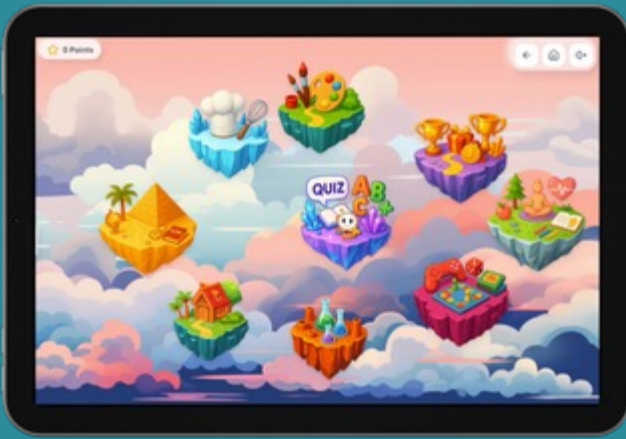


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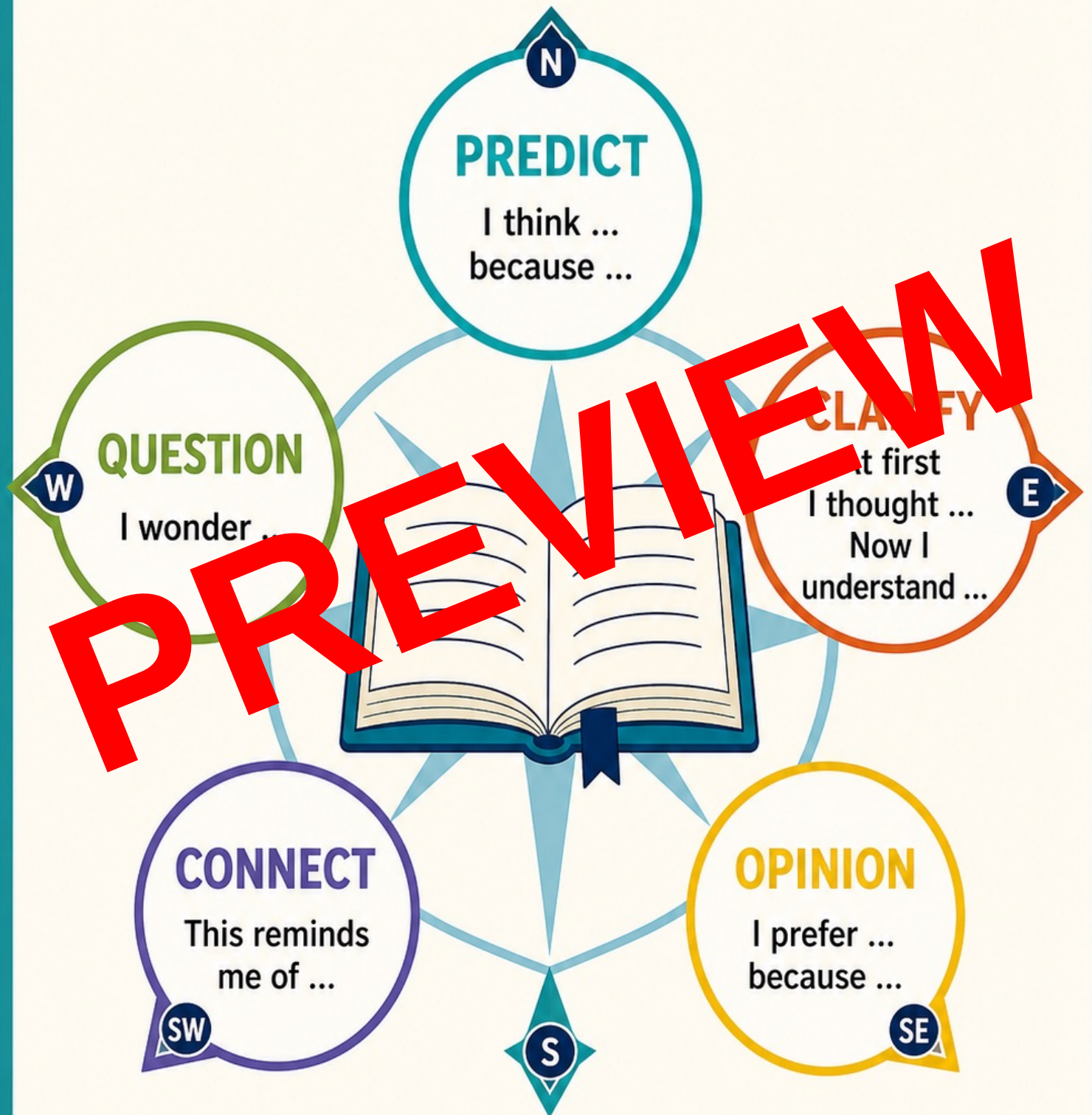


Responding to Literature - Year 3

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READER'S RESPONSE COMPASS



Strong readers explain their thinking with evidence.

TEXT CONNECTIONS MAP



TEXT TO SELF

This reminds me of something I experienced.



TEXT TO TEXT

This is similar to another text I know.

Explain **HOW** the connection helps you understand.



TEXT TO WORLD

This connects to something that happens in the world.



RESPONSE PROMPT CARDS – SET 1

1

What do you predict? Which clue helped?



2

What question would you ask the author?



3

What was confusing at first?



4

What do you now understand?



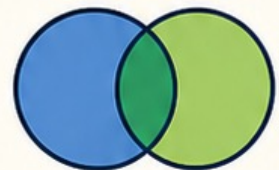
5

Which character experience connects to your life?



6

How is your experience similar or different?



7

Which part did you prefer? Why?



8

Which detail supports your view?



RESPONSE PROMPT CARDS – SET 2

1

What happened first, next and last?



2

What is stated directly?



3

What can you infer from the clues?



4

What words create the mood?



5

How does the setting influence the events?



6

How are two characters alike?



7

How are two tellings different?



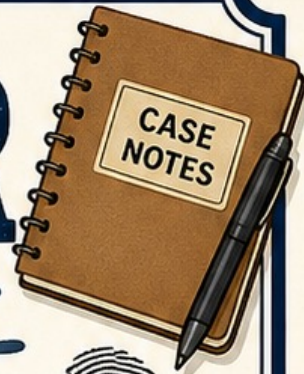
8

Summarise the most important events.





CHARACTER CLUE LAB



Choose a clue card. Place it in the best evidence zone. Infer a trait or feeling and explain your reasoning.



ACTIONS –

What the character does



DIALOGUE –

What the character says



THOUGHTS –

What the character thinks



REACTIONS –

How others respond

This clue suggests the character is ____ because ____.



CHARACTER CLUE CARDS



1



Ari stayed behind to stack every chair.

2



'You can have my turn,' Priya said.

3



Noah wondered whether any one of them would be missing a key.

4



The team cheered when Mei entered the room.

5



Luca crossed his arms and stared at the floor.

6



'Let's test another way,' Sam suggested.

7



Zara's stomach fluttered as she stepped onstage.

8



Everyone asked Ben to explain the rules.

MOOD MAKERS



Read a setting card. Place it on the mood that fits best. Underline the words that shaped your choice. Then swap one word to change the mood.

1

2

3

4

5

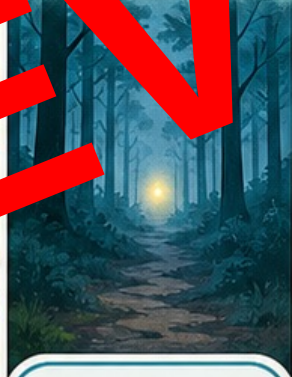
JOYFUL

CALM

MYSTERIOUS

TENSE

GLOOMY

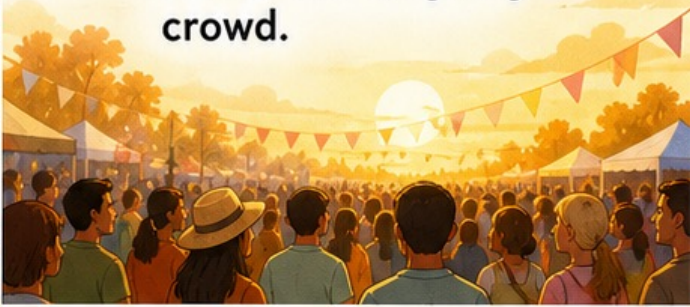


The words ____ and ____ create a ____ mood.

SETTING CARDS

1

Golden light danced across the laughing crowd.



2

Soft rain tapped the window beside the warm lamp.



3

A silver path vanished between the whispering trees.



4

The gate rattled as hurried footsteps drew closer.



5

Grey clouds pressed low over the empty field.



6

Bright kites swooped above the sparkling bay.



7

The still cave echoed with one slow drip.



8

Dry leaves scraped along the darkened path.



SAME STORY, NEW LENS

A European Cinderella Retelling

Cinderella lived with a stepfamily who gave her the hardest jobs and kept every comfort for themselves. Even so, she remained kind and hopeful.

When an invitation arrived for a royal celebration, Cinderella was told she could not go. After the others left, a magical helper appeared. With a wave of magic, Cinderella received fine clothes, a carriage and glass slippers. She was warned that the magic would end at midnight.

At the celebration, Cinderella danced with the prince so hurriedly away when the clock struck twelve. One glass slipper slipped from her foot.

The prince searched for the person whose foot fitted the slipper. When Cinderella tried it on, it fitted perfectly. Her true identity was recognised, and she was finally free to choose a happier life.



Traditional European folktale — classroom retelling.

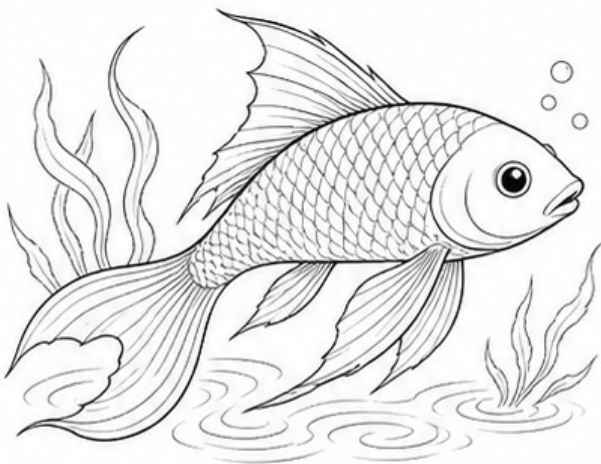
SAME STORY, NEW LENS

A Chinese Yeh-Shen Retelling

Yeh-Shen lived long ago in China with a stepmother who treated her unfairly. Her closest friend was a beautiful fish with golden eyes. When the stepmother discovered the friendship, she killed the fish. An old man told Yeh-Shen to keep the fish bones because they held a special power.

Before a spring festival, Yeh-Shen asked the bones for help. She received a fine cloak and tiny golden slippers. At the festival, she feared that her stepmother had recognised her, so she ran away and lost one slipper.

The slipper reached the king, who was amazed by its delicate design and beauty. He searched for its owner and found Yeh-Shen. When she wore both golden slippers, her identity was revealed. The king recognised her kindness and courage, and Yeh-Shen began a new life.



Traditional Chinese folktale — classroom retelling.

SAME STORY, NEW LENS — COMPARE



Name: _____

Date: _____

	CINDERELLA	YEH-SHEN
Character's challenge		
Helper		
Special object		
Celebration		
How identity is revealed		
Ending		

1. Write one important similarity.

2. Write one important difference.

3. How does the setting or cultural context change the details?

4. Which retelling do you prefer? Give a reason and one detail.

SAME STORY, NEW LENS — COMPARE



Name: **ANSWERS**

Date: _____

	CINDERELLA	YEH-SHEN
Character's challenge	unfair stepfamily	unfair stepmother
Helper	magical helper	fish bones
Special object	glass slipper	golden slipper
Celebration	royal celebration	spring festival
How identity is revealed	slipper found	wore both slippers
Ending	slipper free life	new life with the king

1. Write one important similarity.

Both kind young women face an unfair stepfamily and receive magical help to attend a celebration.

2. Write one important difference.

Cinderella's glass slipper is tested; Yeh-Shen's golden slipper leads the king to her.

3. How does the setting or cultural context change the details?

The place and traditions change the helper, festival and slipper details.

4. Which retelling do you prefer? Give a reason and one detail.

Answers vary. Give a reason and one story detail.

CHARACTER EVIDENCE FILE

The Missing Bookmark

Nia stopped at the classroom door. On the floor lay the silver bookmark that Mr Patel had been searching for all morning.

For one quick moment, Nia imagined sliding it into her pocket. The tiny stars stamped into the metal glimmered when she turned it over. Then she remembered how Mr Patel had opened every book and checked every shelf.

‘I found it!’ Nia called.

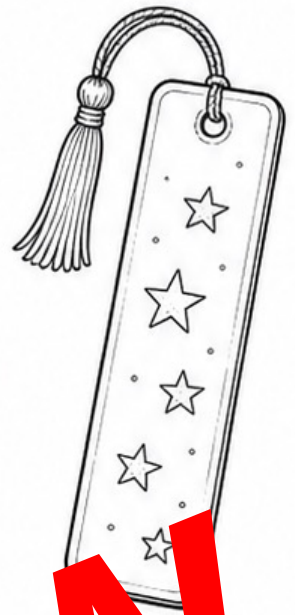
Mr Patel hurried over. ‘Where was it?’

Nia pointed to the mat. ‘Right here. I nearly stepped on it.’

Mr Patel’s face lit up. ‘Thank you!’ he said. ‘Nobody saw.’

Nia shook her head. ‘I would have known.’

Later, Mr Patel tucked the bookmark into his book and thanked her. Nia smiled, feeling lighter than she had all day.





CHARACTER EVIDENCE FILE – INVESTIGATE



Name: _____

Date: _____

1. Where did Nia find the bookmark?

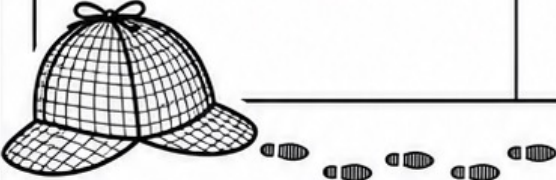
2. What did Nia imagine doing?

3. Which trait best describes Nia: honest, careless or impatient?

4. Copy one clue that supports your answer

5. Why did Nia feel 'light' at the end?

6. How might you react in a similar situation? Explain one similarity or difference.

ACTION	DIALOGUE	THOUGHT
		



CHARACTER EVIDENCE FILE – INVESTIGATE



Name: ANSWERS

Date: _____

1. Where did Nia find the bookmark?

On the mat at the classroom door.

2. What did Nia imagine doing?

Sliding it into her pocket.

3. Which trait best describes Nia: honest, careless or impatient?

Honest.

4. Copy one clue that supports your answer.

"I found it!" or "I would have known."

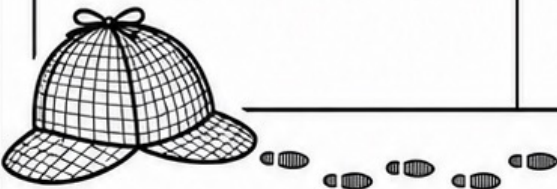
5. Why did you feel that way about the clue?

She felt believe and proud because she made the honest choice.

6. How might you react in a similar situation? Explain one similarity or difference.

Answers vary. Explain a genuine similarity or difference.

ACTION	DIALOGUE	THOUGHT
Returned the bookmark.	"I found it!" / "I would have known."	Imagined keeping it, then remembered Mr Patel searching.





SETTING AND MOOD WORKSHOP – WORD CHOICES



Name: _____

Date: _____

Sort each word into the mood it best helps to create. Some choices can be discussed.

CALM	TENSE	JOYFUL

WORD BANK

glimmered

rustle

first

rept

peaceful

thundered

light

shadowy

easy

raced

sparkling

silent

- ① Rewrite 'The dog moved across the yard' to create a tense mood.

- ② Rewrite 'The children entered the room' to create a joyful mood.



SETTING AND MOOD WORKSHOP – WORD CHOICES



Name: **ANSWERS**

Date: _____

Sort each word into the mood it best helps to create. Some choices can be discussed.

CALM	TENSE	JOYFUL
glimmered, rustled, peaceful, gently	crept, thundered, shadowy, silent, raced	burst, bright, sparkling

Some word choices may be discussed.

WORD BANK

glimmered, rustled, burst, crept, peaceful, thundered
bright, shadowy, gently, raced, sparkling, silent

- ① Rewrite 'The dog moved across the yard' to create a tense mood.

The dog crept across the shadowy yard.

- ② Rewrite 'The children entered the room' to create a joyful mood.

The children burst into the bright room, laughing.

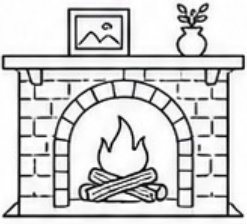


SETTING AND MOOD WORKSHOP – READ THE ATMOSPHERE



Name: _____

Date: _____



1. Warm light pooled beside the crackling fire.

Mood: _____

Evidence word/s: _____



2. A branch snapped behind the dark tent.

Mood: _____

Evidence word/s: _____



3. Streamers fluttered above the cheering crowd.

Mood: _____

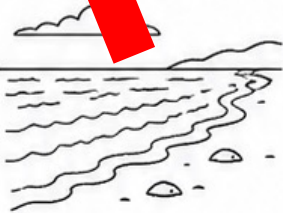
Evidence word/s: _____



4. Mist curled around the closed garden gate.

Mood: _____

Evidence word/s: _____



5. Slow waves sighed against the quiet shore.

Mood: _____

Evidence word/s: _____



6. The siren wailed as feet pounded down the hall.

Mood: _____

Evidence word/s: _____

Choose one description. Replace two words to create a different mood.

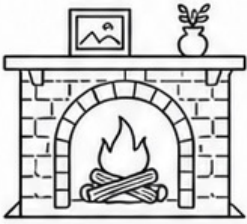


SETTING AND MOOD WORKSHOP – READ THE ATMOSPHERE



Name: ANSWERS

Date: _____



1. Warm light pooled beside the crackling fire.

Mood: cosy / calm

Evidence word/s: warm, crackling



2. A branch snapped behind the dark tent.

Mood: tense

Evidence word/s: snapped, dark



3. Streamers fluttered above the cheering crowd.

Mood: joyful / excited

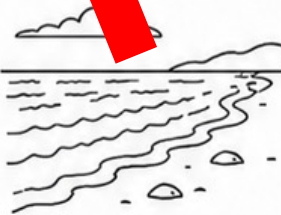
Evidence word/s: streamers, cheering



4. Mist shrouded the locked garden gate.

Mood: reluctant / mysterious

Evidence word/s: mist, locked



5. Slow waves sighed against the quiet shore.

Mood: peaceful / calm

Evidence word/s: slow, quiet, sighed



6. The siren wailed as feet pounded down the hall.

Mood: urgent / tense

Evidence word/s: wailed, pounded

Choose one description. Replace two words to create a different mood.

~~Cold light flickered beside the dying fire.~~

Answers will vary.

CONNECTION LADDER — TEXT TO SELF

Name: _____

Date: _____

Text Title: _____

Character: _____

4

EXPLAIN IT

How does this connection help you understand the character?

3

COMPARE IT

How are the experiences similar or different?

2

CONNECT IT

What experience does this remind you of?

1

NAME IT

What happened to the character?



CONNECTION LADDER — TEXT TO TEXT AND WORLD



Name: _____

Date: _____

Text Title: _____



TEXT TO TEXT

This text reminds me of ... _____

They are alike because ... _____

A useful difference is ... _____

This helps me understand _____



TEXT TO WORLD

This text connects to ... _____

The connection matters because ... _____

A question I still have is ... _____

PREVIEW



OPINION BUILDER



Name: _____ Date: _____

Text Title: _____



What do you prefer or think?



Why do you think this?



Which detail from the text supports your view?

WRITE YOUR COMPLETE RESPONSE

I prefer/think _____ because _____. One detail that supports my view is _____.

OPINION BUILDER — WHICH IS STRONGER?

Name: _____

Date: _____

RESPONSE A:

"I liked the story because
it was good."

RESPONSE B:

"I preferred the ending
because Nia chose honesty.
Her words 'I would have
known' showed that she
understood the choice
mattered."

1. Circle the stronger response.
2. Underline its claim.
3. Box its reason.
4. Highlight its evidence.
5. Explain why the response is stronger.

6. Improve Response A by adding a clear reason and evidence.

OPINION BUILDER — WHICH IS STRONGER?

Name: ANSWERS

Date: _____

RESPONSE A:

"I liked the story because it was good."

RESPONSE B:

"I preferred the ending because Nia chose honesty."

☆ Her words 'I would have known' showed that she understood the choice mattered."

1. Circle the stronger response.
2. Underline its claim.
3. Box its reason.
4. Star its evidence.
5. Explain why the response is stronger.

Response B is stronger because it gives a clear preference,
a reason and a relevant detail from the story.

6. Improve Response A by adding a clear reason and evidence.

I liked the story because Nia made an honest choice.

She returned the bookmark even when nobody was watching.

STORY REMIX PLANNER — CHANGE ONE LENS

Name: _____ Date: _____

Original Text: _____



A remix is a fresh version, not a copy.



KEEP

Which important
story idea
will stay?



CHANGE

Choose one:
character, setting,
problem, hero or
social object.



EFFECT

How will your
change affect
the events?



MESSAGE

What should the
new version help
readers think or feel?



STORY REMIX PLANNER – SEQUENCE



Name: _____

Remix Title: _____

BEGINNING –

Character, setting and goal

MIDDLE –

Problem, attempts and
important choice

ENDING –

Outcome and message

PREVIEW

Mood words I will use:

One line of dialogue:

How my remix is different:



INDEPENDENT LITERATURE RESPONSE – THINK



Name: _____ Date: _____

Text Title: _____

Author: _____



SUMMARY — “Somebody wanted ... but ... so ... then ...”



PREDICTION — “I predict ... because the clue ...”



QUESTION — “I wonder ...”



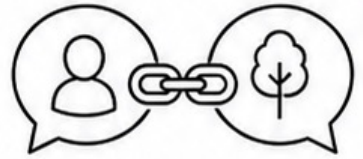
CLARIFY — “At first I thought ... Now I understand ...”

INDEPENDENT LITERATURE RESPONSE – RESPOND

Name: _____ Text Title: _____

CONNECT –

This character's experience reminds me of ...
The similarity or difference is ...



OPINION –

I prefer/think ... because ...



EVIDENCE –

A detail that supports my response is ...



SELF-CHECK

- ☐ I answered the prompt. ☐ I explained my thinking. ☐ I used a relevant detail. ☐ I reread for clarity.

READER RESPONSE PROJECT MENU

Choose one way to show thoughtful understanding.

1. CHARACTER INTERVIEW



Ask and answer six evidence-based questions.

2. SCENE POSTCARD

Illustrate a key event and explain it from a character's viewpoint.



3. MOOD MAKEOVER



Rewrite a scene to create a new mood.

4. STORY MAP

Show the five most important events in order.



5. BOOK AWARD



Create an award and justify it with evidence.

6. CONNECTION CHAIN

Show three meaningful connections and explain each one.



7. ALTERNATE ENDING



Write a new ending that still fits the characters.

8. MINI BOOK TALK

Share a preference, reason and supporting detail.



Use evidence. Explain your choices. Make it your own.

ASSESSMENT — THE LANTERN IN THE RAIN

Name: _____ Date: _____ Class: _____

Rain rattled against the community-hall windows as Ada packed away the last row of chairs. Everyone else had already rushed home.

Near the door, she noticed a paper lantern crushed beneath a bench. Its blue sides were wrinkled, but tiny silver fish still shimmered across them. Ada remembered the lantern parade planned for the next evening. Her neighbour, Mr Wu, had spent weeks helping children make the decoration.



Ada could leave it for someone else. Instead, she carried it to the craft table. She smoothed the paper, found a loose wire and searched the cupboard for tape.

The lights flickered. Thunder rolled across the roof.

Ada swallowed and kept working.

When Mr Wu returned for his umbrella, he stopped beside the table. 'You rescued the final lantern,' he said.

Ada held it up. One side still sagged, but the silver fish caught the light.

'It isn't perfect,' she said.

'It does not need to be,' Mr Wu replied. 'It only needs to shine.'

The next evening, Ada walked beneath a clear sky. Above her, the repaired lantern glowed as brightly as all the others.

THE LANTERN IN THE RAIN – QUESTIONS 1-5

Name: _____

Date: _____



Answer in complete sentences. Use evidence where requested.

1. Where did Ada find the lantern?

— 1 mark

2. Why was the lantern important?

— 1 mark

3. What did Ada do to repair it? Name two actions.

— 2 marks

4. Which part of the lantern did Ada? Explain with one detail.

— 3 marks

5. Why did Ada swallow when the thunder rolled?

— 2 marks



THE LANTERN IN THE RAIN – QUESTIONS 1-5

Name: **ANSWERS**

Date: _____



Answer in complete sentences. Use evidence where requested.

1. Where did Ada find the lantern?

— 1 mark

Beneath a bench near the community-hall door.

2. Why was the lantern important?

— 1 mark

It was part of the lantern parade, and Mr Wu had helped the children make the decorations.

3. What did Ada do to repair the lantern? Name two actions.

— 2 marks

Any two: smoothed the paper, found a loose wire; searched for tape; tape to repair it.

4. Which trait best describes Ada? Explain with one detail.

— 3 marks

Caring, persistent or responsible, because she stayed to repair the lantern despite the storm.

5. Why did Ada swallow when the thunder rolled?

— 2 marks

She felt nervous or frightened by the thunder and flickering lights.



THE LANTERN IN THE RAIN — QUESTIONS 6–10



Name: _____

Date: _____

6. What did Mr Wu mean by 'It only needs to shine'? — 3 marks

7. Write a Somebody–Wanted–But–So–Then summary. — 3 marks

8. Describe one connection between Ad's experience and your own life or explain an important difference. — 3 marks

9. Did you prefer the ending? Give a reason and one supporting detail. — 3 marks

10. Choose two words from the passage that help create a tense mood during the storm. — 2 marks

TOTAL: /23

THE LANTERN IN THE RAIN — QUESTIONS 6–10



Name: **ANSWERS**

Date: _____

6. What did Mr Wu mean by 'It only needs to shine'? — 3 marks

Something can still be valuable and contribute even when it is not perfect.

7. Write a Somebody–Wanted–But–So–Then summary. — 3 marks

Ada wanted the damaged parade lantern to be useful, but a storm made her nervous, so she repaired it, then it shone in the parade.

8. Describe one connection between Ada's experience and your own life, or explain an important difference. — 3 marks

Answers vary; explain meaningful similarity or difference.

9. Did you prefer the ending? Give a reason and one supporting detail. — 3 marks

Answers vary; include a reason and a relevant detail.

10. Choose two words from the passage that help create a tense mood during the storm. — 2 marks

Any two: rattled, flickered, thunder, rolled or swallowed.

TOTAL: /23

LITERARY RESPONSE RUBRIC – YEAR 3

Name: _____ Date: _____ Text: _____

CRITERIA	4 – THOROUGH	3 – CLEAR	2 – DEVELOPING	1 – BEGINNING
UNDERSTANDING	Accurately explains key events and ideas.	Explains most key events and ideas.	Explains some events or ideas with gaps.	Gives limited or inaccurate information.
INFERENCE AND EVIDENCE	Makes a sensible inference and selects strong evidence.	Makes a sensible inference and gives relevant evidence.	Gives an inference or evidence, but the link is unclear.	Gives an unsupported or inaccurate idea.
CONNECTION AND EVALUATION	Explains a meaningful connection or preference and why it matters.	Explains a relevant connection or preference with a reason.	Names a connection or preference with limited explanation.	Gives a response without a clear connection or reason.
COMMUNICATION	Organises ideas clearly and uses precise sentences.	Organises ideas clearly with mostly complete sentences.	Meaning is partly clear; organisation needs support.	Ideas are difficult to follow.

TOTAL: /16	TEACHER FEEDBACK:
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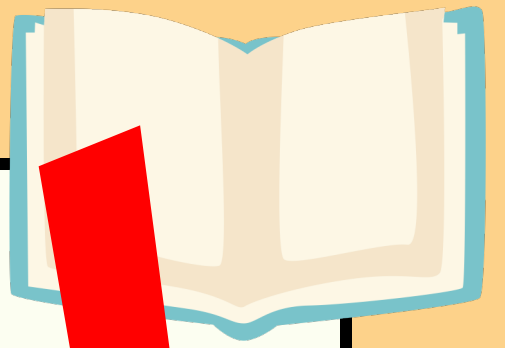
Responding to Literature



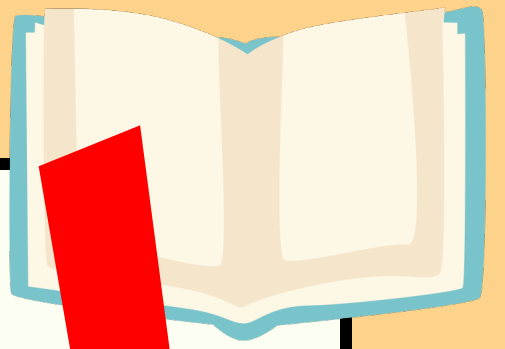
Learning Intentions

Today we are learning to:

- connect our experiences with a character's experiences and explain similarities or differences.
- use comprehension strategies to read literary and informational media.
- share a preference and support it with relevant detail.



What Is a Literature Response?



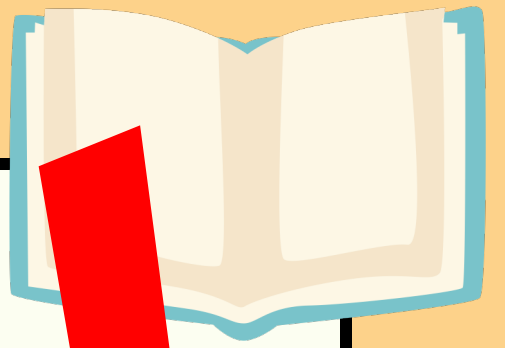
A literature response shows your thinking about a story.

It is more than a retelling. A thoughtful response explains what you noticed, what you inferred, how the text connects with experience, and what you think about it.

Strong responses answer questions, support answers, and explain.



The Reader's Response Compass



PREDICT — What might happen? Which clue helped you?

QUESTION — What do you wonder?

CLARIFY — What now makes sense?

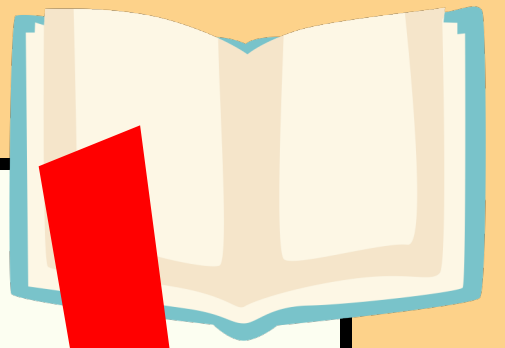
CONNECT — What experience or text does this remind you of?

CONCLUDE — What do you feel or think, and why?



Read, Think, Prove

1. READ the prompt carefully.
 2. THINK of a clear answer.
 3. PROVE it with a word or phrase, even just details from the text.
 4. EXPLAIN how the evidence supports your thinking.
- Evidence does not speak for itself. Your explanation makes the link clear.



Character Experiences

Track a character across the story:

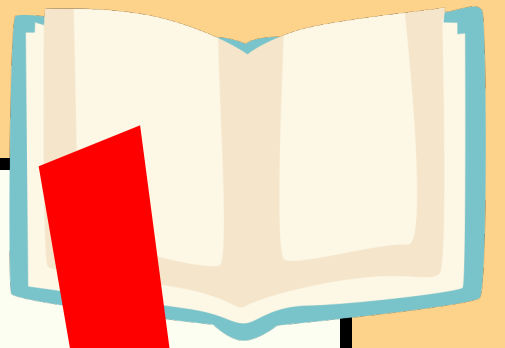
- What happens to the character?
 - How does the character react?
 - What does the character choose to do?
- Character experiences help us understand feelings, traits and motivations.



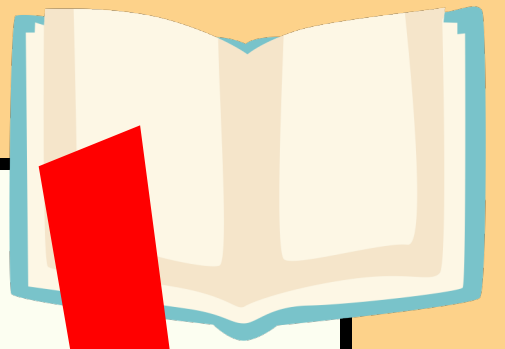
Make a Personal Connection

1. Name an important character experience.
2. Name a related experience from your own life.
3. Explain one useful similarity or difference.
4. Tell how the connection helps you understand the character.

meaningful connection stays focused on the text.



Strong Connections Go Further



A starting connection:

“This reminds me of moving to a new school.”

A stronger connection:

“When the character is in a new place, they asked someone for help, but the character stayed silent. This silence helps us understand why the problem lasted longer for them.”

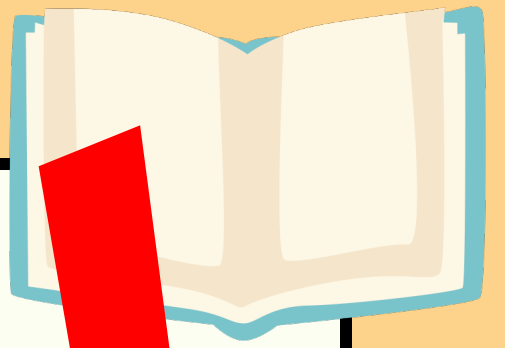


Share a Preference

Use a complete evidence-based response:

"I prefer ____ because ____ the detail that supports my ____ is ____ matters because ____."

A ____ is preferred because the reason and evidence must still match the text.

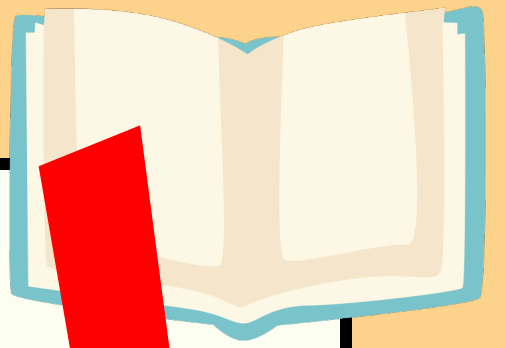


Fair Opinions Use Evidence

Unsupported: "The ending was good."

Supported: "I preferred the ending because Neve chose honesty. It was 'I would have known' show that she understood why returning the bookmark mattered."

Fair responses separate personal taste from accurate evidence.



Character Clues

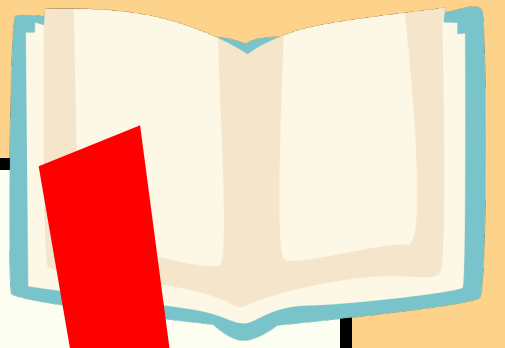
ACTIONS — what the character does

DIALOGUE — what the character says

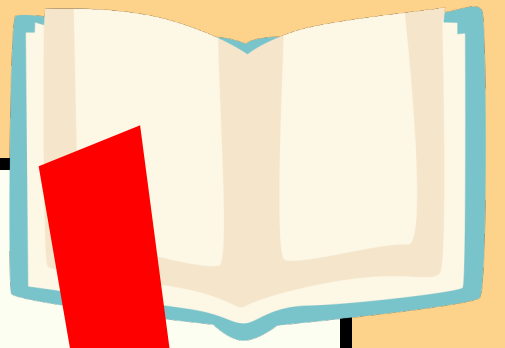
THOUGHTS — what the character thinks

REACTIONS — how other characters respond

Combine several clues before inferring a trait, feeling or motivation.



Literal and Inferred Meaning



LITERAL meaning is stated directly.

Example: "Leo put the letter in his pocket."

INFERRED meaning is worked out from clues or prior knowledge.

Example: "Leo put the letter in his pocket." May imply that someone will read the letter.

Example: "Leo put the letter in his pocket." How does this word help you understand this?

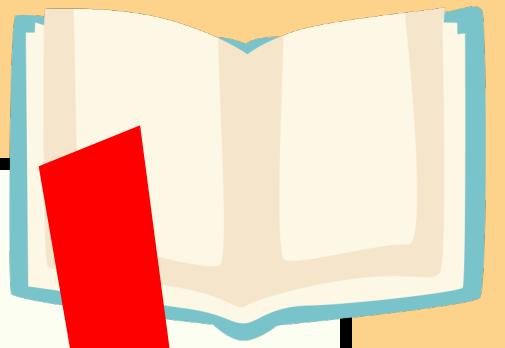


Settings Create Mood

Setting includes place, time, weather, light, sound and other details.

Writers choose details to shape mood.

- warm light and gentle rain may feel cozy
- cold light and heavy rain may feel gloomy
- quiet streets and empty footsteps may feel lonely
- bright streamers and cheering voices may feel joyful



Word Choice Changes Atmosphere

Neutral: "The dog moved across the yard."

Tense: "The dog crept across the shadowy yard."

Neutral: "The children entered the room."

Happy: "The children ran into the bright room laughing."

Conclusion: Word choice can transform the atmosphere.



Same Story, New Lens

When comparing two tellings, look beyond surface details.

Compare:

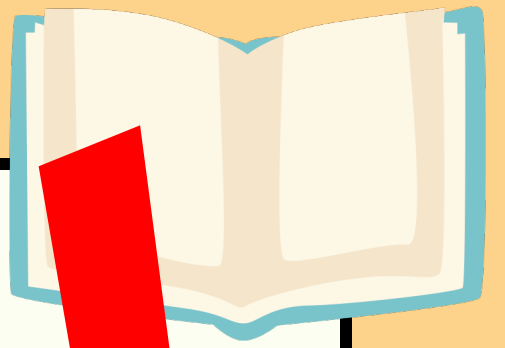
- character and challenge
- helper and special object

• selecting evidence

• how the problem is solved

• the main message

• evidence from both texts.



Context Matters

Stories are shaped by time, place and community.

Context can influence

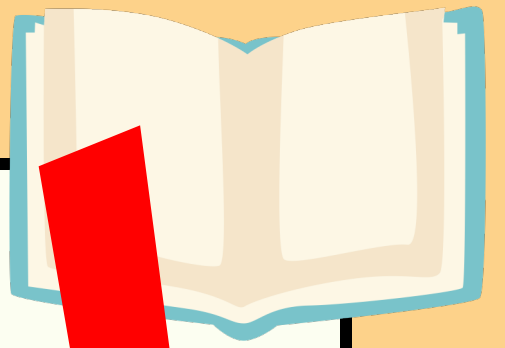
- what a character values

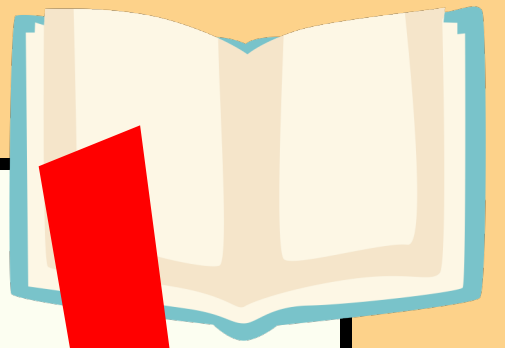
• how people are perceived

• how people celebrate

• how objects are used in a retelling

• how differences respectfully and explain their effect.





Comprehension Before, During and After

BEFORE — preview, predict and activate prior knowledge.

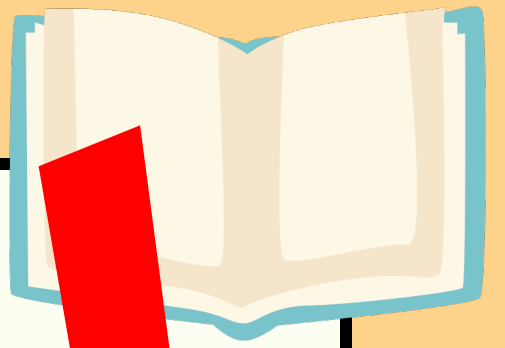
DURING — pause, question, clarify, visualise, summarise and reread.

AFTER — summarise, reflect, evaluate and support a response.

Choose a strategy that matches what they need.



Summarise with Somebody-Wanted-But-So-Then



SOMEBODY – Who is the main character?

WANTED – What was the goal?

BUT – What problem was in the way?

SO – What important action was taken?

THEN – What was the result?

These questions help to understand the main story.



Guided Response Challenge

Fresh excerpt:

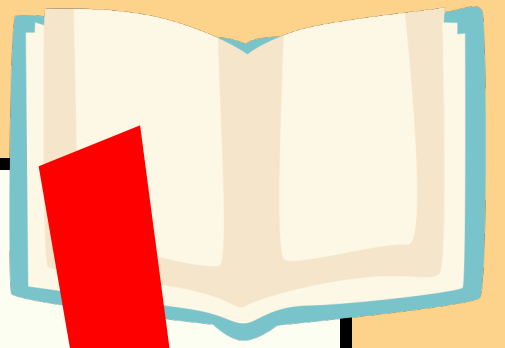
Kai watched his paper boat spin near the door. Rain poured it over to the outside. He splashed forward, caught it with his hand and crinnee the so... sail.

1. Kai's friend...

What can you infer about Kai?

4. Kai's meaning...

4. Kai are one's... preference.





PREVIEW

Well Done!

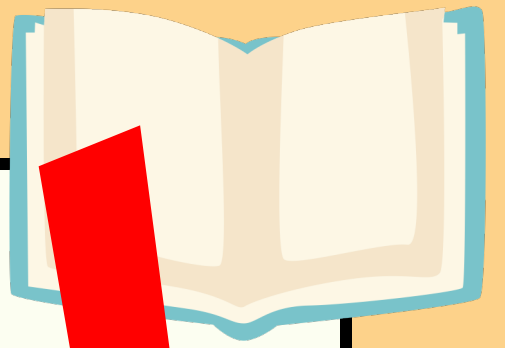


Responding to Literature Quiz



Question 1 – True or False

A personal connection is strongest when the reader experiences how the character's experience is similar to their own, rather than different from the character's experience.



Answer 1

TRUE.

The explanation shows why the connection mat



Question 2 – Multiple Choice

Maya returned the lost puppy even though she wanted to keep it. What trait is best supported by this?

A. careless

B. honest

C. in

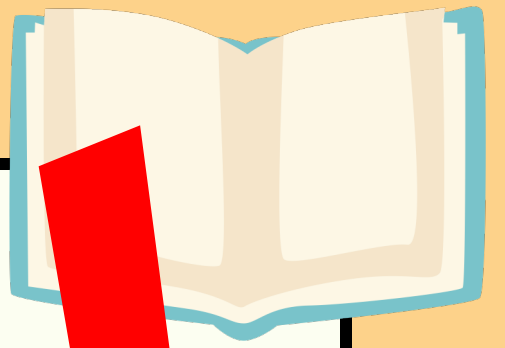
D. noisy



Answer 2

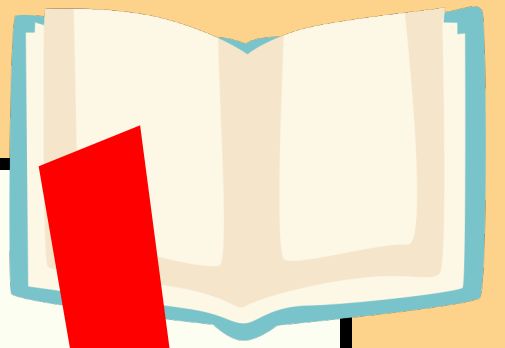
B. honest

Returning the puppy demonstrates honesty.



Question 3 – Short Answer

What is one difference between literal meaning and inferential meaning?



Answer 3

Literal meaning is stated directly.

Inferred meaning is worked out from clues and prior knowledge.



Question 4 – Multiple Choice

The empty playground creaked beneath a grey sky. A cold wind whirled past the skeletal swings.

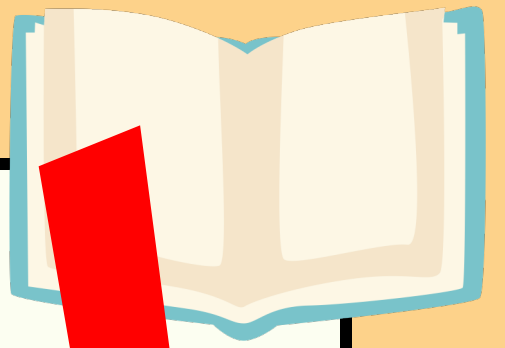
What mood is created?

A. cheerful

B. nervous

C. uneasy

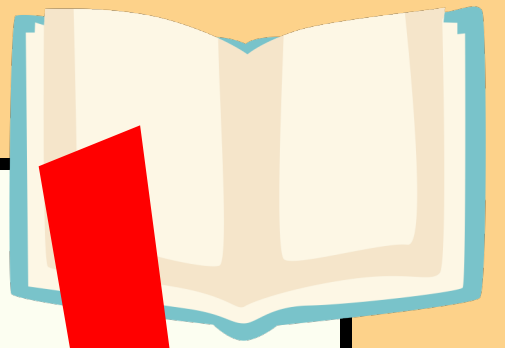
D. excited



Answer 4

C. uneasy

“Creaked”, “grey”, “cold” “ment” “te on u “ttled fe “t.”



Question 5 – True or False

A preference becomes stronger when it includes a reason and a detail from the



Answer 5

TRUE.

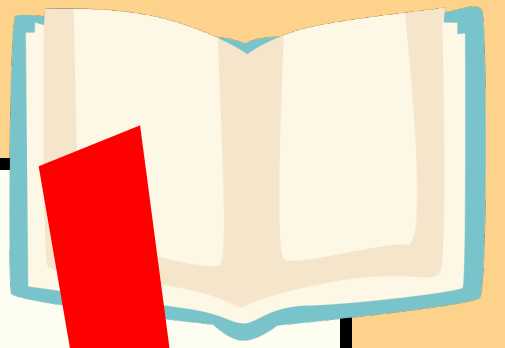
The detail provides evidence of the narrator's view



Question 6 – Multiple Choice

Which sentence is an inference?

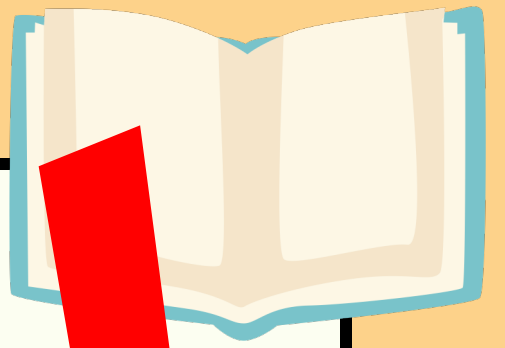
- A. Leo put the letter in his pocket.
- B. The letter was read twice.
- C. Leo knew from the way she looked that she will read the letter.
- D. The envelope was sealed.



Answer 6

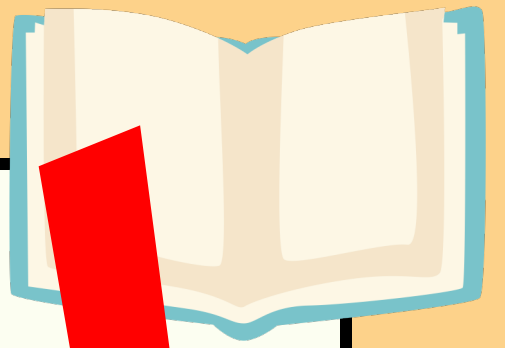
C. Leo may be worried that someone will read the letter.

It combines text clues with reasoning rather than repeating what is stated.



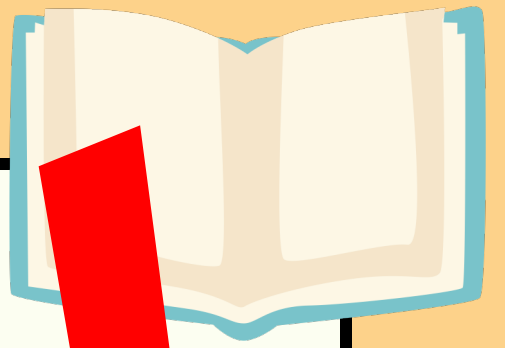
Question 7 – Short Answer

Name one comprehension strategy a reader can use during reading. Explain how it helps.



Answer 7

Accept: question, clarify, predict, visualise, infer, create with a clear explanation of the strategy helps.



Question 8 – Multiple Choice

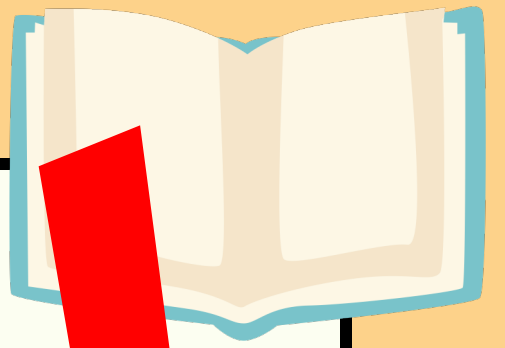
Two stories have different settings but the main characters solve the same kind of problem. Which comparison is most useful?

A. Only the number of words

B. How the setting influences the character's choices

C. Which colour is used in the story

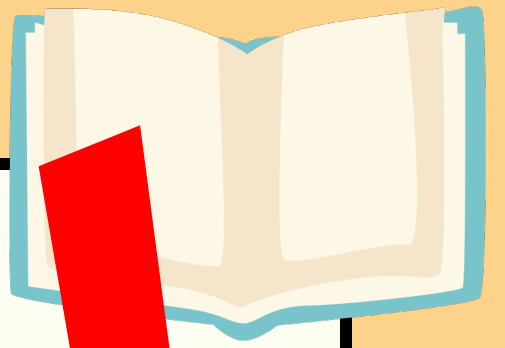
D. Which story is shorter



Answer 8

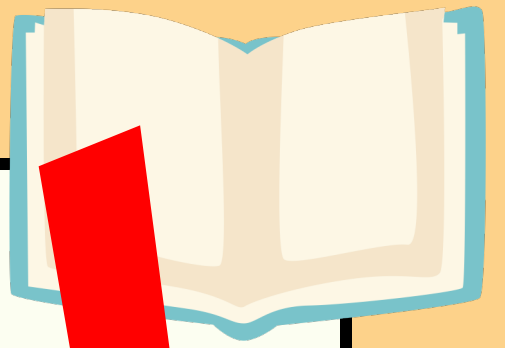
B. How each setting influences the character's choices.

This comparison evaluates how context affects events and character choice.



Question 9 – True or False

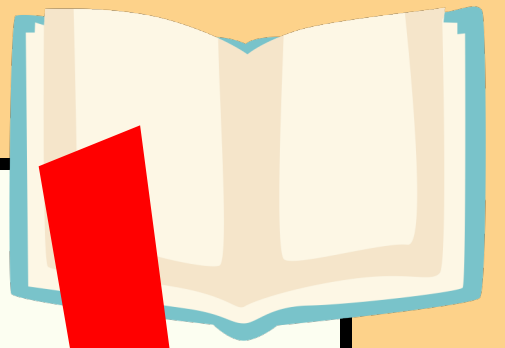
A summary should include every small detail in a story.



Answer 9

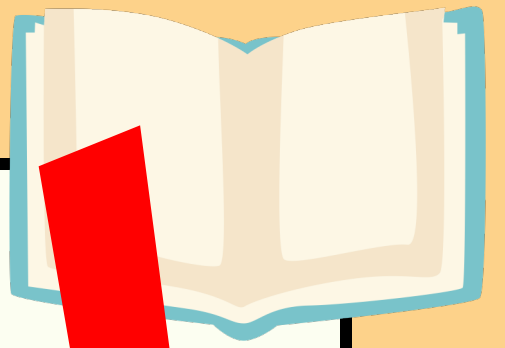
FALSE.

A summary includes the important characters, goal, problem, and outcome.



Question 10 – Short Answer

Write a sentence stem that would help a reader write a support sentence.



Answer 10

Accept:

"I prefer ____ because _____. One detail that supports my view is _____."

An equivalent evidence-based stem is also correct.





PREVIEW

Well Done!

