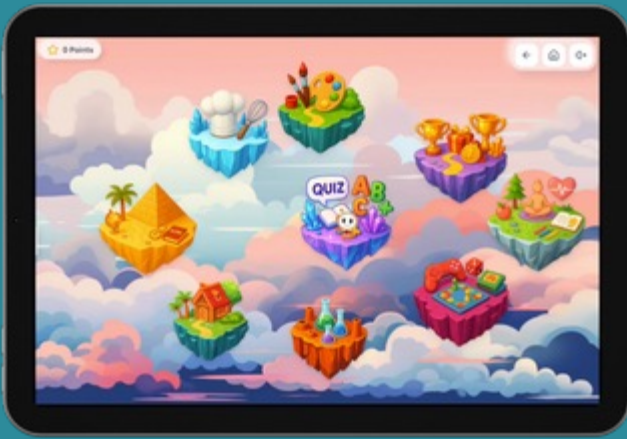


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Connecting Year 6

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Connecting with Purpose

Three useful connections



TEXT-TO-SELF

Link a text idea to your own experience.



TEXT-TO-TEXT

Connect an idea with another text or media.



TEXT-TO-WORLD

Link the text to real events, issues, places or knowledge.

Strong connections are:

SPECIFIC • **RELEVANT** • **SUPPORTED** • **EXPLAINED**



Ask: Does this help me understand an idea, character, perspective, theme or message more deeply?

Sentence frame



This connects to ____ because ____.
It deepens my understanding by ____.

Building Three Connections

Page 1 • Fiction

Name: _____

Date: _____

The Empty Seat

At the end of rehearsal, Leila found a folded note on the empty seat. It said, "Your ideas matter—use them." She had spent the whole week letting louder voices choose every part of the play. The next morning, Leila brought a sketch of a new backdrop. Her hands shook as she showed it to the group. For a moment, nobody spoke. Then Marcus moved the old design aside and asked how they could build her idea. Leila realised that courage did not always feel bold. Sometimes it began with one careful sentence.



1. TEXT-TO-SELF

Describe a relevant experience or feeling. Which detail prompted the connection? How does it deepen your understanding of Leila?



2. TEXT-TO-TEXT

Connect this passage to another story, film or poem. Explain one meaningful similarity or difference and what it reveals.



3. TEXT-TO-WORLD

Link the passage to a real event, issue or community experience. Explain how the link affects your interpretation.



Strong connections are specific, relevant, supported and explained.

Building Three Connections

Page 1 • Fiction

Name: ANSWERS

Date: _____

The Empty Seat

At the end of rehearsal, Leila found a folded note on the empty seat. It said, "Your ideas matter—use them." She had spent the whole week letting louder voices choose every part of the play. The next morning, Leila brought a sketch of a new backdrop. Her hands shook as she showed it to the group. For a moment, nobody spoke. Then Marcus moved the old design aside and asked how they could build her idea. Leila realised that courage did not always feel bold. Sometimes it began with one careful sentence.



1. TEXT-TO-SELF

Describe a relevant experience or feeling. Which detail prompted the connection? How does it deepen your understanding of Leila?

I once feared sharing an idea in a group. "Her hands shook" shows that courage can happen while a person still feels nervous.



2. TEXT-TO-TEXT

Connect this passage to another story, film or poem. Explain one meaningful similarity or difference and what it reveals.

Like Wonder, the passage shows a character taking a social risk. Support from others helps courage lead to belonging.



3. TEXT-TO-WORLD

Link the passage to a real event, issue or community experience. Explain how the link affects your interpretation.

This links to student voice in schools. Leila's sketch represents the right to participate in decisions that affect the group.



Strong connections are specific, relevant, supported and explained.

Building Three Connections

Page 2 • Nonfiction

Name: _____

Date: _____

Cooling the City

On a January afternoon, researchers measured two nearby streets. The first had broad tree canopies and shaded footpaths. The second had little vegetation and wide areas of dark asphalt. At 3 pm, the treeless street was several degrees hotter. Residents there said they avoided walking to shops and waiting at bus stops. A community group proposed planting native shade trees, adding drinking fountains and replacing some asphalt with pale, permeable surfaces. The plan would take years to mature, but supporters argued that cooler streets could improve health, comfort and access for everyone.



1. TEXT-TO-SELF

Recall a time when weather or the built environment affected your choices. Which detail prompted the connection? What does it help you understand?



2. TEXT-TO-TEXT

Connect this passage to another article, report or infographic. Compare the evidence or solutions presented.



3. TEXT-TO-WORLD

Link the passage to a wider issue such as climate, health or fairness. Who may be affected most, and how does that shape your interpretation?



Strong connections are specific, relevant, supported and explained.

Building Three Connections

Page 2 • Nonfiction

Name: **ANSWERS**

Date: _____

Cooling the City

On a January afternoon, researchers measured two nearby streets. The first had broad tree canopies and shaded footpaths. The second had little vegetation and wide areas of dark asphalt. At 3 pm, the treeless street was several degrees hotter. Residents there said they avoided walking to shops and waiting at bus stops. A community group proposed planting native shade trees, adding drinking fountains and replacing some asphalt with pale, permeable surfaces. The plan would take years to mature, but supporters argued that cooler streets could improve health, comfort and access for everyone.



1. TEXT-TO-SELF

Recall a time when weather or the built environment affected your choices. Which detail prompted the connection? What does it help you understand?

On a hot day I chose a shaded path instead of an exposed one. "Several degrees hotter" shows how street design shapes daily choices.



2. TEXT-TO-TEXT

Connect this passage to another article, report or infographic. Compare the evidence or solutions presented.

A report about green roofs also uses temperature data, but proposes changing buildings. Both texts show design can reduce urban heat.



3. TEXT-TO-WORLD

Link the passage to a wider issue such as climate, health or fairness. Who may be affected most, and how does that shape your interpretation?

This links to climate justice. Older people, young children and people without cars may spend more time outside, so cooler streets improve fair access.



Strong connections are specific, relevant, supported and explained.

Strong or Surface?

Page 1 • Classify the Connection

Name: _____

Date: _____

The Last Bottle

Mina counted 146 single-use drink bottles in the bins after sports day. She presented the evidence to the student council and proposed refill stations, reusable bottles and a class challenge. Some students argued that one bottle made no difference. Mina replied that repeated choices create patterns. Six weeks later, the school had halved its bottle waste.

Read each connection. Tick **STRONG** or **SURFACE**, then note why.

Connection	Strong	Surface	Why?
A. This reminds me of drinking water.	☐	☐	
B. This links to an article about plastic entering waterways; both show how repeated habits create environmental effects.	☐	☐	
C. I once owned a bottle the same colour as Mina's.	☐	☐	
D. This connects to a container deposit scheme because both use incentives to change behaviour.	☐	☐	
E. I forgot my bottle once, I know what bottle waste is.	☐	☐	
F. Like a story character who persuades peers with evidence, Mina uses facts to lead change.	☐	☐	

1. Which connection is strongest? Explain using the criteria.

2. Improve one surface connection so it becomes specific, relevant, supported and explained.

Strong or Surface?

Page 1 • Classify the Connection

Name: **ANSWERS**

Date: _____

The Last Bottle

Mina counted 146 single-use drink bottles in the bins after sports day. She presented the evidence to the student council and proposed refill stations, reusable bottles and a class challenge. Some students argued that one bottle made no difference. Mina replied that repeated choices create patterns. Six weeks later, the school had halved its bottle waste.

Read each connection. Tick **STRONG** or **SURFACE**, then note why.

Connection	Strong	Surface	Why?
A. This reminds me of drinking water.	☐	☒	Vague; no insight.
B. This links to an article about plastic entering waterways; both show how repeated habits create environmental effects.	☒	☐	Relevant; explains effect.
C. I once owned a bottle the same colour as Mina's.	☐	☒	Only a shared colour.
D. This connects to a container deposit scheme because both use incentives to change behaviour.	☒	☐	Specific shared strategy.
E. I forgot my bottle once, I know what behaviour is like.	☐	☒	Irrelevant fact.
F. Like a story character who persuades peers with evidence, Mina uses facts to lead change.	☒	☐	Evidence plus insight.

1. Which connection is strongest? Explain using the criteria.

B is strongest because it identifies a precise shared idea and explains how repeated habits create wider environmental effects.

2. Improve one surface connection so it becomes specific, relevant, supported and explained.

I choose a reusable bottle at school. Mina's count shows that my small repeated choice joins a larger pattern of waste reduction.

Strong or Surface?

Page 2 • Strengthen the Link

Name: _____

Date: _____

Each starting connection is surface. Rewrite it as a strong connection by naming a precise link, using text evidence and explaining the effect on understanding.

1. TEXT: Kai missed the final shot. At sunrise, he was already back at the court, adjusting his technique.

SURFACE START:
“I have failed before.”

STRONGER CONNECTION:

2. TEXT: After reusable lunch containers were introduced the school’s landfill waste fell by 38 per cent.

SURFACE START:
“This is about rubbish.”

STRONGER CONNECTION:

3. TEXT: The narrator calls the city “a cage of glass and noise” and longed for the quiet farm she left.

SURFACE START:
“It reminds me of a city.”

STRONGER CONNECTION:

4. TEXT: One speaker values the dam’s reliable water supply; another warns that it would flood a culturally significant valley.

SURFACE START:
“People disagree.”

STRONGER CONNECTION:

☐ Specific link ☐ Relevant to meaning ☐ Text evidence ☐ Effect explained

Strong or Surface?

Page 2 • Strengthen the Link

Name: ANSWERS

Date: _____

Each starting connection is surface. Rewrite it as a strong connection by naming a precise link, using text evidence and explaining the effect on understanding.

1. TEXT: Kai missed the final shot. At sunrise, he was already back at the court, adjusting his technique.

SURFACE START:

"I have failed before."

STRONGER CONNECTION:

This connects to practising piano after mistakes. Kai returning "at sunrise" shows persistence means changing strategy, not simply trying again.

2. TEXT: After reusable lunch containers were introduced the school's landfill waste fell by 38 per cent.

SURFACE START:

"This is about rubbish."

STRONGER CONNECTION:

This links to a household waste audit: in both, reusable systems reduce landfill. The 38 per cent fall shows measures have measurable impact.

3. TEXT: The narrator calls the city "a cage of glass and noise" and longs for the quiet farm she left.

SURFACE START:

"It reminds me of a city."

STRONGER CONNECTION:

This connects to another migration story where crowded streets intensify homesickness. "A cage of glass and noise" reveals alienation.

4. TEXT: One speaker values the dam's reliable water supply; another warns that it would flood a culturally significant valley.

SURFACE START:

"People disagree."

STRONGER CONNECTION:

This links to debates about development and heritage. The opposing views show that benefits, harm and cultural value must all be weighed.



Specific link



Relevant to meaning



Text evidence



Effect explained

Perspective, Bias and Connection

Page 1 • One Change, Two Viewpoints

Name: _____

Date: _____



Read both accounts. Notice how viewpoint, purpose and word choice shape each version.



TEXT A • WETLAND NEWSLETTER

The council's new dog-free path gives nesting birds a safer place to feed and raise their young. Rangers recorded damaged vegetation near the water, so visitors will now use the raised boardwalk. The change protects a fragile habitat while keeping most of the reserve open.



TEXT B • COMMUNITY PET GROUP

Without meaningful consultation, the council has closed the only flat waterside path to dogs. Many older residents use this accessible route with their pets. Responsible owners feel punished for damage they do not cause, while practical options such as leads and timed access were ignored.

1. What does each writer want the reader to believe or do? Use detail from each text.

2. Circle or quote two words that reveal attitude. Explain their effect.

3. Which voices or facts are missing from each account?

4. Describe a connection you brought to this issue. How could that connection help or bias your interpretation?



A useful connection opens inquiry; it should not replace evidence.

Perspective, Bias and Connection

Page 2 • Audit Your First Reaction

Name: _____

Date: _____



Read both texts. Track how your own connections shape—and may need to reshape—your judgement.



TEXT A • PRINCIPAL'S MEMO

From next term, students will store phones during lunch. Staff recorded 23 online conflicts that continued into class last term. Phone-free lunch will create more time for face-to-face conversation, movement and rest. Students who need a device for health or accessibility will have an individual plan.



TEXT B • STUDENT EDITORIAL

A total ban treats responsible students as though everyone misuses a phone. Devices help some students contact family, organise clubs and manage crowded social spaces. The school should trial phone-free lunch and teach responsible use before removing choice from the whole student body.

1. **FIRST REACTION:** What did you initially think? Which person or text connection influenced that response?

2. **SUPPORT:** Quote one detail that supports your first reaction.

3. **COMPLICATION:** Quote one detail that challenges or complicates it.

4. **MISSING EVIDENCE:** What source, voice or data would help you judge fairly?

5. **REVISED JUDGEMENT:** State a balanced conclusion. Explain how checking your connection changed or strengthened it.



Connect • Check evidence • Consider perspective • Revise

Synthesising Across Texts

Page 1 • Build a New Understanding

Name: _____

Date: _____



Read both texts. Connect their ideas and evidence, then form an understanding that neither text states alone.



TEXT A • FICTION EXTRACT

When the all-clear sounded, Sienna expected everyone to go home. Instead, neighbours carried wet books from the library and spread them beneath the community-hall fans. Mr Tran labelled salvage boxes. Children wiped mud from plastic covers. Sienna placed her favourite novel on the “hopeful” pile and realised the library was not only a building; it was something people chose to rebuild together.



TEXT B • REPORT EXTRACT

Six months after the storm, the library reopened in a smaller temporary space. Volunteers had cleaned 4,200 books, local businesses donated shelves and residents recorded oral histories of the recovery. Weekly visits soon exceeded the number recorded before the storm. The coordinator said the project recovered access to information, but also gave people a shared place to process what had happened.



1. **SHARED IDEA:** What important idea appears in both texts?



2. **EVIDENCE:** Quote or describe one supporting detail from each text.



3. **DIFFERENCE:** How does each text type shape the way the idea is presented?



4. **CONNECTION:** Link these texts to another text, experience or world event. Explain why the link is relevant.



5. **SYNTHESIS:** Complete: “Together, the texts suggest that community recovery is not only ____; it is also ____ because ____.”



Synthesis = connected evidence + comparison + new insight

Synthesising Across Texts

Page 2 • Connect Three Sources

Name: _____

Date: _____



Read all three sources about recommendation feeds. Compare what each contributes before drawing a conclusion.



SOURCE A • EXPLANATION

A recommendation feed predicts what a user may watch next by analysing past clicks, viewing time and reactions. This can make content easier to find, but repeated suggestions may limit the range of viewpoints a user encounters.



SOURCE B • PERSONAL ACCOUNT

I watched one video about exam stress, then my feed filled with similar clips. Some advice helped, but the constant focus made the problem seem larger. I deliberately searched for study routines and creative hobbies to change what appeared.



SOURCE C • CLASS SURVEY

Of 24 students:

- 18 noticed repeated topics;
- 15 discovered useful new content;
- 11 felt their feed showed limited viewpoints;
- 9 regularly searched beyond recommendations.



1. **SOURCE MAP:** What idea or evidence does each source add?



2. **AGREEMENT AND DISAGREEMENT:** Where do the sources reinforce one another? Where do they complicate or contradict one another?



3. **CONNECTION CHECK:** Link the sources to another text, experience or world issue. What does the connection help you notice, and what can it not prove?



4. **SYNTHESIS PARAGRAPH:** Write a balanced claim about recommendation feeds. Use evidence from at least two sources and explain your reasoning.

☐ Balanced claim ☐ Two or more sources ☐ Relevant connection ☐ Reasoning explained

Evaluating Connections

Page 1 • Score the Reasoning

Name: _____

Date: _____

★ Give 1 point for each: SPECIFIC LINK • RELEVANT TO MEANING • TEXT EVIDENCE • EFFECT EXPLAINED



Restoring the Riverbank

A council proposal would replace part of a concrete riverbank with native reeds, trees and a walking path. Environmental groups say the plants would reduce erosion and create habitat. Some nearby businesses worry that construction and fewer parking spaces would affect customers. A youth group supports the plan but asks for lighting, ramps and safe cycle access.



Score each connection out of 4. Tick the criteria it meets, then justify your score.

1 "This reminds me of water." ☐ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: ____ / 4

Why? _____

2 "I saw reeds once, and this proposal also has plants." ☐ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: ____ / 4

Why? _____

3 "This connects to an article about wetland restoration. Both use native plants to improve habitat, and 'reduce erosion' shows why the plants matter." ☐ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: ____ / 4

Why? _____

4 "This links to debates about public-space design. Like a park redesign, environmental gains can conflict with access and business concerns, so the decision needs multiple perspectives." ☐ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: ____ / 4

Why? _____



A high score requires more than a shared topic.



Evaluating Connections

Page 1 • Score the Reasoning

Name: ANSWERS

Date: _____

☆ Give 1 point for each: SPECIFIC LINK • RELEVANT TO MEANING • TEXT EVIDENCE • EFFECT EXPLAINED



Restoring the Riverbank

A council proposal would replace part of a concrete riverbank with native reeds, trees and a walking path. Environmental groups say the plants would reduce erosion and create habitat. Some nearby businesses worry that construction and fewer parking spaces would affect customers. A youth group supports the plan but asks for lighting, ramps and safe cycle access.



Score each connection out of 4. Tick the criteria it meets, then justify your score.

1 "This reminds me of water." ☐ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: 0 / 4

Why? _____
Only names a broad topic; no precise link, evidence or insight.

2 "I saw reeds once, and this proposal also has plants." ☒ Specific ☐ Relevant ☐ Evidence ☐ Effect Score: 1 / 4

Why? _____
Names a shared detail but does not connect it to meaning or explain its effect.

3 "This connects to an article about wetland restoration. Both use native plants to improve habitat, and 'reduce erosion' shows why the plants matter." ☒ Specific ☒ Relevant ☒ Evidence ☒ Effect Score: 4 / 4

Why? _____
Precise comparison, relevant idea, quoted evidence and a clear explanation.

4 "This links to debates about public-space design. Like a park redesign, environmental gains can conflict with access and business concerns, so the decision needs multiple perspectives." ☒ Specific ☒ Relevant ☒ Evidence ☒ Effect Score: 4 / 4

Why? _____
Connects a meaningful conflict, paraphrases evidence and explains why perspectives matter.

☆ A high score requires more than a shared topic. ☆

Evaluating Connections

Page 2 • Rank, Defend, Revise

Name: _____

Date: _____

 Rank the connections from 1 (strongest) to 4 (weakest). Use the criteria: specific, relevant, supported and explained.



The Closed Gate

At dawn, Omar found a new padlock on the community-garden gate. A notice said the land had been sold for apartments. Through the wire, he could see tomato vines planted by neighbours and the bench built in memory of Mrs Ellis. Omar folded the protest flyer into his pocket. He had never spoken at a public meeting, but this time he wrote the date in his calendar.

Rank	Connection	Reason
	A. "I have seen a gate."	
	B. "I once lost a place I liked, so I understand that Omar feels sad."	
	C. "This connects to reports about urban development replacing shared spaces. Omar finds a padlock after the land is sold."	
	D. "Like a novel, the residents are a powerful developer, Omar decides to attend the meeting. This shows the way changes him from observer to participant."	

1 DEFEND: Why is your top-ranked connection strongest?

2 REVISE: Rewrite the weakest connection so it earns all four criteria.

3 REFLECT: Could two readers rank any connection differently? Explain what evidence should guide the decision.

★ Evaluate the reasoning, not whether you share the experience. ★

Evaluating Connections

Page 2 • Rank, Defend, Revise

Name: ANSWERS

Date: _____



Rank the connections from 1 (strongest) to 4 (weakest). Use the criteria: specific, relevant, supported and explained.



The Closed Gate

At dawn, Omar found a new padlock on the community-garden gate. A notice said the land had been sold for apartments. Through the wire, he could see tomato vines planted by neighbours and the bench built in memory of Mrs Ellis. Omar folded the protest flyer into his pocket. He had never spoken at a public meeting, but this time he wrote the date in his calendar.

Rank	Connection	Reason
4.	A. "I have seen a gate."	Broad topic only; no evidence or insight.
3.	B. "I once lost a place I liked, so I understand that Omar feels sad."	Relevant feeling, but unsupported and unexplained.
2.	C. "This connects to reports about urban development replacing shared spaces. Omar finds a padlock after the land is sold."	Specific world link and evidence; effect is missing.
1.	D. "Like a novel, the residents are a powerful collaborator, Omar decides to attend the meeting. This shows the flyer changes him from observer to participant."	Specific, relevant, supported and explained.

1 DEFEND: Why is your top-ranked connection strongest?

— D compares a precise conflict, uses Omar's decision as evidence —
— and explains how the flyer shifts his role. —

2 REVISE: Rewrite the weakest connection so it earns all four criteria.

— This connects to reports about public spaces closing after land sales. —
— The padlock blocks Omar from the vines and memorial bench, —
— showing lost community ownership. —

3 REFLECT: Could two readers rank any connection differently? Explain what evidence should guide the decision.

— Readers may debate B and C, but the four criteria and text —
— evidence should guide the rank. Familiarity alone does not —
— make a connection strong. —

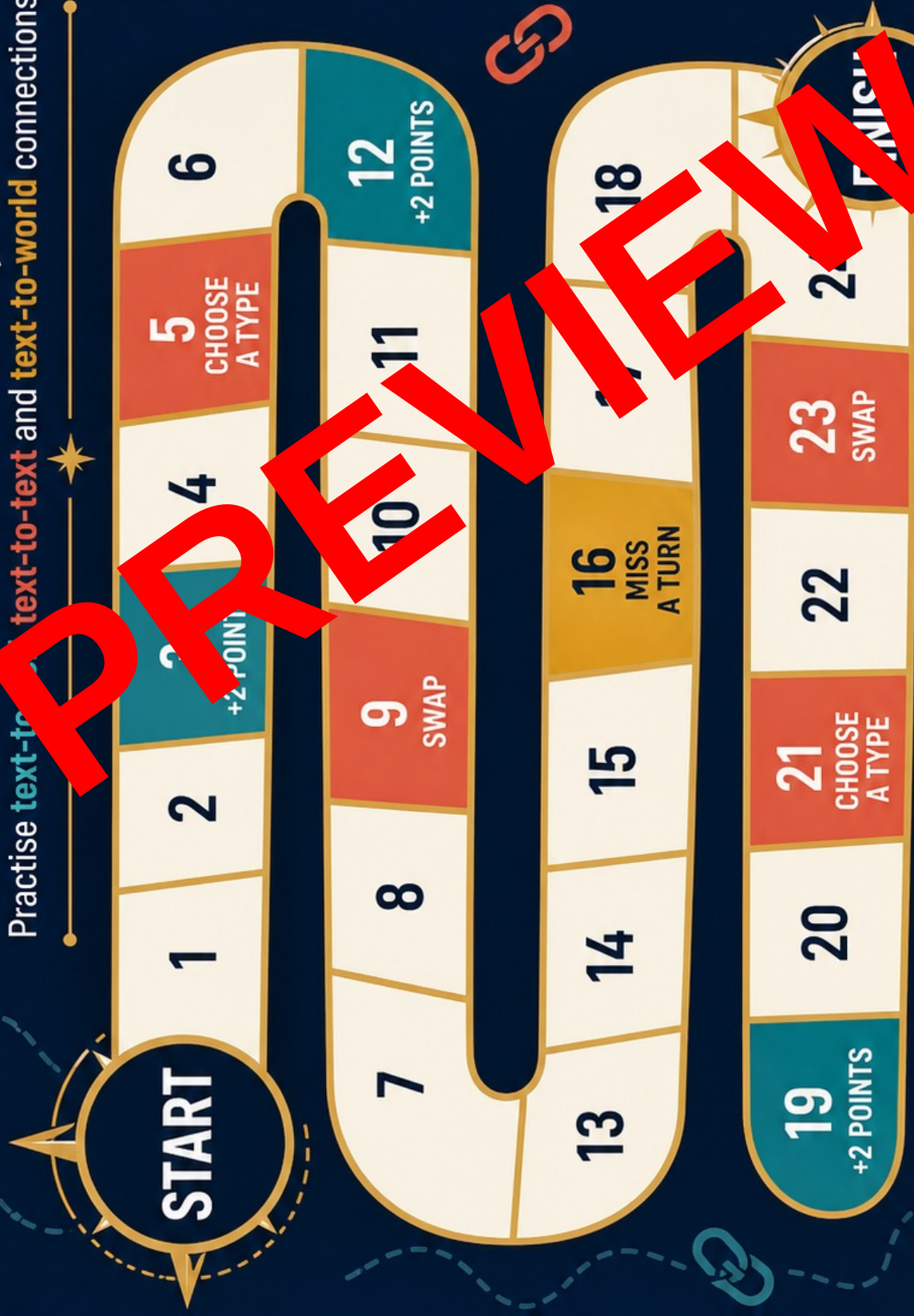


Evaluate the reasoning, not whether you share the experience.



Connection Quest

Practise **text-to-text** and **text-to-world** connections.



You need

1 die • 1 counter per player • Scenario cards



How to play

1. Shuffle the scenario cards and place them face down.
2. Roll the die and move along the path.
3. Draw a card and state the best connection type.
4. Explain how the connection deepens understanding.
5. Score 1 point for the correct type and 1 point for a clear explanation.
6. The player with the most points at FINISH wins.



Connection Quest

Scenario Cards 1-12

1. A character keeps practising after failing a difficult audition.

1

4. A documentary shows how drought affects regional communities.

4

7. A story shows siblings rebuilding trust after an argument.

7

10. A news report describes young people campaigning for safer roads.

10

2. An article explains how local volunteers restore a wetland.

2

5. A poem compares growth to an ant's journey.

5

8. An infographic explains why bees are essential to food production.

8

11. A novel explores belonging after a family moves countries.

11

3. A narrator feels excluded on the first day at a new school.

3

6. A biography describes a scientist challenging an accepted idea.

6

9. A character hides the truth to protect a friend.

9

12. A podcast discusses how advertising influences choices.

12

Roll, Link, Explain

Make a connection. Support it. Explain its effect.



1

TEXT-TO-SELF

Make a relevant personal connection.



2

TEXT-TO-TEXT

Link the card to another text.



3

TEXT-TO-WORLD

Link the card to an event or issue.



4

EVIDENCE

Quote or describe a detail that supports your link.



5

EFFECT

Explain how the connection deepens understanding.



6

EVALUATE

Decide whether the connection is strong or surface. Justify.



How to play

1. Choose a fiction or nonfiction card and read it aloud.
2. Roll the die and respond to the matching prompt.
3. Use evidence from the card in your explanation.
4. Score 1 point for a relevant link, 1 for evidence and 1 for explaining the effect.

Scoring frame

This reminds me of ____ because ____.

The detail ____ helps me understand ____.





Roll, Link, Explain

Fiction Prompt Cards 1-12



Amira rereads the audition note: "Not yet." She takes a breath, enters the hall and begins practising again.

1

Luca hides the broken trophy, then hears his teammate accept the blame.

4

The old lighthouse has been dark for years, yet tonight Niko sees one bright flash.

7

Asha plants one seed beside the cracked footpath, even though the empty block seems hopeless.

10

Jai discovers his grandfather's stained recipe card and decides to cook the dish for the whole family.

5

After the flood, neighbours form a chat to carry books from damaged library.

8

Tahlia refuses a shortcut when she realises it would give her team an unfair advantage.

11

Ben wants to keep the secret, but doing so could put another person in danger.

On her first day, Mei eats lunch alone until another student silently slides a chessboard across the table.

3

Priya deletes a cruel group-chat message but wonders whether staying silent is enough.

6

Noah laughs at the unfamiliar tradition until his new friend explains what it means.

9

Zara's family has moved again. She unpacks the same blue lamp and makes the new room feel familiar.

12

Roll, Link, Explain

Connection Prompt Cards 1-12

1

Trees cool cities by providing shade and releasing water vapour. Streets with more canopy can be noticeably cooler.

4

Recommendation algorithms suggest content based on past choices, which can narrow the viewpoints a person encounters.

7

Tiny plastic fragments have been found in oceans, rivers, soil and even the food chain.

10

Food waste in landfill produces methane. Planning meals and using leftovers can reduce household waste.

3

Wetlands filter pollutants, store floodwater and provide habitat for birds, plants and insects.

6

Ramps, elevators and clear signs make public spaces easier to use for many people, not only those with disabilities.

9

After a cyclone, volunteers rebuilt the community library so residents could gather, learn and share information.

12

Waves, storms and rising seas reshape coastlines, sometimes placing homes and habitats at risk.

Bees pollinate many food crops. Protecting diverse flowering plants helps support healthy bee populations.

Cultural burning uses careful, low-intensity fire to support Country and reduce some bushfire risks.

Sleep supports attention and memory. Regular sleep routines can improve learning and emotional regulation.

Young campaigners collected evidence, presented a petition and persuaded council to improve a dangerous crossing.

Connecting to Deepen Meaning

Assessment • Page 1 of 2 • Analyse

Name: _____

Date: _____



Read Text A and Text B. Answer in complete sentences and support your ideas with evidence.

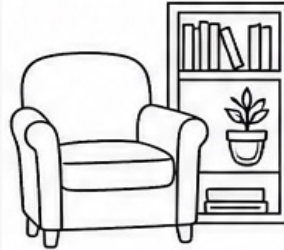
TEXT A • FICTION EXTRACT



Every lunch, Elena sat beneath the stairwell, where the noise softened. When the space was locked for storage, she tried the oval, but whistles and shouting crowded her thoughts. Elena surveyed classmates and discovered

others also wanted somewhere calm. At the next council meeting she proposed a quiet corner with plants, drawing materials and clear shared rules. "It isn't about avoiding people," she explained. "It is about having a place where my brain can reset."

TEXT B • INFORMATION TEXT



Libraries, museums and schools are introducing quiet rooms and sensory-friendly periods. Supporters say choices in lighting, sound and seating can improve access for people with different needs.

However, designers warn that a separate space can feel excluding if users are not consulted. Including planning and who benefits, who may be left out and whether the main environment can also improve.

1 CONNECT ACROSS TEXTS • 4 marks

State one specific similarity or difference, with detail from each text and explain what the connection helps you understand.

2 PERSPECTIVE AND PURPOSE • 4 marks

How does Elena's perspective differ from the information text's broader viewpoint?
How does each author's purpose shape the text?

3 EVALUATE AND REVISE • 4 marks

A student writes: "Both texts are about quiet places." Explain why this is a surface connection, then rewrite it as a strong connection.

4 AUTHOR'S CHOICES • 3 marks

Choose one phrase or structural choice from either text. Explain how it shapes meaning or reader response.

Connecting to Deepen Meaning

Assessment • Page 1 of 2 • Analyse

Name: ANSWERS

Date: _____



Read Text A and Text B. Answer in complete sentences and support your ideas with evidence.

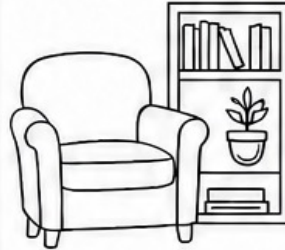
TEXT A • FICTION EXTRACT



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However, designers warn that a separate space can feel excluding if users are not consulted. Including people with different needs, who may be left out, and whether the main environment can also improve

1 CONNECT ACROSS TEXTS • 4 marks

State one specific similarity or difference, with detail from each text and explain what the connection helps you understand.

Both texts show that calm spaces can improve access. Elena needs somewhere her brain can reset, while Text B says changes to sound, light and seating support different needs. The link shows inclusion requires responsive choices.

2 PERSPECTIVE AND PURPOSE • 4 marks

How does Elena's perspective differ from the information text's broader viewpoint?
How does each author's purpose shape the text?

Elena offers one lived perspective and the fiction builds empathy. Text B explains benefits and cautions from a broader viewpoint so readers can evaluate inclusive design.

3 EVALUATE AND REVISE • 4 marks

A student writes: "Both texts are about quiet places." Explain why this is a surface connection, then rewrite it as a strong connection.

The response only names a shared topic. Stronger: Elena surveys classmates, while Text B warns that spaces can exclude users without consultation; both show inclusive spaces should be designed with the people who use them.

4 AUTHOR'S CHOICES • 3 marks

Choose one phrase or structural choice from either text. Explain how it shapes meaning or reader response.

"Whistles and shouting crowded her thoughts" makes noise seem physically overwhelming. This helps readers feel Elena's sensory load and understand why she acts.

Connecting to Deepen Meaning

Assessment • Page 2 of 2 • Connect and Synthesise

Name: _____

Date: _____



Use Text A and Text B from Page 1 with Source C below. Support every claim with relevant evidence.

SOURCE C • STUDENT DESIGN SURVEY

Of 60 students surveyed:

- 42 wanted a quieter option at lunch.
- 31 said current spaces were often too noisy.
- 19 worried a quiet zone could be labelled “uncool”.
- 47 wanted students involved in creating the rules.

5 MAKE A CONNECTION • 4 marks

Make a relevant text-to-self or text-to-world connection to the issue.

Identify the detail that prompted it and explain how the connection deepens understanding.

6 SYNTHESISE • 6 marks

Write one balanced paragraph explaining what schools should consider when designing calm spaces.

Use evidence from at least two of the three sources, connect the ideas and acknowledge a limitation or different perspective.

Claim • Evidence • Connection • Reasoning • Different perspective • Conclusion

7 AUDIT YOUR CONNECTION • 3 marks

What assumption or bias could your own connection introduce?

What further evidence would you seek before making a decision?

Page total: ____ / 13

Assessment total: ____ / 28

Connecting to Deepen Meaning

Assessment • Page 2 of 2 • Connect and Synthesise

Name: ANSWERS

Date: _____



Use Text A and Text B from Page 1 with Source C below. Support every claim with relevant evidence.

SOURCE C • STUDENT DESIGN SURVEY

Of 60 students surveyed:

- 42 wanted a quieter option at lunch.
- 31 said current spaces were often too noisy.
- 19 worried a quiet zone could be labelled “uncool”.
- 47 wanted students involved in creating the rules.

5 MAKE A CONNECTION • 4 marks

Make a relevant text-to-self or text-to-world connection to the issue.

Identify the detail that prompted it and explain how the connection deepens understanding.

- This connects to libraries that offer quiet study rooms. Survey detail —
— that 42 students wanted a quieter option shows calm spaces can support —
— participation, not simply avoidance. The link frames the issue as access —
— and choice. —

6 SYNTHESISE • 6 marks

Write one balanced paragraph explaining what schools should consider when designing calm spaces.

Use evidence from at least two of the three sources, connect the ideas and acknowledge a limitation or different perspective.

Claim • Evidence • Connection • Reasoning • Different perspective • Conclusion

- Schools should offer calm spaces, but design them with students rather —
— than impose a separate zone. Elena's survey shows that several classmates —
— shared the need, while Text B warns that unconsulted spaces can feel —
— excluding. Source C strengthens both ideas: 47 of 60 students wanted —
— involvement, yet 19 feared the space could be labelled 'uncool'. Together, —
— the sources suggest that sound and seating options may improve access —
— when rules, location and language are co-designed. A trial should also —
— check whether the main environment can become calmer. —

7 AUDIT YOUR CONNECTION • 3 marks

What assumption or bias could your own connection introduce?

What further evidence would you seek before making a decision?

- Because I value quiet, I might assume everyone benefits in the same —
— way. I would seek views from students who prefer social spaces, accessibility —
— advice and trial data on use and belonging. —

Page total: 13 / 13

Assessment total: 28 / 28

Connecting Year 6 Rubric

Making, supporting, evaluating and synthesising connections

Student: _____ Date: _____

Criteria	1 • Beginning	Developing	3 • Sound	4 • Strong	5 • Advanced
QUALITY OF CONNECTIONS	Vague or topic-only links.	Identifies relevant links; details are partial.	Clear, relevant links between ideas.	Precise, meaningful links that deepen interpretation.	Insightful links across several texts, experiences or issues.
USE OF EVIDENCE	Evidence absent or inaccurate.	Some detail used; link is unclear.	Apt evidence supports each main connection.	Well-chosen details are integrated from multiple sources.	Evidence is selected, compared and synthesised with precision.
REASONING AND EVALUATION	Effect on understanding is not explained.	Gives a simple or partial explanation.	Explains how a connection shapes meaning.	Evaluates strength, relevance and limitations.	Develops nuanced insight and tests alternative interpretations.
PERSPECTIVE AND BIAS	Viewpoint is ignored.	Identifies one viewpoint or purpose.	Compares and contrasts purposes.	Examines bias, assumptions and missing voices.	Critiques assumptions and revises judgement using evidence.
SYNTHESIS	Retells sources separately.	Lists related ideas with little connection.	Combines ideas into a supported claim.	Builds a balanced conclusion across sources.	Produces an original, well-qualified insight from connected evidence.

Overall score: ____ / 25

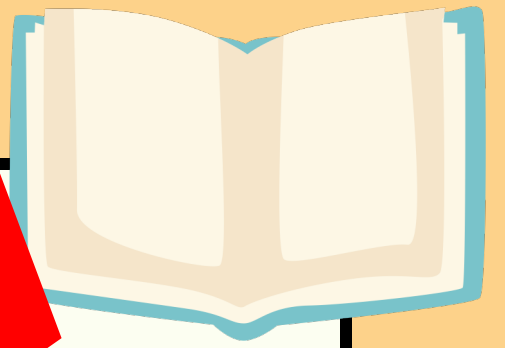
Strength: _____

Next step: _____

Connecting



Connecting Builds Meaning



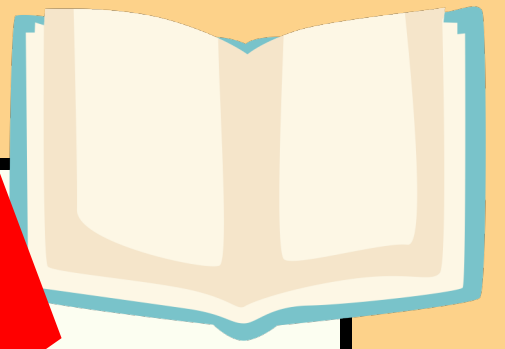
Readers connect new information to knowledge, experience, and other texts.

A useful connection can clarify a character, theme, claim, perspective or problem.

The connection matters only when it changes or deepens understanding.

Key question: What does this link help me understand that I did not see before?





Why Readers Make Connections

Activate relevant background knowledge.

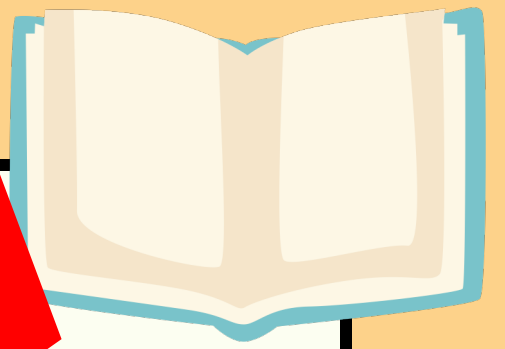
Infer motives, predict outcomes and build empathy.

Compare ideas, structures, purposes and viewpoints.

Evaluate evidence, remember key ideas and synthesise across sources.



Three Ways to Connect



Text-to-self: link a detail to a relevant experience, feeling or prior knowledge.

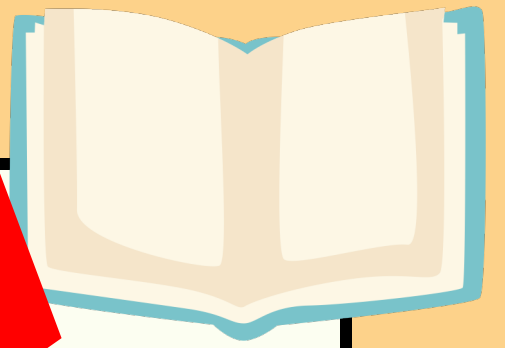
Text-to-text: compare the text with another story, film, poem, article or source.

Text-to-world: link the text to an event, issue, culture, place or field of knowledge.

No connection type is automatically strongest, quality depends on reasoning.



Text-to-Self



Choose an experience or feeling that is genuinely relevant to the text.

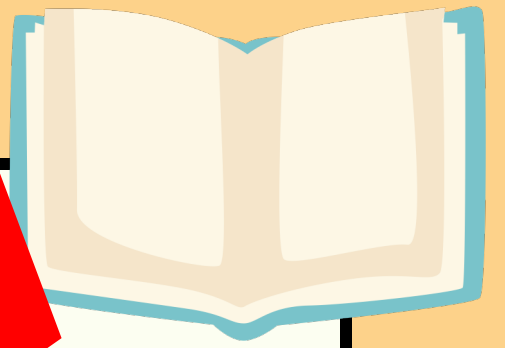
Name the exact detail that prompted the link.

Explain a meaningful similarity and difference.

State how the link changes your understanding of the character, idea or theme.



Text-to-Text



Compare themes, character choices, structure, evidence, language, or viewpoints.

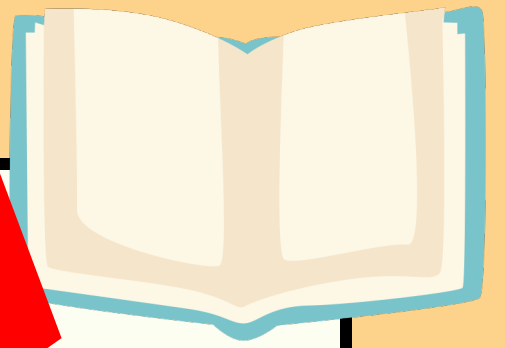
Identify the other text precisely rather than saying 'another story'.

Use evidence from the current text and accurate knowledge of the other text.

Explain what the comparison reveals not only that the texts are alike.



Text-to-World



Connect to a relevant event, issue, community experience, memory, or scientific idea.

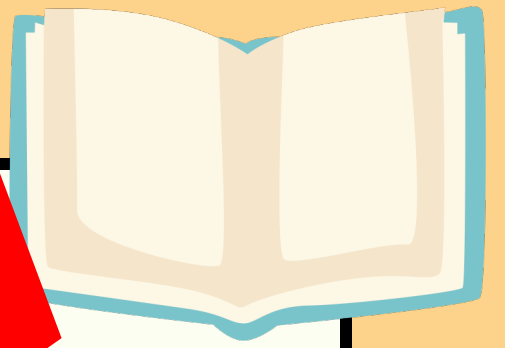
Use accurate context and distinguish evidence from assumptions.

Explain how the wider link changes the importance or interpretation of the text.

A world connection should open inquiry, not replace the source in front of you.



Surface or Strong?



Surface: shares a topic, object or colour but adds little insight.

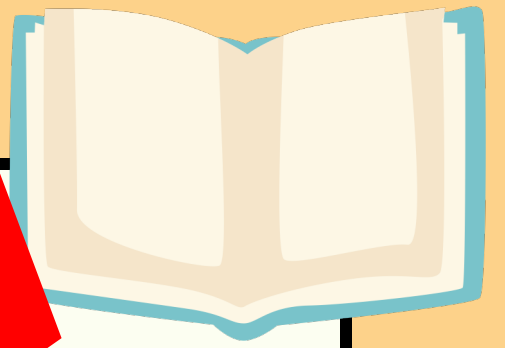
Surface: retells a memory without returning to the text.

Strong: specific, relevant, supported with evidence and clearly explained.

Test it: if the link disappeared, would our interpretation lose anything important?



Strong Connection Formula



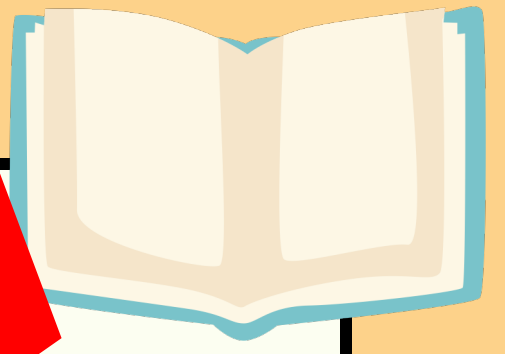
TEXT DETAIL + MEANINGFUL LINK + EVIDENCE

This reminds me of ____ because ____

The detail '____' supports the link ____.

This helps me understand ____ because ____.





Evidence Makes a Link Credible

Quote a short phrase or accurately describe relevant details.

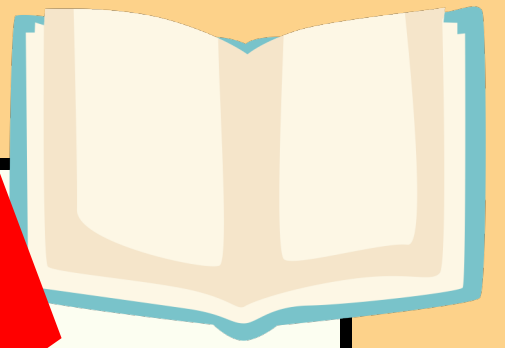
Explain why that evidence supports the connection.

Choose evidence that relates to meaning, not just a shared object.

Return to the text after making the connection, do not let the memory take over.



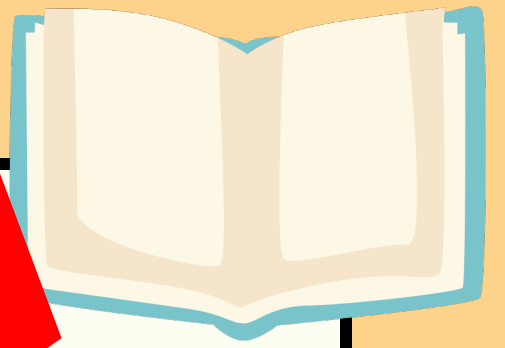
Explain the Effect



A strong link may clarify a character's motivation or conflict.
It may reveal a theme, pattern, consequence or author's choice.
It may challenge a first interpretation or expose a missing viewpoint.
Finish the reasoning: 'This matters because...'



Author Purpose



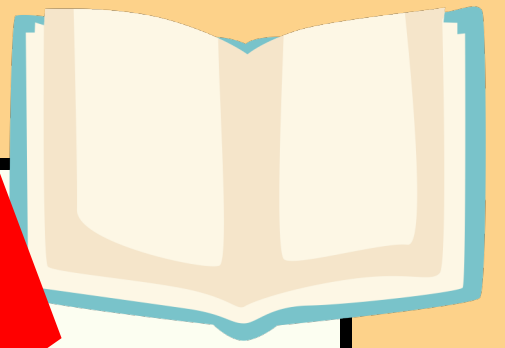
Purpose may be to inform, explain, persuade, entertain, report or combine purposes.

Connections can reveal why an author selects certain examples, language or structures.

Ask how the connection helps you judge whether the author achieved the purpose.

Purpose is inferred from evidence, it is not guessed from the topic alone.





Perspective and Bias

Perspective is the position from which a person views or presents an issue.

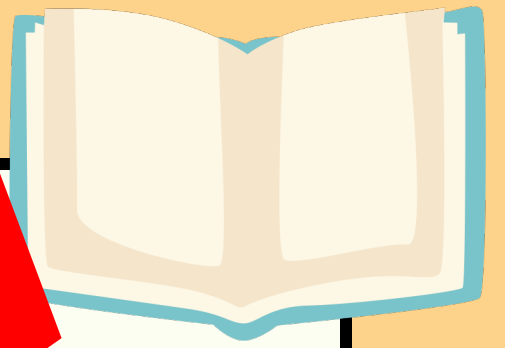
Bias can influence what a text selects, emphasizes, frames, or leaves out.

Your own connection can illuminate the text or make one viewpoint feel automatically correct.

Check: Which voices or alternatives are missing?



Connect Across Text Type



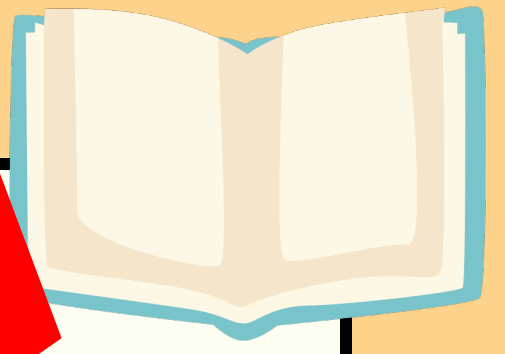
Fiction often develops ideas through character, imagery, conflict and change.

Nonfiction often develops ideas through claims, evidence, explanation and source choice.

Connect transferable ideas, not merely the same topic.

Compare what each text type can show and where each has limits.





Synthesise More Than One Link

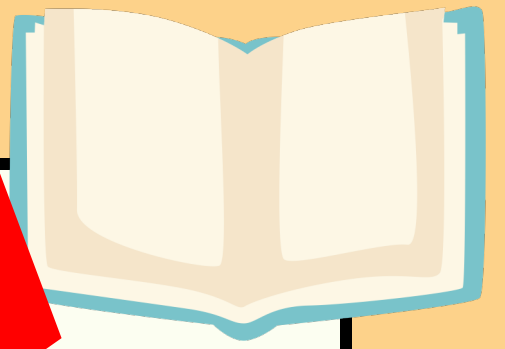
Gather relevant ideas and evidence from two or more sources.

Notice agreement, difference and tension.

Use a connection to explain how the ideas relate.

Form a new, supported claim that no single source states completely.





Evaluate Relevance and Strength

Specific: Is the link precise?

Relevant: Does it connect to an important meaning?

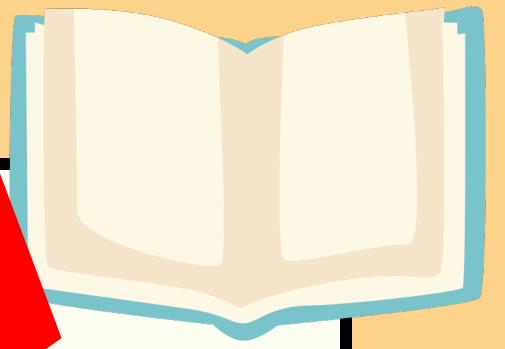
Supported: Is there accurate text evidence?

Explained: Does the reader show the effect on understanding?

Use the criteria to make, revise, and defend connections.



Guided Practice



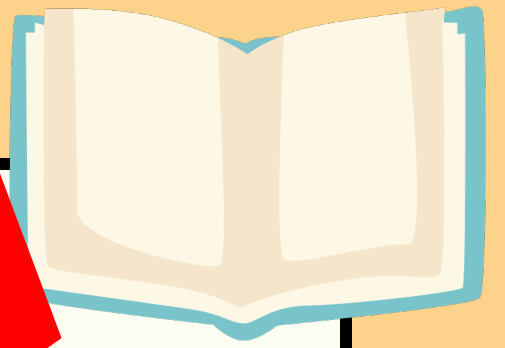
Talia learns that the local library may shorten its opening hours. She collects growing data, interviews residents and decides to speak at the council meeting. Although public speaking makes her nervous.

Make one text-to-self, one text-to-text and one text-to-world connection.

Choose the strongest. Cite a detail and explain how the link deepens meaning.



Common Traps



Connecting before understanding the text.

Using a vague link such as 'This happened to me'.

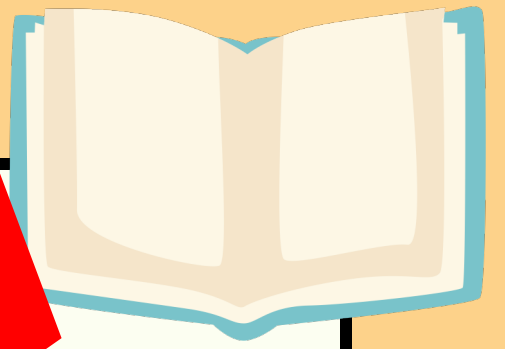
Retelling a memory instead of analysing a source.

Making an unsupported word claim or treating any difference as a failed connection.

Repair the trap by providing evidence and explaining the effect.



Reflect and Apply



Before reading: What relevant knowledge might help?

During reading: Which detail prompted a connection?

After reading: How did the link change or elaborate my interpretation?

Exit response: Write one strong connection using the four-part formula.





Well Done!



PREVIEW

Connecting Quiz



Question 1

After being left out of the school team, Kiera practises each morning. She returns to the trials and earns a place.

Which connection best deepens understanding of Kiera's experience?

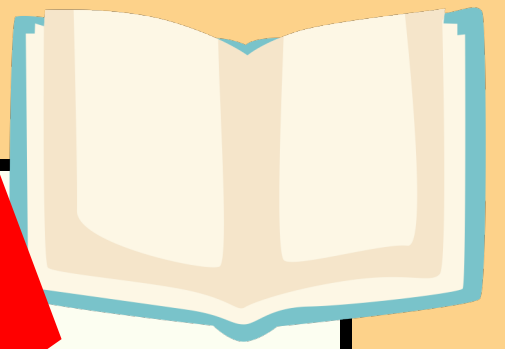
- A. I once wore blue shoes to sport.
- B. A biography describes an athlete who faced rejection, practised, and returned.
- C. Both texts mention a team.
- D. I like watching sport.

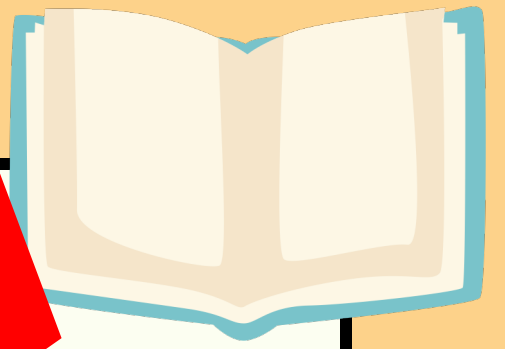


Answer 1

B. A biography describes an athlete who faced rejection, pressed on, and returned.

The comparison is precise and relevant. It highlights a pattern of perseverance after rejection and helps explain why Kiera's daily practice matters.





Question 2

Which response contains all four parts of a strong connection?

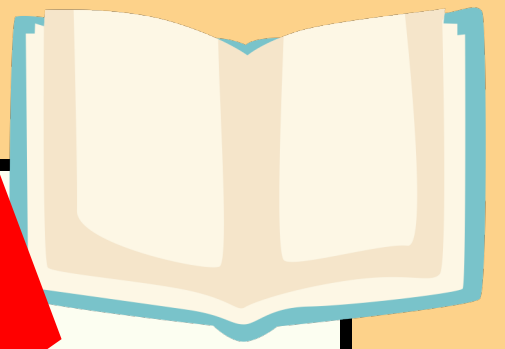
- A. This reminds me of another text.
- B. Both sources include a difficult choice.
- C. The line ‘she returned to the empty court’ leads to the character’s second trial; both show deliberate persistence, which clarifies the theme of resilience.
- D. The character reminds me of myself because we are both people.

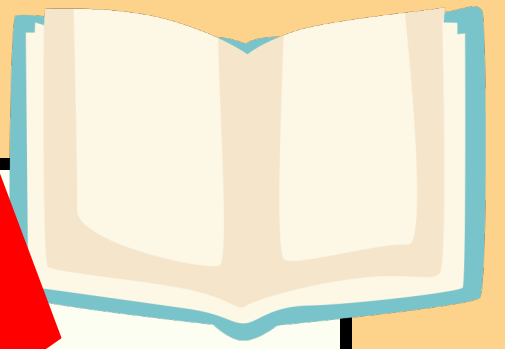


Answer 2

C.

It includes a precise text detail, a meaningful link, supporting reasoning, and an explained effect on interpretation. The other choices are vague, incomplete, or only show a surface feature.





Question 3

True or false?

A text-to-self connection is automatically stronger than a text-to-text or text-to-world connection because it is personal.

Be ready to justify your answer using the quality criteria for strong connections.

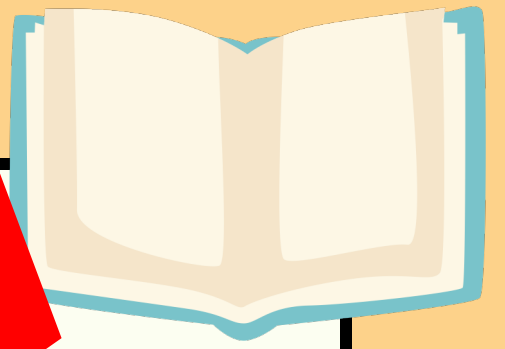


Answer 3

False.

Connection type does not determine quality. A strong connection is specific, relevant, supported and explained. A personal memory can still be weak if it distracts from the text or lacks evidence.





Question 4

A report explains that wetlands store floodwater, filter pollutants, and provide habitat.

Which response is only a surface connection?

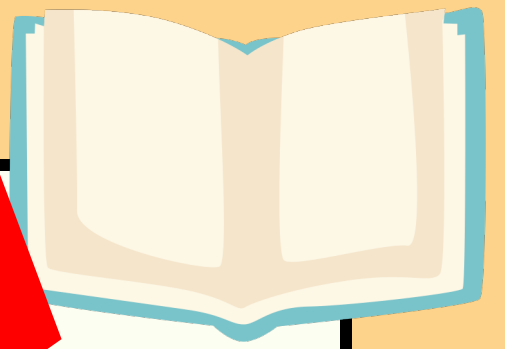
- A. I like water.
- B. This links to news about restored wetlands reducing flood damage.
- C. A science text also described filtration by soil and plant roots.
- D. A local creek project shows that habitat and flood protection can occur together.

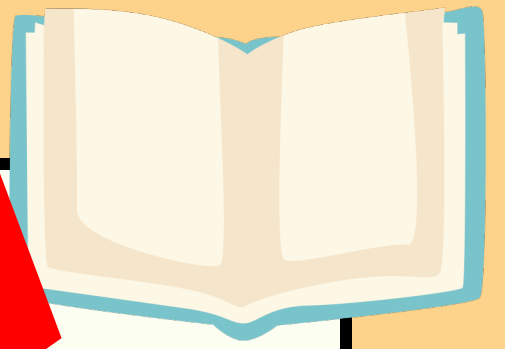


Answer 4

A. I like water.

It shares a broad topic but offers no precise evidence or new insight. The answer responses could become strong if the reader explains the exact link and effect on understanding.





Question 5

A council flyer states: 'At last, sensible residents will support the only reasonable option.'

What should a reader investigate first when evaluating possible bias?

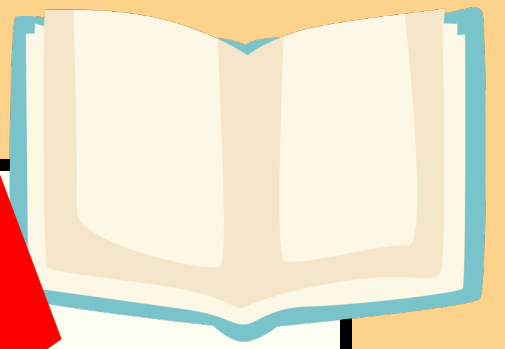
- A. The time the flyer was printed.
- B. Whether the border is colourful.
- C. The loaded wording, missing viewpoints and evidence for the view.
- D. The reader's favourite word in the sentence.

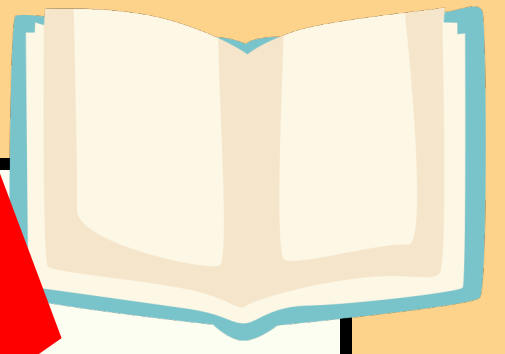


Answer 5

C.

Words such as 'sensible' and 'only responsible' frame the agreement as reasonable. A careful reader should seek the evidence, alternatives and values the flyer leaves out.





Question 6

Text A: 'Phones steal every real conversation; sensible schools ban them at lunch.'

Text B: 'A student survey linked phone-free lunches with more conversation, although some use devices for translation or health monitoring.'

Which judgement is best supported?

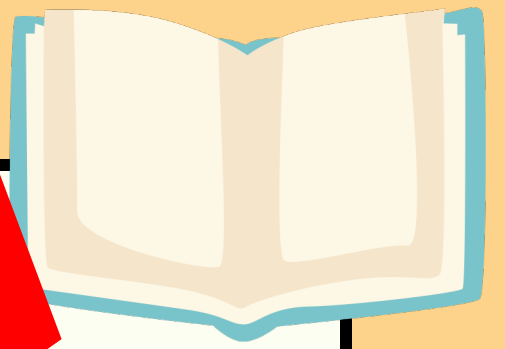
- A. The texts are unbiased because both mention phones.
- B. Text A uses absolute, emotive language without evidence. Text B includes data and a counterpoint, but its survey still needs checking.
- C. Text A is correct because it sounds convincing.
- D. Text B has no perspective.

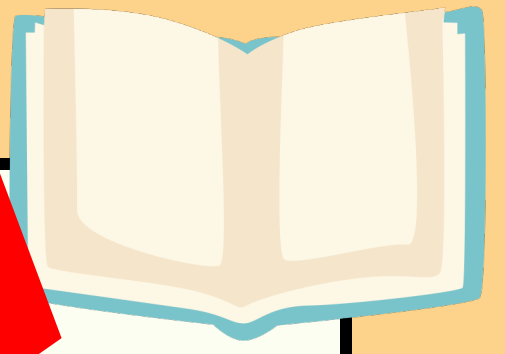


Answer 6

B.

The judgement compares wording, evidence and omitted complexity. It B appears more balanced, but a critical reader would still ask who was surveyed, how the questions were framed and whether the result was replicated.





Question 7

A story shows residents passing books hand to hand after a storm damaged their library. A reporter explains that volunteers restored the online catalogue and extended mobile-library service.

Which synthesis combines the ideas most effectively?

- A. Libraries contain books.
- B. Rebuilding access involves practical solutions as well as a shared sense of belonging.
- C. Storms always close libraries forever.
- D. Volunteers can solve every community problem.

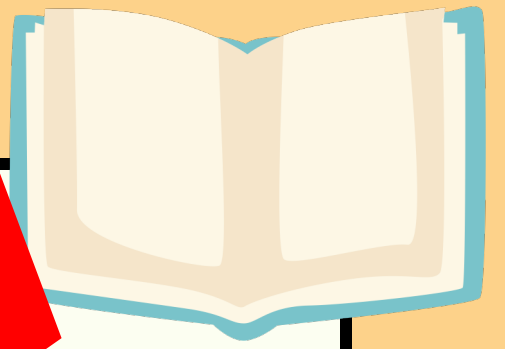


Answer 7

B.

The synthesis combines the story's image of community care with the report's evidence about restored services. Together, they support a broader claim about youth belonging and access.





Question 8

A poem presents an old tree as a witness to several generations. An article explains how mature urban trees cool neighbourhoods and shelter wildlife.

A reader writes: 'Both texts have trees.'

Why is this connection weak, and how can it be revised to deepen meaning?



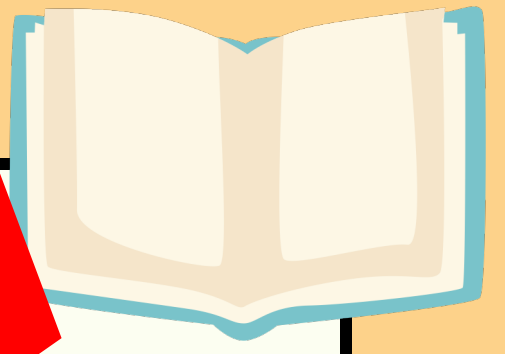
Answer 8

The original response identifies only a shared object.

Exemplar: The poem's tree preserves community memory, while the article's nature park protect present-day communities. Together, they show why an old tree symbolises both continuity and practical care.

The revision uses precise ideas from both sources and expresses a new interpretation.





Question 9

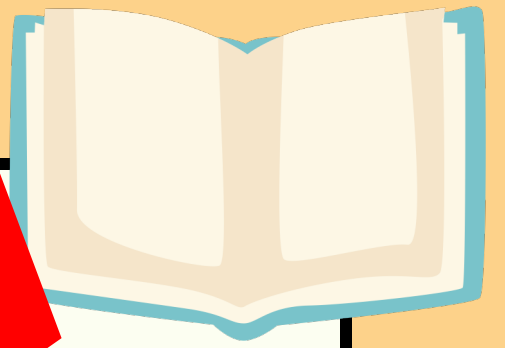
Mina deletes three dramatic claims from her speech because she cannot find reliable sources. She keeps a quieter statistic confirmed by two reports.

Which detail best supports a connection to a trustworthy nonfiction writer?

- A. Mina is preparing a speech.
- B. Some claims sound dramatic.
- C. She removes unsupported claims and keeps a statistic confirmed by two reports.
- D. Mina is the character's name.



Answer 9

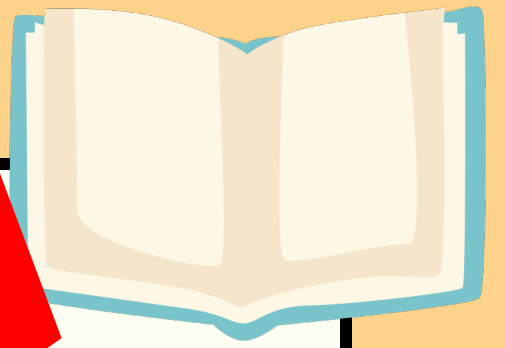


C.

This detail shows Mina changing her choices in response to source reliability. It supports a meaningful connection to writers who value verifiable evidence over attention-grabbing claims.



Question 10



‘As the ferry left, Arlo watched the island shrink. He remembered his grandfather warning that maps show distance, but not belonging.’

Make a text-to-world connection to migration or displacement.

Use one precise detail from the passage.

Explain how the link deepens meaning.

State one limit or fact you would need to check.



Answer 10

Exemplar: Arlo watching the island shrink connects to people who leave a homeland where their emotional ties remain strong. His grandfather's contrast between 'distance' and 'belonging' suggests that movement can occur without erasing identity.

Limit: The passage does not explain why Arlo is leaving, so the reader should not assume his experience matches forced displacement without further evidence.





Well Done!



PREVIEW