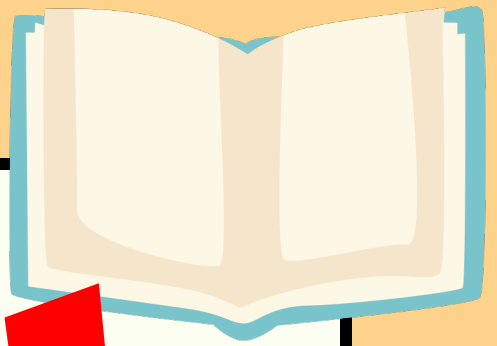
D. the sentence has twelve words

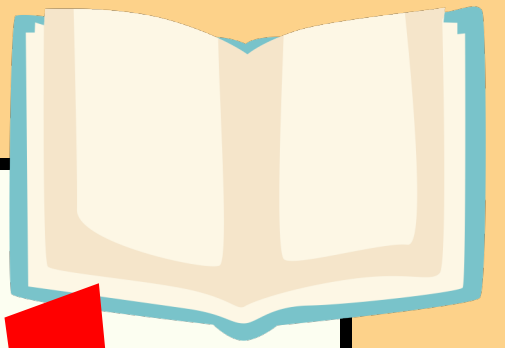


Answer 8

A. neighbours shared tools and voted

That precise detail shows people planning and working together





Question 9 – True or False

A strong connection explains how the connection enhances or deepens understanding.

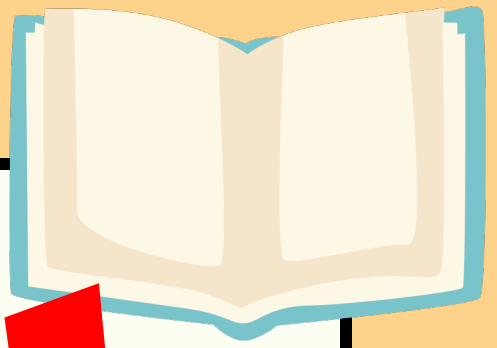


PREVIEW

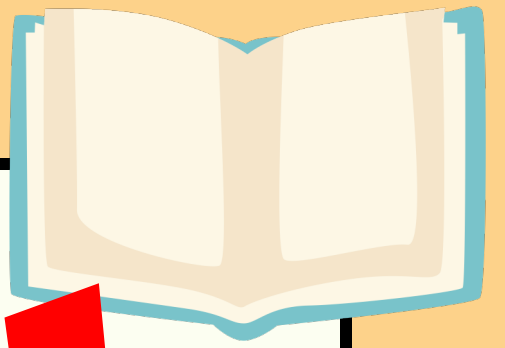
Answer 9

TRUE

Without the explanation, a response may be only a superficiality.



Question 10 – Short Answer



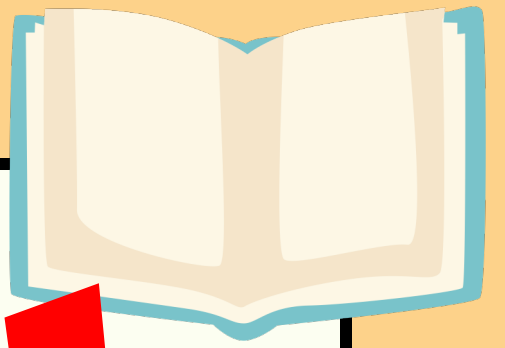
“The class reduced waste after learning that straws littered in enter waterways.”

A reader connects this to a car cleanup campaign. Is the connection SELF, TEXT or WORLD? Explain.



PREVIEW

Answer 10



TEXT TO WORLD

The reader links the text to real communication action and related environmental knowledge.



PREVIEW



PREVIEW

Well Done!

