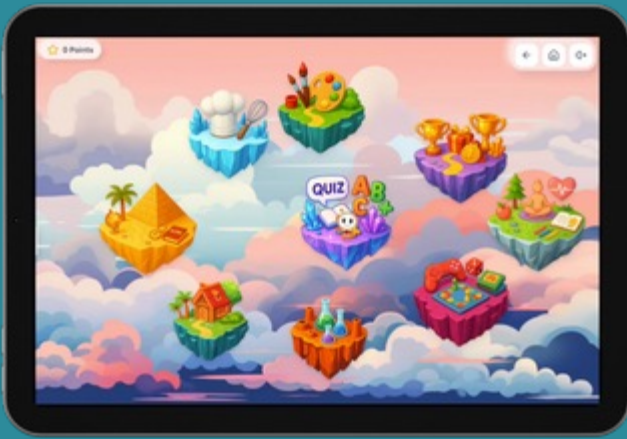


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Connecting - Year 4

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Making Strong Connections



Text-to-Self

What in my own life helps me understand this?



Text-to-Text

What other text has a similar idea, character or event?



Text-to-World

What real-world knowledge helps me understand this?

A strong connection is specific, relevant and explains how it deepens meaning.

Connection Sort & Explain

How to Play

1. Read a card aloud.
2. Decide whether it is Text-to-Self, Text-to-Text or Text-to-World.
3. Place it on the matching mat.
4. Explain: How does this connection help a reader understand?



Text-to-Self

My life or experiences



Text-to-Text

Another story, poem, film or article



Text-to-World

Real-world knowledge, events or issues



Strong answers are specific and explain meaning.

Connection Sort & Explain

1

This reminds me
of the first time
I spoke in front of
my class.



2

The character is in a
difficult situation and
another story about
keeping a promise.



3

This article connects
to what I know
about saving water
during droughts.



4

I felt the same mix
of nerves and
excitement before
my first match.



5

The storm scene is
similar to a film
where a family
shelters together.



6

I know communities
use warning systems
when bushfires are
nearby.



7

The friendship
problem reminds me
of when my friend
and I disagreed.



8

The ending has
the same message
as a poem about
courage.



Connection Sort & Explain

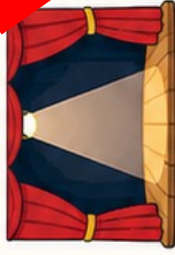
9

This information connects to what I learnt about bee pollination.



10

I also worked hard for weeks before performing on stage.



11

The hero's journey resembles another novel about finding a way home.



12

This report relates to real recycling programs in local councils.



13

The character's disappointment reminds me of missing selection for a team.



14

The setting is like a short story set in a remote lighthouse.



15

I know coral reefs are affected by warm oceans.



16

The problem reminds me of when I lost something important.





Connection Sort & Explain - Answer Guide



Card	Best Match	Why
1	Text-to-Self	Personal speaking experience
2	Text-to-Text	Similar story and choice
3	Text-to-World	Real drought knowledge
4	Text-to-Self	Personal match experience
5	Text-to-Text	Similar film event
6	Text-to-World	Real warning systems
7	Text-to-Self	Personal friendship experience
8	Text-to-Text	Shared message across texts
9	Text-to-World	Shared knowledge
10	Text-to-Self	Personal performance experience
11	Text-to-Text	Similar novel journey
12	Text-to-World	Real community programs
13	Text-to-Self	Personal disappointment
14	Text-to-Text	Similar story setting
15	Text-to-World	Environmental knowledge
16	Text-to-Self	Personal loss experience



Some cards can support another thoughtful answer when the student explains it clearly.



Roll, Connect & Strengthen

How to Play

1. Roll a die.
2. Read a card.
3. Use the matching prompt.
4. Share your connection.
5. Explain how it deepens meaning.
6. Record one strong answer.



1



Text-to-Self:
This reminds me
of when...

2



Text-to-Text:
This is like
another text
where...

3



Text-to-World:
This connects to
the world
because...

4



Strengthen it:
Add a specific
detail.

5



Explain it:
How does it
deepen meaning?

6



Challenge:
Improve a
surface
connection.



Strong connections are relevant, specific and explained.



Roll, Connect & Strengthen

1

Fiction

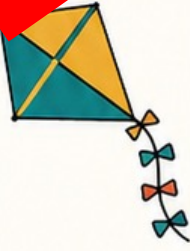
Nia stood behind the curtain, breathing slowly before the school debate began.



2

Fiction

Sam repaired the torn kite before it finally flew into the wind.



3

Fiction

Mara found a wallet on the oval and carried it straight to the office.



4

Fiction

The twins disagreed about the science model, then combined their best ideas.



5

Information

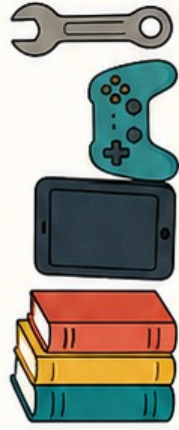
Mangrove roots protect shorelines and provide shelter for young fish.



6

Information

Libraries lend more than books; many share tools, games and technology.



7

Information

During heatwaves, towns have open cool public spaces for the community.



8

Information

Migrating birds use landmarks, stars and Earth's magnetic field to navigate.



Roll, Connect & Strengthen

9 Fiction

Arlo hesitated at the high diving board, then remembered his careful practice.



10 Fiction

When the power failed, neighbours shared their torches and cheered one another.



11 Fiction

Keira's first clay bowl collapsed, so she changed her method and tried again.



12 Fiction

The class cheered when their native garden attracted its first blue-banded bee.



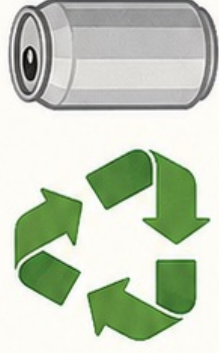
13 Information

Coral bleaching happens when stressed corals lose the algae that provide colour and energy.



14 Information

Recycling aluminium uses much less energy than producing new aluminium.



15 Information

Community gardens can provide food, habitat and places for people to meet.



16 Information

Emergency warnings use maps, colours and simple instructions to help people act quickly.



Roll, Connect & Strengthen - Recording Sheet

Name: _____

Date: _____

Round 1



Card: _____

Die roll: _____

Connection type: _____

My connection:

How it deepens meaning:

Round 2



Card: _____

Die roll: _____

Connection type: _____

My connection:

How it deepens meaning:

Round 3



Card: _____

Die roll: _____

Connection type: _____

My connection:

How it deepens meaning:

Round 4



Card: _____

Die roll: _____

Connection type: _____

My connection:

How it deepens meaning:

My connection is...



relevant



specific



explained



Connection Clues: Text-to-Self

Name: _____

Date: _____

Instructions: Read the text. Make a Text-to-Self connection and explain how it helps you understand the character.

A Brave Beginning

Leila stood beside the poster board while her classmates settled on the carpet. For two weeks, her group had planned a small native garden for the empty corner near the library. Leila knew every detail, but her hands still felt cold as the teacher invited her to begin. She took one slow breath and pointed to the drawing of flowering plants. At first her voice trembled. Then she noticed her teammates smiling and remembered how carefully they had prepared. Leila spoke more clearly, answered a question about water use and finished feeling proud.



1. My connection: This reminds me of when...

2. How it helps: Because of my connection, I understand that Leila...

3. Text evidence: Which detail in the text supports your thinking?

4. Reflection: Why is this connection helpful, not just interesting?

Connection Clues: Text-to-Self

Name: **ANSWERS**

Date: _____

Instructions: Read the text. Make a Text-to-Self connection and explain how it helps you understand the character.

A Brave Beginning

Leila stood beside the poster board while her classmates settled on the carpet. For two weeks, her group had planned a small native garden for the empty corner near the library. Leila knew every detail, but her hands still felt cold as the teacher invited her to begin. She took one slow breath and pointed to the drawing of flowering plants. At first her voice trembled. Then she noticed her teammates smiling and remembered how carefully they had prepared. Leila spoke more clearly, answered a question about water use and finished feeling proud.



1. My connection: This reminds me of when...

Presenting a project or speaking to a group.

2. How it helps: Because of my connection, I understand that Leila...

Leila is nervous but uses preparation and support to keep going.

3. Text evidence: Which detail in the text supports your thinking?

Her hands feel cold; her voice trembles; then she notices her teammates smiling.

4. Reflection: Why is this connection helpful, not just interesting?

It directly explains her feelings, choices and growing confidence.

Across the Pages: Text-to-Text

Name: _____

Date: _____

Instructions: Read both texts. Underline details that show how each character responds to a challenge.

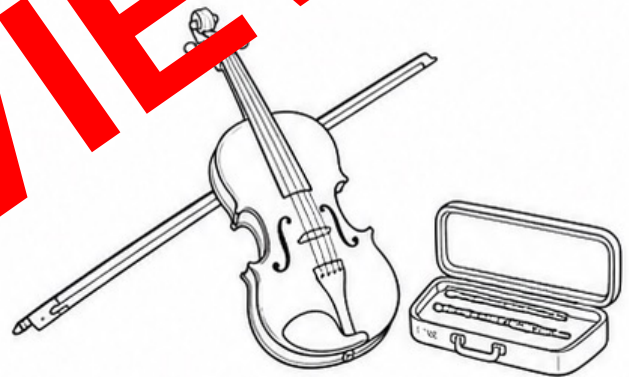
Text A: The Trail Marker

Amir checked the map again. His walking group had reached a fork, but the blue trail marker was missing. A light rain began to tap against the leaves. Amir wanted to hurry, yet he remembered the leader's advice: stop, observe and check. He compared the slope on the map with the creek beside them. Then he spotted a faded marker behind a fern. Amir called the group together and explained his reasoning before they continued.



Text B: The Broken String

During rehearsal, Tahlia's violin string snapped with a sharp twang. The concert was only an hour away. Her stomach tightened, but she did not rush. She told the conductor, found the spare-string case and asked an older student to check the tuning. Tahlia practised the difficult section once more. When the audience arrived, she still felt nervous, but she was ready.



1. Text A: challenge and response

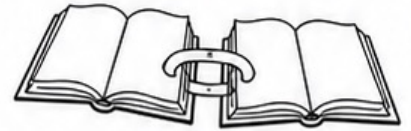
2. Text B: challenge and response

3. What idea appears in both texts?

Across the Pages: Text-to-Text

Page 2 of 2

Name: _____



Compare the texts

Both characters...

One important difference is...

The shared theme or message is...

Make the connection

This text is like the other text because...

How the connection helps me understand...

Evidence from Text A:

Evidence from Text B:

Reflection:

How did comparing the texts deepen your understanding of perseverance?

Across the Pages: Text-to-Text

Page 1 of 2

Name: **ANSWERS**

Date: _____

Instructions: Read both texts. Underline details that show how each character responds to a challenge.

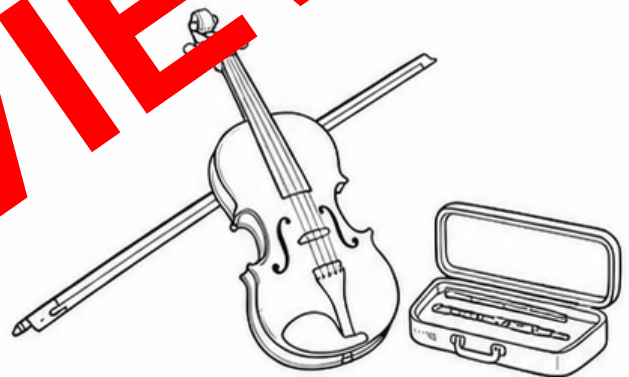
Text A: The Trail Marker

Amir checked the map again. His walking group had reached a fork, but the blue trail marker was missing. A light rain began to tap against the leaves. Amir wanted to hurry, yet he remembered the leader's advice: stop, observe and check. He compared the slope on the map with the creek beside them. Then he spotted a faded marker behind a fern. Amir called the group together and explained his reasoning before they continued.



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During rehearsal, Tahlia's violin string snapped with a sharp twang. The concert was only an hour away. Her stomach tightened, but she did not rush. She told the conductor, found the spare-string case and asked an older student to check the tuning. Tahlia practised the difficult section once more. When the audience arrived, she still felt nervous, but she was ready.



1. Text A: challenge and response

____ **The marker is missing; Amir stops, checks clues and explains his reasoning.** ____

2. Text B: challenge and response

____ **A string snaps; Tahlia seeks help, retunes and practises.** ____

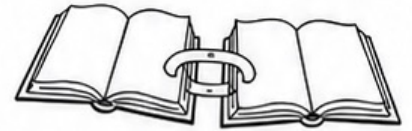
3. What idea appears in both texts?

____ **Both stay calm, use a plan and persist through a challenge.** ____

Across the Pages: Text-to-Text

Page 2 of 2

Name: **ANSWERS**



Compare the texts

Both characters...

Both characters feel nervous but respond calmly and prepare before continuing.

One important difference is...

Amir solves a navigation problem for a group; Tahlia repairs an instrument before a concert.

The shared theme or message is...

Careful thinking and perseverance help people handle pressure.

Make the connection

This text is like the other text because...

Both texts show a character pausing, using support and continuing despite nerves.

How the connection helps me understand...

Comparing them shows that perseverance includes planning, not only trying harder.

Evidence from Text A:

He stopped, observed and checked the map and creek.

Evidence from Text B:

She found a spare string, asked for help and practised again.

Reflection:

How did comparing the texts deepen your understanding of perseverance?

Perseverance can look different, but it involves calm choices and preparation.

World Wise: Text-to-World



Name: _____

Date: _____

Instructions: Read the information. Make a Text-to-World connection and explain how it helps you understand why the topic matters.

Small Gardens, Big Help

On city balconies, school grounds and nature strips, small pollinator gardens can provide food for bees, butterflies and other insects. Native flowering plants are especially useful because local pollinators have adapted to them. Gardeners can choose flowers that bloom at different times, avoid harmful sprays and leave shallow water in a dish with pebbles. Even a few pots can form a stepping stone between larger habitats. These gardens also help people observe seasonal changes and learn how insects support plant reproduction.

1 What real-world knowledge, event or issue does this connect to?

2 My Text-to-World connection:

3 How it helps me understand why pollinator gardens matter:

4 Use one detail from the text as evidence:



5 Reflection: How could this information influence a real decision at school or home?

World Wise: Text-to-World



Name: _____ **ANSWERS**

Date: _____

Instructions: Read the information. Make a Text-to-World connection and explain how it helps you understand why the topic matters.

Small Gardens, Big Help

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1 What real-world knowledge, event or issue does this connect to?

School gardens, habitat loss, pollination and community biodiversity projects.

2 My Text-to-World connection:

This connects to schools planting native gardens for bees and butterflies.

3 How it helps me understand why pollinator gardens matter:

Even small gardens can link habitats and support plant reproduction.

4 Use one detail from the text as evidence:

A few pots can form a stepping stone between larger habitats.



5 Reflection: How could this information influence a real decision at school or home?

Choose native flowering plants, avoid harmful sprays or add shallow water with pebbles.

Helpful or Surface?

Name: _____

Date: _____

Instructions: Read the text. Sort the eight connection statements. Helpful connections are specific, relevant and explain meaning. Surface connections are vague, off-topic or unexplained.

A Second Life for Broken Things

On Saturday, the community hall became a repair cafe. Volunteers helped neighbours mend torn clothing, replace loose chair screws and test old lamps. Mia brought a radio that had belonged to her grandfather. At first she expected it to be thrown away. A volunteer opened the case, cleaned a dusty contact and showed Mia how the parts worked together. When music crackled through the speaker, Mia smiled. She realised that repairing an object could preserve a memory as well as reduce waste.



1.	This reminds me of fixing my bike with my uncle; it helps me understand Mia's hope and patience.
2.	I like music.
3.	This is like another story where repairing an object brings back family memories.
4.	My shoes are blue.
5.	This connects to real programs that reduce landfill by repairing and reusing items.
6.	I once visited a hardware store.
7.	Knowing that electronic waste is difficult to recycle helps me understand why repair matters.
8.	This reminds me of breakfast.

Helpful connections

Surface connections

Strengthen one surface connection so it becomes helpful:

Helpful or Surface?

Name: _____ **ANSWERS**

Date: _____

Instructions: Read the text. Sort the eight connection statements. Helpful connections are specific, relevant and explain meaning. Surface connections are vague, off-topic or unexplained.

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6.	I once visited a hardware store.
7.	Knowing that electronic waste is difficult to recycle helps me understand why repair matters.
8.	This reminds me of breakfast.

Helpful connections

1, 3, 5, 7

Surface connections

2, 4, 6, 8

Strengthen one surface connection so it becomes helpful:

Music from the radio reminds me of a song my family plays; this helps me
understand why the radio's memory matters.

Three Connections Deep Dive

Page 1 of 2

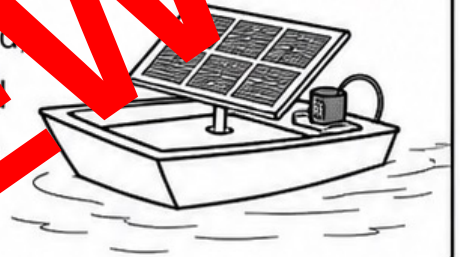
Name: _____

Date: _____

Instructions: Read the story. Make all three types of connection. Be specific.

The Quiet Launch

Zane crouched beside the shallow pond, steadying the small solar boat his team had built from recycled plastic. Clouds had covered the sun all morning, and the motor had barely moved during the practice run. Some classmates wanted to change the design at the last minute. Zane asked them to wait. He checked the wire, wiped a leaf from the panel and suggested angling the boat towards a bright patch in the sky. When the whistle sounded, their boat started slowly, then glided across the pond. It didn't finish first, but it completed the course. Zane grinned at his team. Their careful thinking had worked.



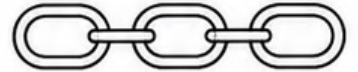
Text-to-Self: This reminds me of when...

Text-to-Text: This is like another text where...

Text-to-World: This connects to the world because...

Three Connections Deep Dive

Name: _____



Explain each connection

1. My Text-to-Self connection helps me understand...

2. My Text-to-Text connection helps me understand...

3. My Text-to-World connection helps me understand...

Choose the strongest connection

The strongest connection is...

It is strongest because it is specific, relevant and...

Evidence from the text:

Reflection: How did making all three types change your understanding of the story?

Three Connections Deep Dive

Page 1 of 2

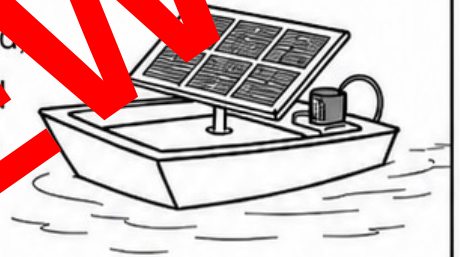
Name: **ANSWERS**

Date: _____

Instructions: Read the story. Make all three types of connection. Be specific.

The Quiet Launch

Zane crouched beside the shallow pond, steadying the small solar boat his team had built from recycled plastic. Clouds had covered the sun all morning, and the motor had barely moved during the practice run. Some classmates wanted to change the design at the last minute. Zane asked them to wait. He checked the wire, wiped a leaf from the panel and suggested angling the boat towards a bright patch in the sky. When the whistle sounded, their boat started slowly, then glided across the pond. It didn't finish first, but it completed the course. Zane grinned at his team. Their careful thinking had worked.



Text-to-Self: This reminds me of when...

Working with a team where a plan did not work at first.

Text-to-Text: This is like another text where...

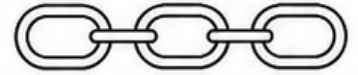
Another story about solving a problem calmly instead of rushing.

Text-to-World: This connects to the world because...

Solar panels need sunlight; recycled materials can be reused in new designs.

Three Connections Deep Dive

Name: ANSWERS



Explain each connection

1. My Text-to-Self connection helps me understand...

Zane's worry, patience and pride.

2. My Text-to-Text connection helps me understand...

The theme that careful problem-solving can matter more than winning

3. My Text-to-World connection helps me understand...

Why the boat is slow under clouds and improves in brighter light.

Choose the strongest connection

The strongest connection is... Text-to-World.

It is strongest because it is specific, relevant and...

It links exact story details to how solar energy works.

Evidence from the text:

Clouds covered the sun; Zane angled the panel towards a bright patch.

Reflection: How did making all three types change your understanding of the story?

The three types reveal feelings, theme and the science behind events.

Write to Explain

Name: _____

Date: _____

Instructions: Read the story. Plan a paragraph that explains one strong connection.

The Shared Wall



The blank wall beside the canteen had been chosen for a student mural. Priya sketched a river linking local plants, animals and community places. On painting day, each group arrived with a different idea. For a moment, the wall looked like a collection of separate pictures. Priya suggested using the river as a path that could connect every section. The artists adjusted colours, moved one image and added small bridges between scenes. By the afternoon, the mural looked like one story. Priya stepped back and saw that listening to each other had improved the design.

Connection type: Text-to-Self / Text-to-Text / Text-to-World

Topic sentence: This text connects to...

Specific connection details

Text evidence

How the connection deepens meaning

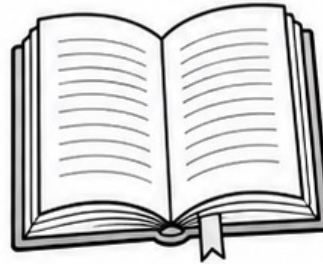
Write to Explain

Page 2 of 2

Name: _____

Use this structure:

1. Name the connection.
2. Describe a specific link.
3. Include evidence from the text.
4. Explain how the link deepens meaning.



Write your connection paragraph

PREVIEW

Self-check

- ☐ My connection is specific.
- ☐ I used text evidence.
- ☐ I explained meaning.
- ☐ My paragraph is clear.

Reflection: Which sentence best shows your thinking?

Write to Explain

Name: **ANSWERS**

Date: _____

Instructions: Read the story. Plan a paragraph that explains one strong connection.

The Shared Wall



The blank wall beside the canteen had been chosen for a student mural. Priya sketched a river linking local plants, animals and community places. On painting day, each group arrived with a different idea. For a moment, the wall looked like a collection of separate pictures. Priya suggested using the river as a path that could connect every section. The artists adjusted colours, moved one image and added small bridges between scenes. By the afternoon, the mural looked like one story. Priya stepped back and saw that listening to each other had improved the design.

Connection type: Text-to-Self / Text-to-Text / Text-to-World

Text-to-Self

Topic sentence: This text connects to...

This text connects to working on a group project.

Specific connection details

Different people had ideas, so we needed one shared plan.

Text evidence

Priya used the river to connect every section.

How the connection deepens meaning

Listening and organising ideas strengthens teamwork.

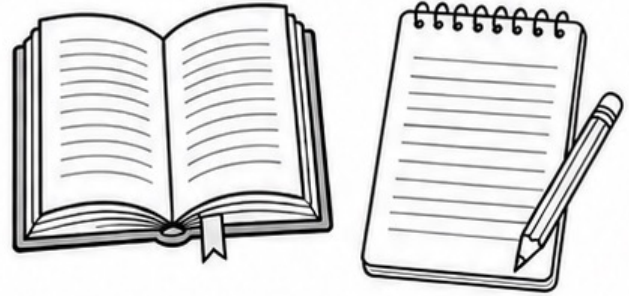
Write to Explain

Page 2 of 2

Name: **ANSWERS**

Use this structure:

1. Name the connection.
2. Describe a specific link.
3. Include evidence from the text.
4. Explain how the link deepens meaning.



Write your connection paragraph

This text makes a Text-to-Self connection to a group project where everyone had different ideas. In the mural, Priya suggested using the river to connect every section. I have also seen a shared plan help a group combine separate ideas. This connection helps me understand that Priya's leadership is about listening, organising and helping the team create something stronger together.

Self-check

- ☒ My connection is specific.
- ☒ I used text evidence.
- ☒ I explained meaning.
- ☒ My paragraph is clear.

Reflection: Which sentence best shows your thinking?

The final sentence best shows how my connection explains Priya's leadership.

Connecting for Meaning

Name: _____ Class: _____ Date: _____

Read the passage carefully. Record what changes and support your thinking with details from the text.

The Library Garden

After months of planning, the old courtyard beside the neighbourhood library was ready to reopen. Sienna arrived early with her class to place labels beside native herbs and flowering shrubs.

The garden included a reading circle, a rainwater tank and a small insect hotel built from bamboo and timber offcuts.

When the first families entered, Sienna noticed a younger child touching every label but looking confused. She remembered that the class had used long scientific words.

Sienna found a marker, added simple explanations and drew small pictures beside several plants. Soon the child was showing an adult where blue-banded bees might visit.

Sienna realised the garden was not complete simply because the planting was finished. It also needed to help people understand and feel welcome.



1. What changes after Sienna notices the younger child?

2. What does Sienna realise about a finished community project?

3. Record one detail from the passage that supports your thinking.

Connecting for Meaning

Make three specific connections. Explain how each one deepens your understanding of the passage.

1 Text-to-Self connection

This connects to my experience of... _____

This helps me understand... _____

2 Text-to-Text connection

This is like another text where... _____

This helps me understand... _____

3 Text-to-World connection

This connects to the wider world because... _____

This helps me understand... _____

Choose and justify

The strongest connection is... _____

It is strongest because... _____

Evidence from the passage: _____

Quality check

- ☐ My connection is specific.
- ☐ My connection is relevant.
- ☐ I used evidence.
- ☐ I explained meaning.

Reflection

How did making connections change your understanding of the passage?

Connecting for Meaning

Name: **ANSWERS** Class: _____ Date: _____

Read the passage carefully. Record what changes and support your thinking with details from the text.

The Library Garden

After months of planning, the old courtyard beside the neighbourhood library was ready to reopen. Sienna arrived early with her class to place labels beside native herbs and flowering shrubs.

The garden included a reading circle, a rainwater tank and a small insect hotel built from bamboo and timber offcuts.

When the first families entered, Sienna noticed a younger child touching every label but looking confused. She remembered that the class had used long scientific words.

Sienna found a marker, added simple explanations and drew small pictures beside several plants. Soon the child was showing an adult where blue-banded bees might visit.

Sienna realised the garden was not completely finished because the planting was not finished. It also needed to help people understand and feel welcome.



1. What changes after Sienna notices the younger child?

She replaces long scientific wording with simple explanations and small pictures.

2. What does Sienna realise about a finished community project?

A project is not truly complete until people can understand it and feel welcome.

3. Record one detail from the passage that supports your thinking.

The younger child begins showing an adult where blue-banded bees might visit.

Connecting for Meaning

Make three specific connections. Explain how each one deepens your understanding of the passage.

1 Text-to-Self connection

This connects to my experience of... I once explained a difficult idea to a younger student.

This helps me understand... Sienna notices her audience and changes how she communicates.

2 Text-to-Text connection

This is like another text where... This is like another story where a character revises work after noticing someone's needs.

This helps me understand... Being responsive can improve the result.

3 Text-to-World connection

This connects to the real world because... Public spaces use plain-language signs and pictures so more people can participate.

This helps me understand... The garden needs to be accessible as well as planted.

Choose and justify

The strongest connection is... Text-to-World.

It is strongest because... It links Sienna's choices to inclusive community design.

Evidence from the passage: She adds simple explanations and pictures;
the child can then share information.

Quality check

- ☒ My connection is specific.
- ☒ My connection is relevant.
- ☒ I used evidence.
- ☒ I explained meaning.

Reflection

How did making connections change your understanding of the passage?

Connections show that true completion includes understanding, access and welcome.

Connecting for Meaning Rubric

Student: _____

Class: _____

Date: _____

Teacher: _____

Use this rubric to assess how clearly a reader makes and explains connections.

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Connection accuracy	Names an unclear or incorrect connection.	Names a connection with some accuracy.	Makes an accurate connection.	Makes accurate connections across types.	Selects and controls connection types purposefully.
2. Relevance and specificity	Gives a vague or unrelated link.	Gives a partly relevant link.	Gives a specific, relevant link.	Chooses precise details that clearly match.	Chooses insightful, precise links that illuminate the text.
3. Explains meaning	Does not explain how the link helps.	Gives a simple explanation.	Explains how the link builds understanding.	Explains character, idea or theme in depth.	Explains layered meaning with insight.
4. Uses evidence and detail	Uses no clear text detail.	Refers generally to the text.	Uses a relevant text detail.	Integrates accurate evidence into the explanation.	Selects and analyses the strongest evidence.
5. Clarity and reflection	Response is difficult to follow.	Response is partly clear.	Response is clear and includes reflection.	Response is organised and thoughtful.	Response is precise, cohesive and perceptive.

Overall level: ○ ○ ○ ○ ○

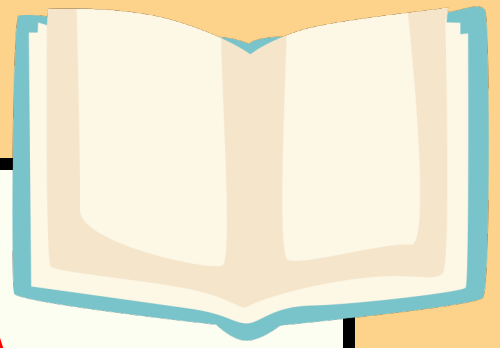
Feedback: _____

Next step: _____

Connecting



Learning intention

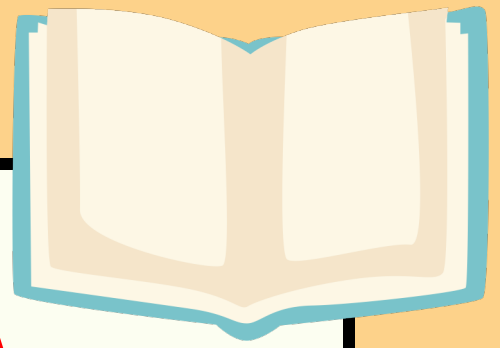


We are learning to connect ideas in a text with our own experiences, other texts and the wider world.

Success looks like this:

- Name the type of connection.
- Make a specific, relevant link.
- Explain how the link adds to our understanding.
- Use evidence from the text.





What is a connection?

A reading connection is a link between a detail in a text and something you already know. The link is useful when it helps you understand a character, event, idea or theme more deeply.

A memory or fact is not automatically helpful. A reader must explain the meaning it adds.



Three powerful connection types



Text-to-Self — a link to your own experience, feelings or knowledge.

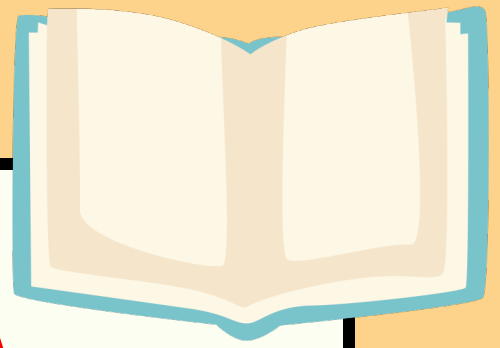
Text-to-Text — a link to another story, article, film or other text.

Text-to-World — a link to real events, issues, places, systems or knowledge.

Ask: Which type will help me understand this concept best?



Text-to-Self



Connect a precise text detail to a specific experience or feeling from your life.

Useful prompts:

- This reminds me of when...
- I understand the character's feeling because...
- Like the character, I once...

Then explain how that the character's experience helps you understand.



Text-to-Self – worked example



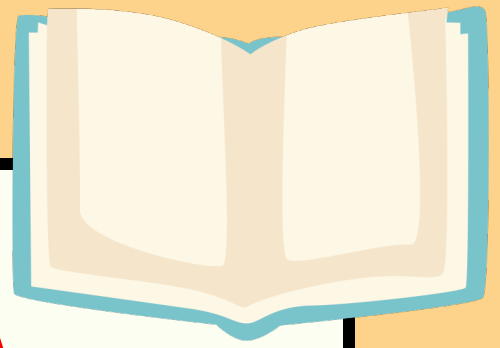
Text detail: Amira takes a different route to school and worries that she will be late.

Connection: This reminds me of finding a new classroom on my first day at a bigger school.

Meaning: That experience helps me understand why Amira feels uncertain even though the route may be safe.



Text-to-Text



Connect the text to another text with a meaningful similarity or difference.
Compare characters, problems, settings, information, themes or major choices.

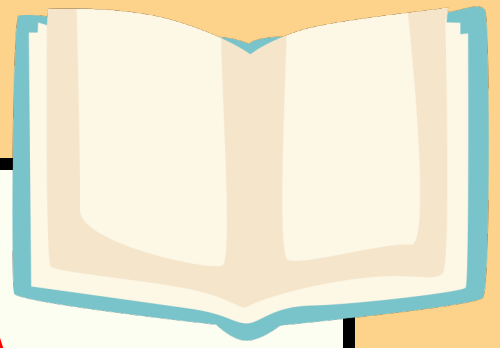
Useful prompts:

- This is like another text where...
- Both texts show...
- Unlike the other text...

Explain what a character reveals.



Text-to-Text – worked example



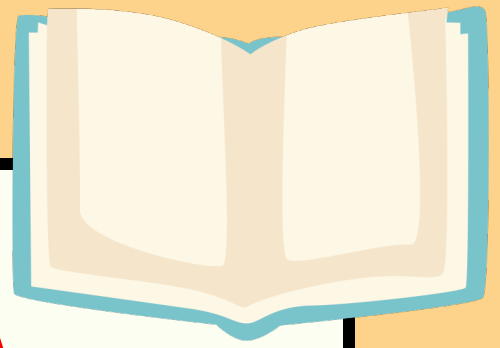
Text A: A team calmly tests its solar boat after a slow, practice run.

Text B: In another story, a robotics team checks the parts of a tire instead of rebuilding everything.

Meaning: Both texts show that careful problem-solving can matter more than rushing to win.



Text-to-World



Connect a text detail to accurate knowledge about the wider world.

Think about science, history, communities, places, current issues, how real systems work.

Useful prompts:

- This connects to the world because...
- Knowing that... helps me understand...

Keep the link relevant to the text.





Text-to-World – worked example

Text detail: Volunteers repair an old radio instead of throwing it away.

World knowledge: Repair cafés help communities reuse objects and reduce waste.

Meaning: This explains why fixing the radio matters beyond Mia's memory; the repair also keeps useful materials out of landfill.



What makes a connection helpful?



A strong connection passes three checks.

1. Specific — it names an exact experience, text or world event.
2. Relevant — it links directly to a supporting text detail.
3. Explained — it shows how the link builds understanding.

Strong readers also support an explanation with evidence.





From surface to strong

Surface connection: "I like music."

Why it is weak: It is vague and does not explain the radio's importance.

Stronger connection: "Music from the radio reminds me of a song my family plays; this helps me understand why the radio's memory matters to Mia."

The stronger version is specific, relevant and explained.



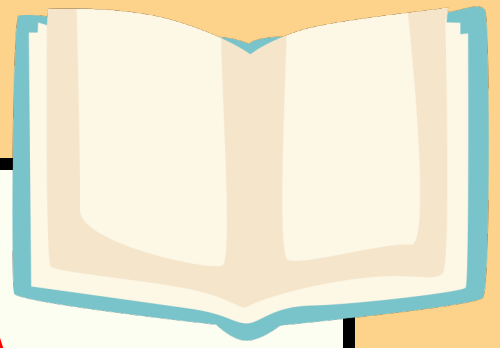
Think aloud in five steps



1. Notice an important detail.
 2. Recall a possible experience, text or world fact.
 3. Name the connection type.
 4. Test whether the link is semantic and relevant.
 5. Explain: This helps me understand...
- If the link does not deepen meaning, try a stronger one.



Guided practice

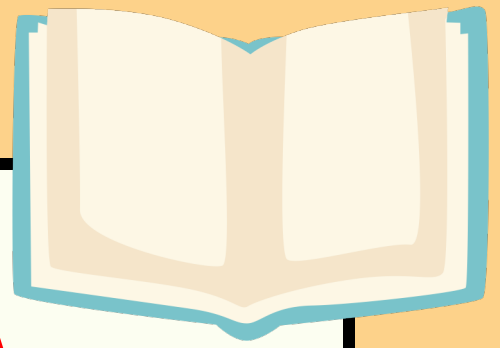


A student garden team notices that younger visitors do not understand scientific labels.
The team adds simple explanations and pictures.

Discuss:

- Make one Text-to-Self connection.
- Make one Text-to-Text connection.
- Make one Text-to-World connection.
- Which one best explains why this change matters?





Independent practice

Read closely and record all three connection types.

For each connection:

- quote or describe one text detail
- make a specific link
- explain how the link changes or deepens your understanding

Finally, choose your strongest connection and justify your choice.



Sentence stems for deeper thinking



Text-to-Self: This reminds me of... This helps me understand...

Text-to-Text: This is like another text where... Both texts reveal...

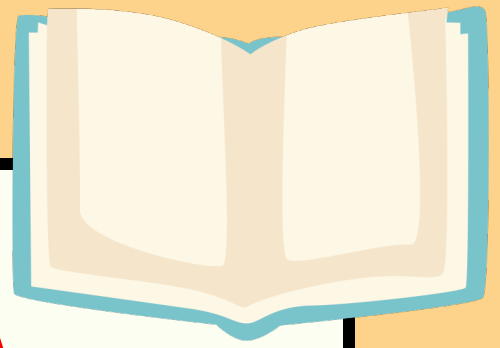
Text-to-World: Knowing that... helps me understand why...

Evidence: The detail "... " supports my thinking because...

Reflection: My strongest conclusion is... because...



Exit ticket



Choose one important detail from today's text.

1. Name your connection type.
2. State a specific connection.
3. Explain how it deepens meaning.
4. Include one supporting text detail.

Before you finish, check your response is specific, relevant, explained and supported.





Ready to Connect!



PREVIEW

Connecting Quiz



Question One of Ten



Which statement best defines a reading connection?

- A. A picture that decorates the page
- B. A guess made before reading
- C. A link between a text detail and what the reader already knows
- D. A difficult word in the text



Answer One of Ten



Correct answer: C

A reading connection links a specific detail in the text with the reader's experience, another text or knowledge of the wider world.



Question Two of Ten

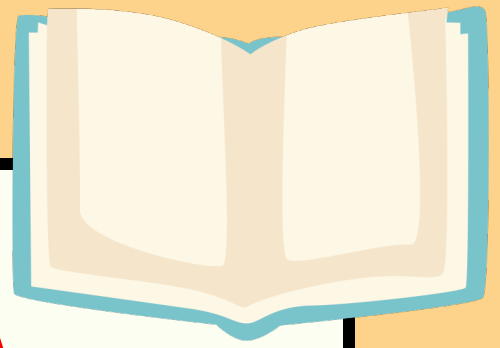


True or false?

A Text-to-Self connection links something in the text to the reader's own experience, feeling or knowledge.



Answer Two of Ten



Correct answer: True

Text-to-Self connections use the reader's own experience and knowledge to make sense of a text detail.





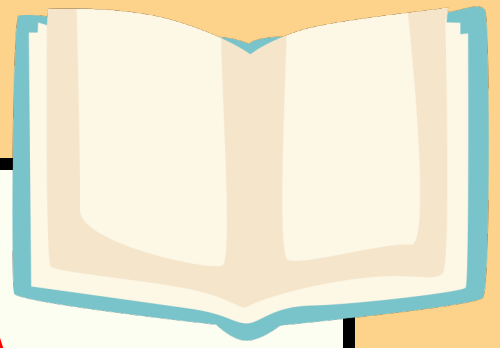
Question Three of Ten

Classify this connection.

“This reminds me of when I had to practise before speaking to a group. That helps me understand why the character feels nervous.”



Answer Three of Ten

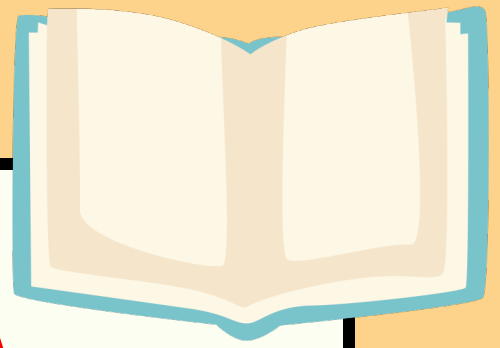


Correct answer: Text-to-Self

The reader links the character's nervousness to a specific personal experience and explains the meaning of the text.



Question Four of Ten



Which is the strongest Text-to-Text connection?

- A. Both covers use blue.
- B. Another story also shows a character learning that honesty rebuilds trust.
- C. This reminds me of a story I've read.
- D. I once lost something important.



Answer Four of Ten



Correct answer: B

It compares an important character lesson across two texts. The other choices are surface-level or use a different connection type.



Question Five of Ten



True or false?

A connection is helpful just because it is interesting.



Answer Five of Ten



Correct answer: False

A helpful connection must be relevant to a text detail and explain how the link deepens understanding.



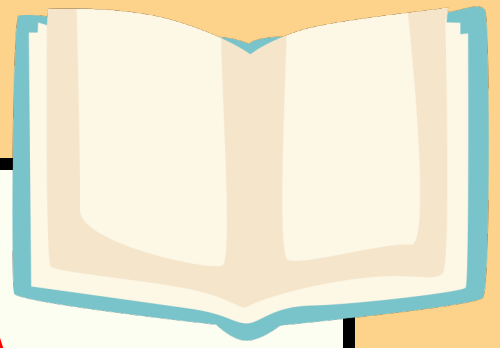
Question Six of Ten



Name the three main types of reading connection



Answer Six of Ten



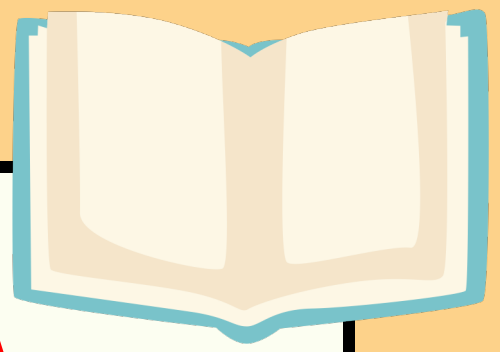
Text-to-Self

Text-to-Text

Text-to-World

Strong readers choose a type that best helps them understand the text.





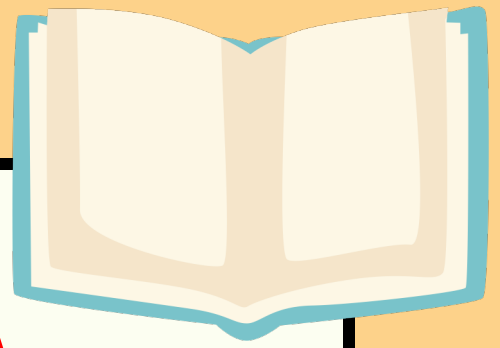
Question Seven of Ten

Which is the strongest Text-to-World connection?

- A. I once forgot my water bottle.
- B. Another story has a dry spring.
- C. Real water restrictions explain why the community limits sprinkler use.
- D. The cover has a blue sky.



Answer Seven of Ten

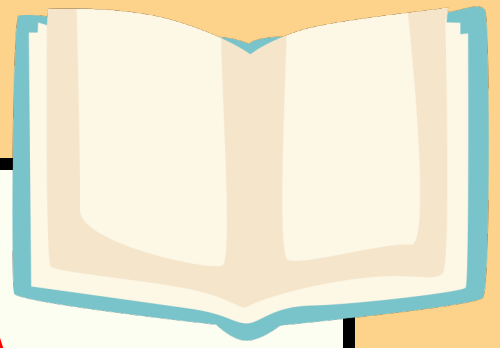


Correct answer: C

It connects a text detail to accurate knowledge about a real community system and explains why an action occurs.



Question Eight of Ten

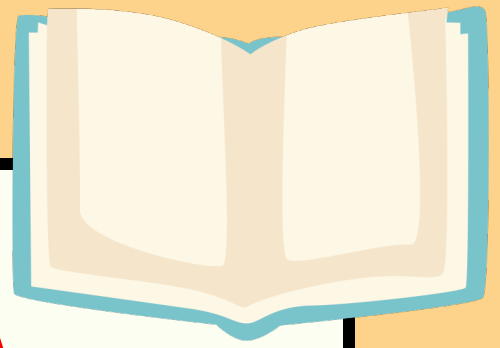


True or false?

A helpful connection explains how the link compensates the reader's understanding.



Answer Eight of Ten

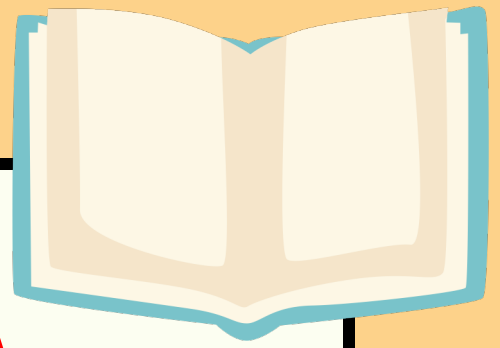


Correct answer: True

Explanation is what turns a remembered experience-text contact into a meaningful reading connection.



Question Nine of Ten



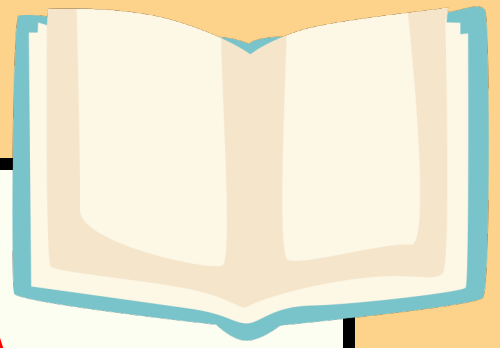
Strengthen this surface connection.

“I like music.”

Write a specific connection or explanation that helps you understand about a character restoring an old family radio.



Answer Nine of Ten



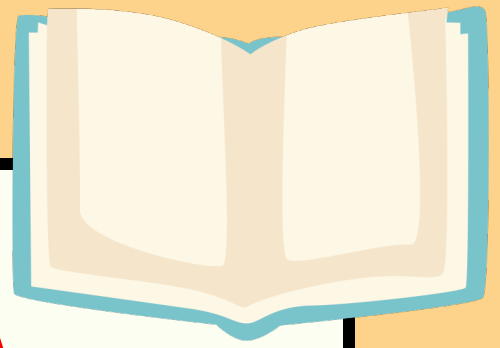
Model answer:

“Music from the radio reminds me of a song my family played. This helps me understand why restoring the radio preserves an important family memory.”

The model is specific, relevant and explained.



Question Ten of Ten

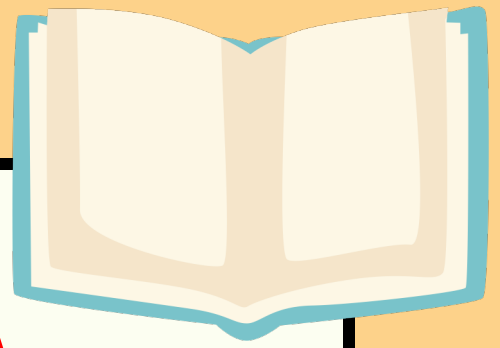


Why do readers make connections?

- A. To finish reading as quickly as possible
- B. To understand characters, ideas, events and themes more deeply
- C. To count the pages in a text
- D. To skip difficult words



Answer Ten of Ten



Correct answer: B

Connections activate useful knowledge and help readers find deeper meaning from important details.





Quiz Complete!



PREVIEW