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Visualising - Year 5

Table of Contents	
Presentation: Visualising	
Displays: Visualising Strategy and Five-Sense Image Check	
Activity: Reading Roles - Build the Image	
Game: Don't Say It! Visualising Clue Game	
Activity: Mental Movie Relay	
Worksheet: Build a Mental Movie	
Worksheet: Same Text, Different Minds	
Worksheet: Visualise and Infer	
Worksheet: Transform the Text	
Worksheet: What Am I?	
Quiz: Visualising	
Assessment: The Last Signal	
Rubric: Visualising - Year 5 Rubric	



VISUALISING: BUILD A MENTAL MOVIE

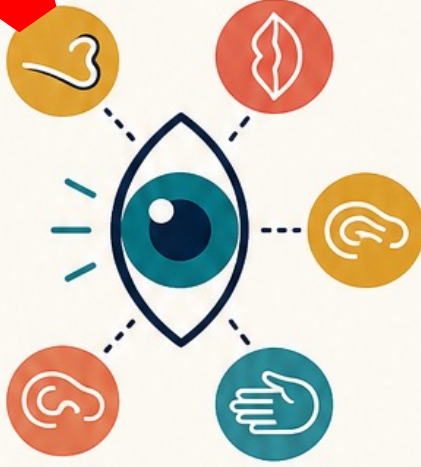
1

NOTICE text clues



2

IMAGINE with
your senses



3

CONNECT relevant
prior knowledge



4

REVISE when
details change



— Explain your image with evidence from the text. —

THE FIVE-SENSE IMAGE CHECK



SIGHT — colour, shape,
movement, distance and light



SOUND — voices, weather,
actions and background noise



TOUCH — texture, temperature,
pressure and movement



SMELL — places, weather,
food and objects



TASTE — only when the text
supports it



Strong readers use clues from the text.
They do not add details that contradict it.

READING ROLES: BUILD THE IMAGE

DIRECTOR

Keep the group moving. Invite each person to share.



Talk stem: What did you notice?

PREDICTOR

Use clues to suggest what may happen next.



Talk stem: I predict ... because ...

CLARIFIER

Explain unfamiliar words or confusing details.



Talk stem: This detail means ...

CONNECTOR

Link the text to relevant knowledge or experiences.



Talk stem: This reminds me of ...

READING ROLES: BUILD THE IMAGE

QUESTIONER



Ask questions that
deepen the group's
mental image.



Talk stem: *What might ...?*

SUMMARISER



State the key events
and details in a few
sentences.



Talk stem: *The main idea is ...*

VISUALISER



Describe or sketch
the mental image and
name the text clues.



Talk stem: *I picture ... because ...*

GROUP ROUTINE



READ → THINK →

SHARE →

REVISE



Use respectful voices. Listen closely.
Point to evidence. Help every reader contribute.

DON'T SAY IT! VISUALISING CLUE GAME



GOAL

Describe the target so your team can build a mental image and guess it.



YOU NEED

Clue cards • Timer • Pencils



HOW TO PLAY

1. Draw a clue card. Only the details on the card are allowed.
2. Describe the appearance, movement, position, sound or texture.
3. Do not say the target word, forbidden words. No gestures, spelling or rhymes.
4. The team records one guess and two details they pictured.
5. Score 1 point for a correct guess. Add 1 bonus point when two imagined details match the clues.

	GUESS	DETAILS PICTURED	SCORE
ROUND 1			
ROUND 2			
ROUND 3			
ROUND 4			

DON'T SAY IT! CLUE CARDS A

LIGHTHOUSE

light •
tower •
sea



VOLCANO

lava •
erupt •
mountain



KANGAROO

pouch •
hop •
Australia



SNOWSTORM

snow •
cold •
blizzard



MARKET

stalls •
buy •
sellers



CAVE

dark •
underground •
sk



RAINFOREST

trees •
tropical •
jungle



SAXOPHONE

music •
brass •
instrument



HOT-AIR BALLOON

basket •
sky •
air



THUNDERSTORM

thunder •
lightning •
rain



CAMPFIRE

flames •
camping •
wood



DON'T SAY IT! CLUE CARDS B

TELESCOPE



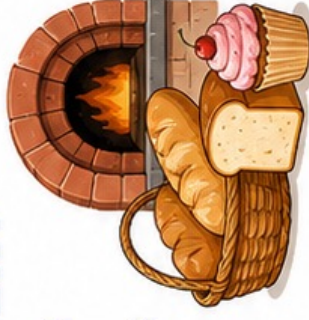
- stars
- lens
- space

WATERFALL



- water
- cliff
- cascade

BAKERY



- bread
- cakes
- oven

CORAL REEF



- ocean
- fish
- coral

TRAIN STATION



- tracks
- platform
- railway

BEEHIVE



- bees
- honey
- nest

SKATEBOARD



- wheels
- board
- skater

LIBRARY



- books
- borrow
- shelves

OCTOPUS



- tentacles
- eight
- sea

WINDMILL



- blades
- wind
- farm

CASTLE



- king
- tower
- moat

CAMPSITE



- tent
- campfire
- outdoors

MENTAL MOVIE RELAY

1



READ

the card aloud.

2



VISUALISER

sketches the image.

3



EVIDENCE FINDER

names two clues.

4



REVISER

updates the image after the new detail.

5

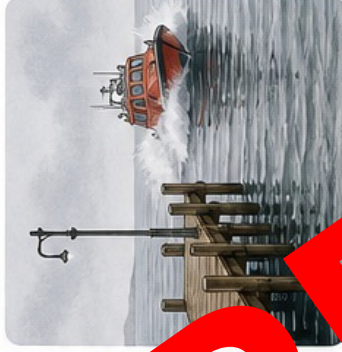


ROTATE

roles and repeat.

1

HARBOUR



FIRST DETAIL:

Silver water rocked beneath a wooden pier.

NEW DETAIL:

A red rescue boat burst from the fog.

2

KITCHEN



FIRST DETAIL:

Steam curled above a quiet kitchen bench.

NEW DETAIL:

A glass jar began to rattle.

5

MOUNTAIN



FIRST DETAIL:

A dove peeped from the graveyard.

NEW DETAIL:

Snow started to cover the trail markers.

2

FOREST



FIRST DETAIL:

Ferns brushed a narrow path under tall gums.

NEW DETAIL:

Fresh bicycle tracks crossed the mud.

4

STADIUM



FIRST DETAIL:

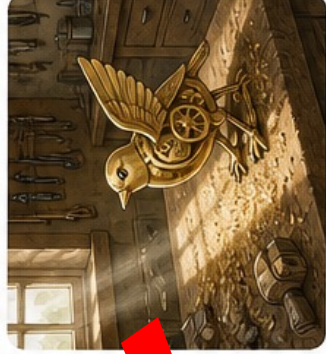
Empty seats curved around the bright field.

NEW DETAIL:

A marching band entered through the tunnel.

6

WORKSHOP



FIRST DETAIL:

Sawdust shone in a stripe of morning light.

NEW DETAIL:

A clockwork bird lifted one brass wing.



MENTAL MOVIE RELAY — GROUP MAT

FIRST IMAGE

NEW DETAIL

REVISED IMAGE

TEXT EVIDENCE

CLUE 1

CLUE 2



READ



PICTURE



PROVE



REVISE



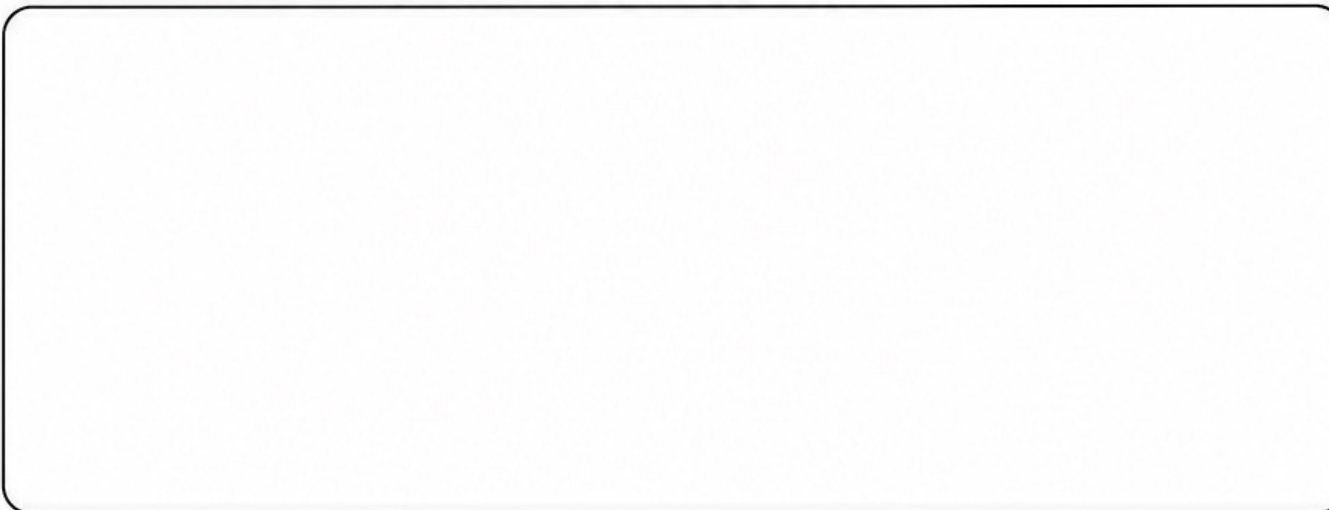
Name: _____

BUILD A MENTAL MOVIE

At dusk, lanterns floated above the riverside path. Gold light trembled on the water while paper streamers rustled between the trees. Somewhere behind the crowd, a drum began a slow, steady beat. The air carried the warm scent of cinnamon buns.

SENSE	TEXT CLUE
SIGHT 	
SOUND 	
SMELL 	

Draw the mental image created by the passage.



ANSWERS

BUILD A MENTAL MOVIE

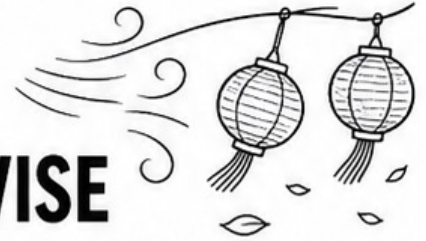
At dusk, lanterns floated above the riverside path. Gold light trembled on the water while paper streamers rustled between the trees. Somewhere behind the crowd, a drum began a slow, steady beat. The air carried the warm scent of cinnamon buns.

SENSE	TEXT CLUES
SIGHT 	gold lantern light on the water and streamers between trees
SOUND 	streamers rustling and slow drumbeat
SMELL 	warm cinnamon buns

Draw the mental image created by the passage.

Model image: lanterns above a riverside crowd, gold reflections, moving streamers and trees at dusk.

Name: _____



BUILD A MENTAL MOVIE – REVISE

A sudden gust bent the streamers sideways. The lanterns swung wildly, and the first cold drops tapped against the wooden rail.

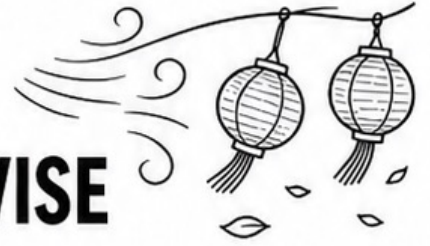
1. List three changes to your first image.

1. _____
2. _____
3. _____

2. Draw your revised image.

PREVIEW

3. Which clue caused the biggest change? Explain why.



BUILD A MENTAL MOVIE – REVISE

A sudden gust bent the streamers sideways. The lanterns swung wildly, and the first cold drops tapped against the wooden rail.

1. List three changes to your first image.

1. Streamers bend sideways.

2. Lanterns swing wildly.

3. Cold raindrops tap the rail.

2. Draw your revised image.

Model revision: slanting streamers, swinging lanterns,
darkening sky and rain on the wooden rail

3. Which clue caused the biggest change? Explain why.

The first cold drops cause the biggest change because the scene
shifts from a calm festival to incoming wet weather.

Name: _____

SAME TEXT, DIFFERENT MINDS



Behind the library's tall shelves, a narrow doorway opened into a reading nook. A round window looked over the rain-dark courtyard. Two faded cushions rested beside a low wooden chest, and a tiny lamp cast a pool of amber light.

Instruction: Read the passage. Draw two possible mental images that both fit the text.

MY IMAGE

PARTNER'S IMAGE

THREE TEXT CLUES

1. _____
2. _____
3. _____

Name: _____

SAME TEXT, DIFFERENT MINDS – EVIDENCE



TEXT CLUE	MY CHOICE	PARTNER'S CHOICE

1. Which details must both images include?

2. Which details may reasonably differ?

3. Why can two accurate images look different?

Accurate choices fit the text. They do not contradict it.

ANSWERS

SAME TEXT, DIFFERENT MINDS – EVIDENCE



TEXT CLUE	MY CHOICE	PARTNER'S CHOICE
round window	dark metal frame	white wooden frame
two faded cushions	cushions close together	cushions apart
low wooden chest	chest	a book resting on top

1. Which details must both images include?

Both must include the narrow doorway, round window, rain-dark courtyard,
two faded cushions, low wooden chest and tiny lamp with amber light.

2. Which details may reasonably differ?

Colours, viewpoints, exact sizes and positions may differ
when the text does not specify them.

3. Why can two accurate images look different?

Readers use different prior knowledge and imagine unspecified
details differently, while keeping every stated clue accurate.

Accurate choices fit the text. They do not contradict it.

Name: _____

VISUALISE AND INFER

A

Muddy pawprints crossed the kitchen floor. The water bowl was empty, and the back gate stood open.



What do you picture?

What can you infer? Use one clue.

B

The principal unfolded a sealed envelope. As they opened the table, the team leaned forward and held their breath.



What do you picture?

What can you infer? Use one clue.

C

Mist curled across the narrow trail. Loose stones clicked and tumbled into the valley below.



What do you picture?

What can you infer? Use one clue.

ANSWERS

VISUALISE AND INFER

A

Muddy pawprints crossed the kitchen floor. The water bowl was empty, and the back gate stood open.



What do you picture?

muddy pawprints leading from the bowl to the open gate.

What can you infer? Use one clue.

a pet has escaped or gone outside; the open gate and paw prints support this.

B

The principal unfolded a sealed envelope. Across the table, the team leaned forward and held their breath.



What do you picture?

the team leaning towards the principal and sealed envelope.

What can you infer? Use one clue.

they are waiting for important news or a result; they hold their breath.

C

Mist curled across the narrow trail. Loose stones clicked and tumbled into the valley below.



What do you picture?

a misty, narrow trail above a steep valley.

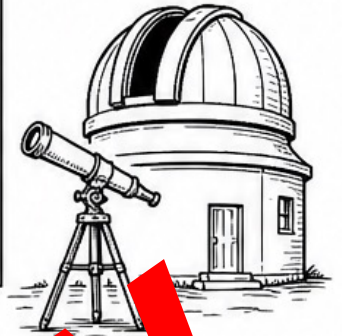
What can you infer? Use one clue.

the trail is steep or unstable; loose stones tumble into the valley.

Name: _____

VISUALISE AND INFER — THE OBSERVATORY

Wind pressed against the old observatory dome and made its loose panels rattle. Inside, Leila stood beside the brass telescope, checking the dark horizon for the third time. A folded map trembled in her hand. Far below, the town lights blinked out one by one. Then a narrow beam flashed twice from the northern ridge.



1. Sketch the setting.

PREVIEW

2. How is Leila feeling? Use evidence.

3. What will Leila probably do next? Explain.

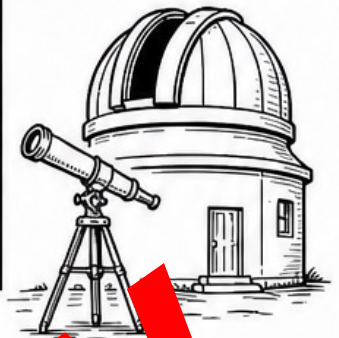
4. Write two exact clues that shaped your inference.

1. _____
2. _____

ANSWERS

VISUALISE AND INFER — THE OBSERVATORY

Wind pressed against the old observatory dome and made its loose panels rattle. Inside, Leila stood beside the brass telescope, checking the dark horizon for the third time. A folded map trembled in her hand. Far below, the town lights blinked out one by one. Then a narrow beam flashed twice from the northern ridge.



1. Sketch the setting.

Model setting: an old hilltop observatory, rattling dome, Leila beside a brass telescope, dark horizon, fading town lights, and a beam from the northern ridge.

2. How is Leila feeling? Use evidence.

Leila is anxious and alert. She checks the horizon for the third time, and the map trembles in her hand.

3. What will Leila probably do next? Explain.

She will use the telescope and map to locate or answer the signal because a beam flashes twice from the ridge.

4. Write two exact clues that shaped your inference.

1. "checking the dark horizon for the third time"
2. "A folded map trembled in her hand."

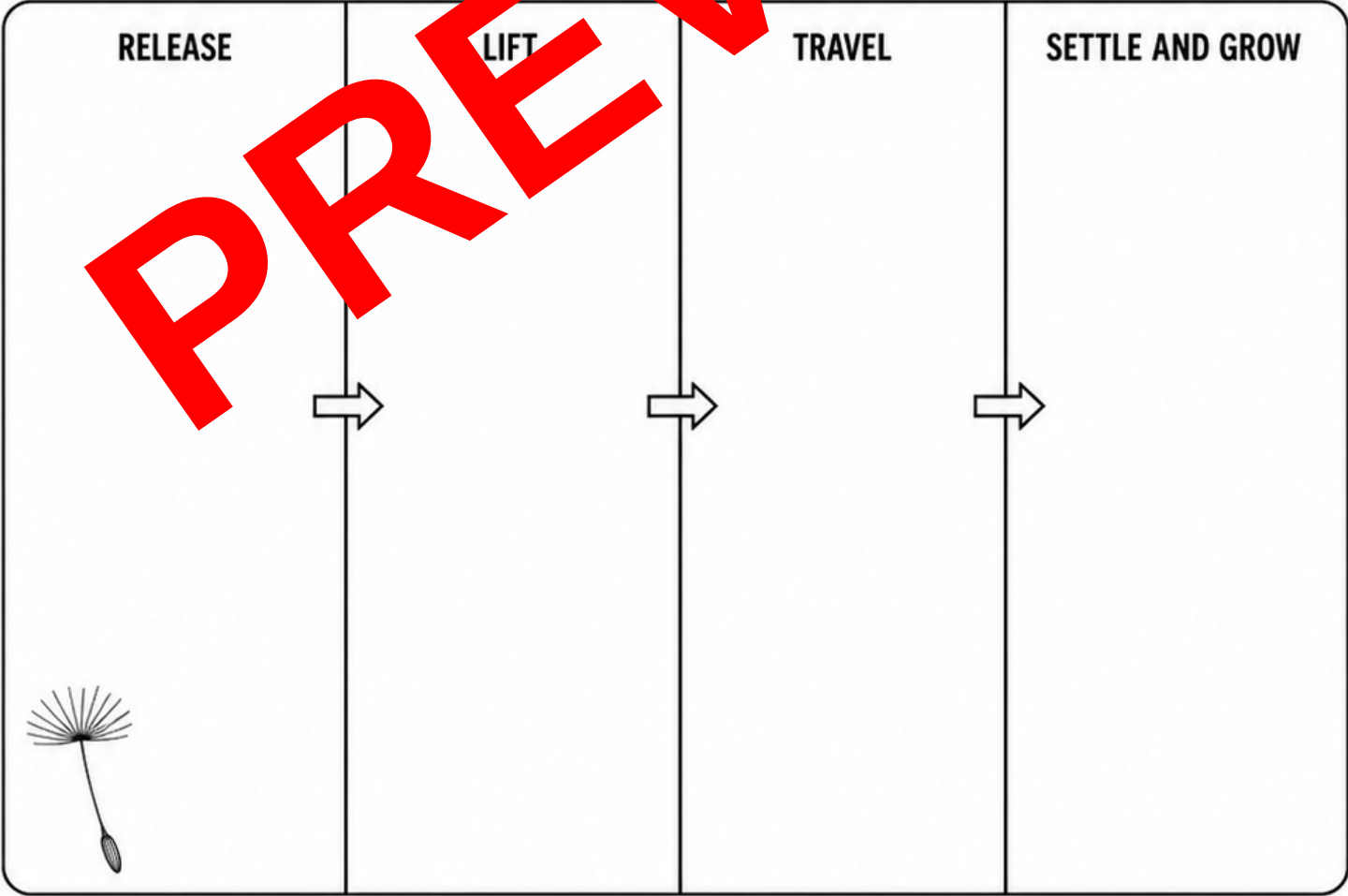
Name: _____

TRANSFORM THE TEXT — DANDELION JOURNEY

On dry afternoons, a dandelion head loosens its tiny seeds. Each seed hangs beneath a tuft of fine hairs called a pappus. A breeze lifts the pappus like a parachute and carries the seed away from the parent plant. When the wind weakens, the seed settles. If it lands on damp soil, it may germinate and grow.

Task 1: List six process verbs from the passage.

Task 2: Turn the process into a four-stage labelled diagram



ANSWERS

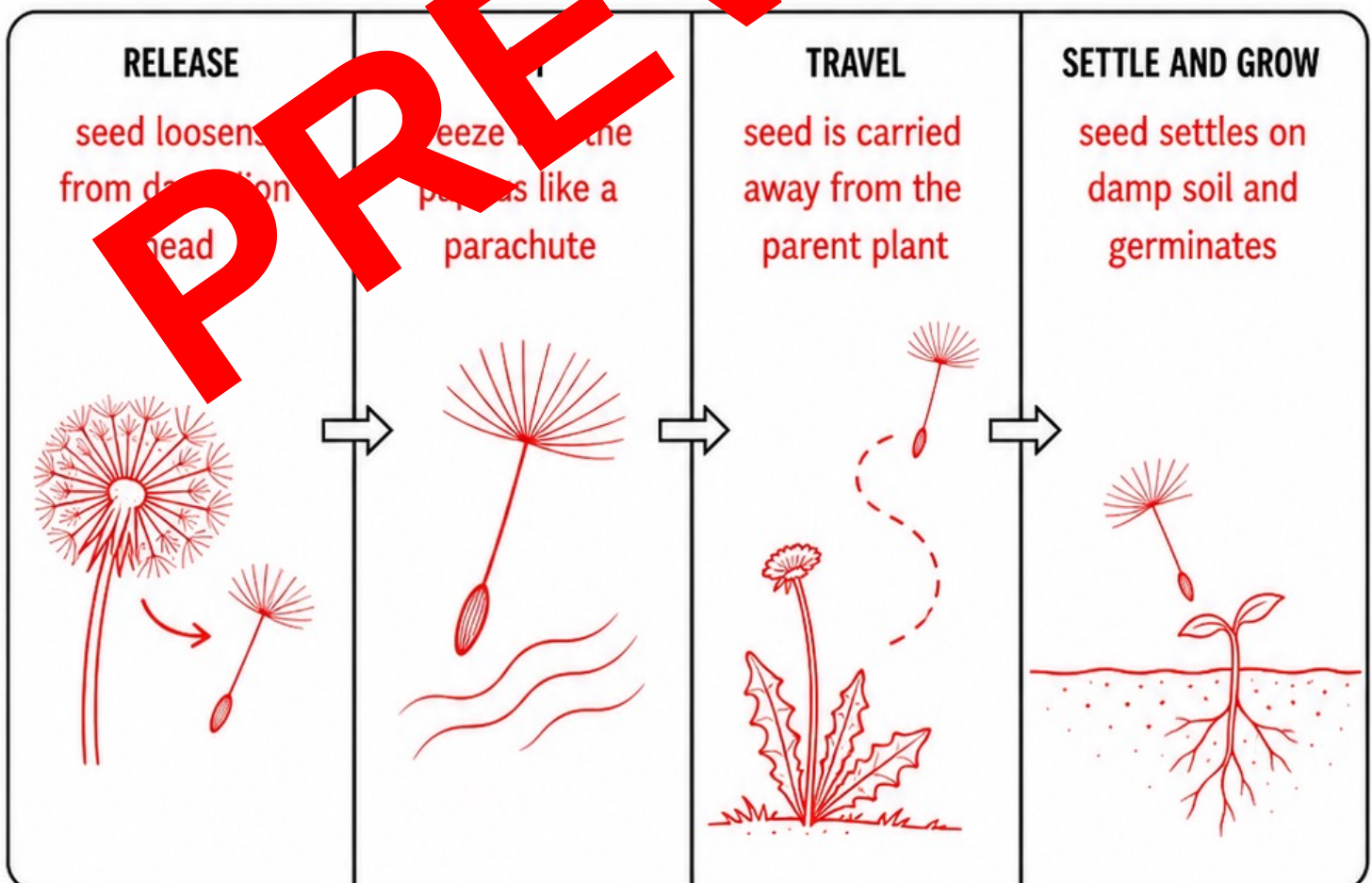
TRANSFORM THE TEXT — DANDELION JOURNEY

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Task 1: List six process verbs from the passage.

loosens • lifts • carries • weakens • settles • germinate

Task 2: Turn the process into a four-stage bubble diagram.



Name: _____

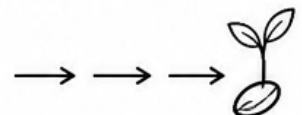


TRANSFORM THE TEXT – EVIDENCE

STAGE	WORDS FROM THE TEXT	WHAT THE DIAGRAM SHOULD SHOW
RELEASE ↓		
LIFT ↓		
TRAVEL ↓		
SETTLE AND GROW		

How does visualising the process improve understanding?

Match every diagram choice to evidence in the text.



ANSWERS

TRANSFORM THE TEXT – EVIDENCE

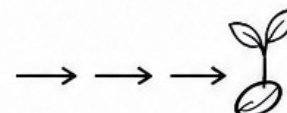


STAGE	WORDS FROM THE TEXT	WHAT THE DIAGRAM SHOULD SHOW
RELEASE ↓	loosens its tiny seeds	seeds leaving the dandelion head
LIFT ↓	A breeze lifts the pappus like a parachute	pappus catching the breeze and rising
TRAVEL ↓	carries the seed away from the parent plant	seed moving through the air
SETTLE AND GROW	"the seed settles"; "damp soil" "germinate and grow"	seed landing on damp soil and sprouting

How does visualising the process improve understanding?

It makes the sequence and movement visible, helping the reader connect each action from seed release to new growth.

Match every diagram choice to evidence in the text.



Name: _____

WHAT AM I?



MYSTERY 1



I stand on three slender legs and point towards the night sky. One end holds a glass lens. Turn my focusing wheel and distant craters and stars appear closer.

SUBJECT: _____

Underline three decisive clues in the passage.

DRAW IT.



MYSTERY 2



I am a tall insulated cabinet with shelves and a sealed door. A quiet motor keeps the air inside cool so milk and vegetables stay fresh. When I open a small light turns on.

SUBJECT: _____

Underline three decisive clues in the passage.

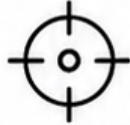
DRAW IT.

ANSWERS

WHAT AM I?



MYSTERY 1



I stand on three slender legs and point towards the night sky. One end holds a glass lens. Turn my focusing wheel and distant craters and stars appear closer.

SUBJECT: TELESCOPE

Underline three decisive clues in the passage.

DRAW IT.



points towards stars



MYSTERY 2

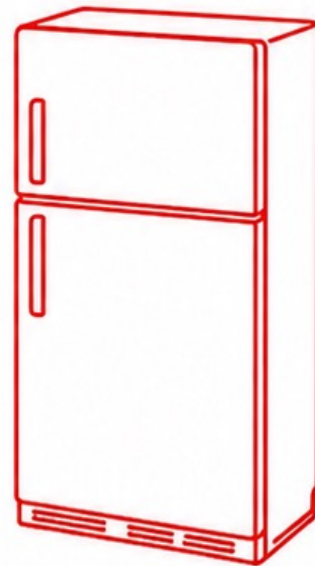


I am a tall insulated cabinet with shelves and a sealed door. A quiet motor keeps the air cold so milk and vegetables stay fresh. When I open a small light turns on.

SUBJECT: REFRIGERATOR

Underline three decisive clues in the passage.

DRAW IT.

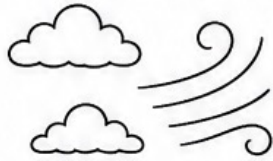


cold shelves behind a sealed door

Name: _____

WHAT AM I? – CREATE A MYSTERY

MYSTERY 3



A woven basket hangs beneath a huge fabric envelope. Hot air lifts me silently above fields, and a burner roars when the pilot needs to rise.

SUBJECT: _____

Underline three decisive clues.

MYSTERY 4



I have a soft body, eight flexible arms lined with suckers, and no bones. I can squeeze through narrow gaps and release a dark cloud underwater.

SUBJECT: _____

Underline three decisive clues.

WRITE YOUR OWN MYSTERY

SECRET SUBJECT: _____

CLUE 1 — appearance _____

CLUE 2 — movement _____

CLUE 3 — sound and texture _____

CLUE 4 — one precise detail _____

Do not use the subject word. Make every clue accurate.

ANSWERS

WHAT AM I? – CREATE A MYSTERY

MYSTERY 3



A woven basket hangs beneath a huge fabric envelope. Hot air lifts me silently above fields, and a burner roars when the pilot needs to rise.

SUBJECT: HOT-AIR BALLOON

Underline three decisive clues.

MYSTERY 4



I have a soft body, eight flexible arms lined with suckers, and no bones. I can squeeze through narrow gaps and release a dark cloud underwater.

SUBJECT: OCTOPUS

Underline three decisive clues.

WRITE YOUR OWN MYSTERY

SECRET SUBJECT: LIGHTHOUSE

CLUE 1 — appearance I am a tall striped tower with a bright lamp.

CLUE 2 — movement My sweeping beam turns across the water.

CLUE 3 — sound or texture The wind scrapes salt while gulls cry.

CLUE 4 — one precise detail I stand on rocks at a harbour entrance.

I am a tall striped tower beside the sea. My bright
beam sweeps across dark water to guide vessels
past the rocks.

Do not use the subject word. Make every clue accurate.

Name: _____

THE LAST SIGNAL

Nia reached the old signal hut at dusk. Salt wind pushed through a cracked window and lifted the edge of a faded chart. She wrapped both hands around a brass lever; the metal was cold against her palms. Beyond the glass, fog hid the harbour. Across the water, one green lamp flickered. Then footsteps sounded on the narrow stairs below.



Task 1: Draw the setting as you visualise it.

PREVIEW

Task 2: Group your text clues by sense.

SENSE	TEXT CLUE
SIGHT	
SOUND	
TOUCH	
SMELL	

ANSWERS

THE LAST SIGNAL

Nia reached the old signal hut at dusk. Salt wind pushed through a cracked window and lifted the edge of a faded chart. She wrapped both hands around a brass lever; the metal was cold against her palms. Beyond the glass, fog hid the harbour. Across the water, one green lamp flickered. Then footsteps sounded on the narrow stairs below.



Task 1: Draw the setting as you visualise it.

Model setting: an old signal hut at dusk, cracked window, faded chart, brass lever, fog-hidden harbour, distant green lamp and narrow stairs.

Task 2: Sort your text clues by sense.

SENSE	TEXT CLUE
SIGHT	fog hid the harbour; one green lamp flickered across the water.
SOUND	footsteps sounded on the narrow stairs.
TOUCH	cold brass lever; salt wind through the cracked window.
SMELL	salty harbour air suggested by “Salt wind”.

Name: _____

THE LAST SIGNAL — RESPOND

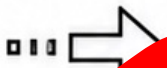
Continue using the passage from The Last Signal.



1. How did your mental image change as the details accumulated?



2. How is Nia feeling? Support your inference with two clues.



3. What is likely to happen next? Explain your prediction.



4. What is the effect of the phrase “one green lamp flickered across the water”?

ANSWERS

THE LAST SIGNAL — RESPOND

Continue using the passage from The Last Signal.



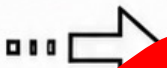
1. How did your mental image change as the details accumulated?

The image begins as an old hut at dusk, then gains the moving chart, cold lever, thick fog, distant green lamp and approaching footsteps, becoming colder and more tense.



2. How is Nia feeling? Support your inference with two clues.

Nia seems alert and uneasy; she grips the lever with both hands, and footsteps sound below her.



3. What is most likely to happen next? Explain your prediction.

She may pull the lever or respond to the signal, while the person on the stairs reaches the hut; the green lamp and footsteps support this.

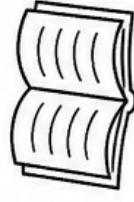


4. What is the effect of the phrase “one green lamp flickered across the water”?

The isolated green light creates a sharp focal point through the fog. It may signal hope, warning or a message, which builds suspense.



VISUALISING - YEAR 5 RUBRIC

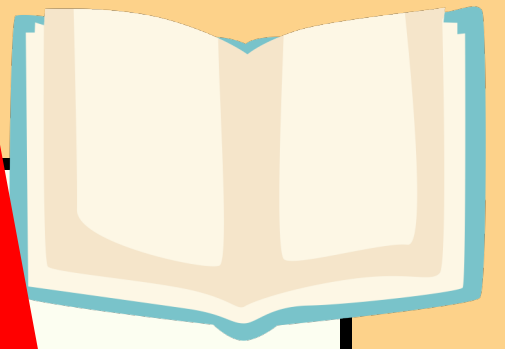


CRITERION	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
TEXT-GROUNDED MENTAL IMAGE	Adds details that conflict.	Names a few clues; some relevant.	Builds an accurate image from key clues.	Integrates precise clues across the text.	Synthesises subtle clues into a vivid, accurate image.
RELEVANT SENSORY DETAIL	Gives vague or irrelevant detail.	Names one or two relevant sensory details.	Uses relevant details from several senses.	Selects sensory details that sharpen meaning.	Explains how sensory detail shapes atmosphere.
REVISING AND UPDATING	Keeps the first image despite new details.	Makes a limited change.	Revises when text adds or changes information.	Explains which clues caused revisions.	Tracks revisions precisely and evaluates their impact.
INFERENCE WITH EVIDENCE	Gives an unsupported guess.	Gives an inference with a weak clue.	Gives a plausible inference with clear evidence.	Links multiple clues to the reasoning.	Weights clues and explains a nuanced inference.
CLARITY AND ORGANISATION	Response is incomplete or unclear.	Some ideas are organised.	Gives a clear, logical response.	Provides a precise, well-sequenced explanation.	Integrates evidence in a concise, compelling explanation.

Visualising



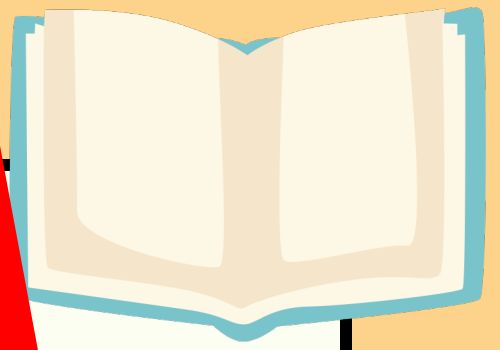
What is visualising?



Visualising means creating a mental image while you read or listen.
Build the image from the writer's words, relevant prior knowledge and
imagination.
You can describe, sketch or quietly hold the image in your mind.



Why readers visualise



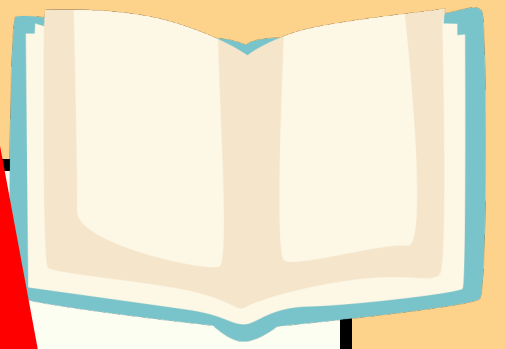
Mental images help readers follow events, settings, ideas and processes.

A clear image makes important details easier to remember and discuss.

Visualising keeps the mind active: readers notice, predict, infer and question.



Text first, imagination second



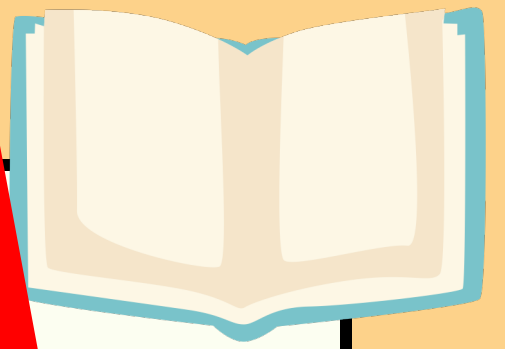
Begin with what the text actually says.

Add reasonable details only when the writer leaves a gap.

Different images can be accurate, but no image should contradict a text.



Visualising fiction

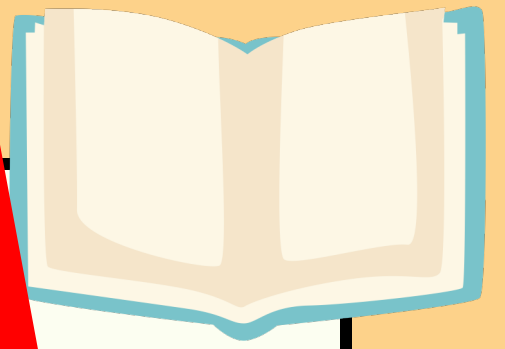


Picture a character's appearance, expression, position and movement.

Build the setting: place, time, weather, light, sound and texture.

Think how action, events and important details change across the text.





Visualising informative texts

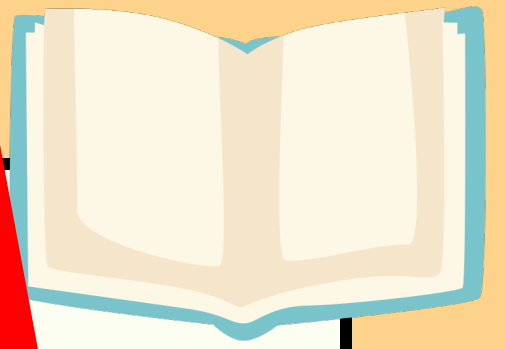
Picture stages, movement and change in a process.

Notice position, direction, scale, size and the relationship between parts.

Turn the words into a diagram, sequence or spatial map in your mind.



Descriptive language builds images



Precise nouns paint exactly what the reader should picture.

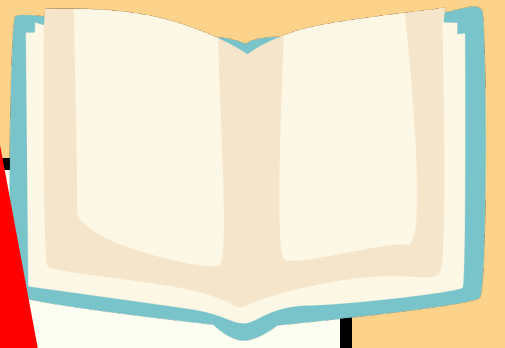
Vivid verbs show movement, pace and force.

Adjectives, comparisons and figurative language add shape, colour

and sound.



Look for sight clues



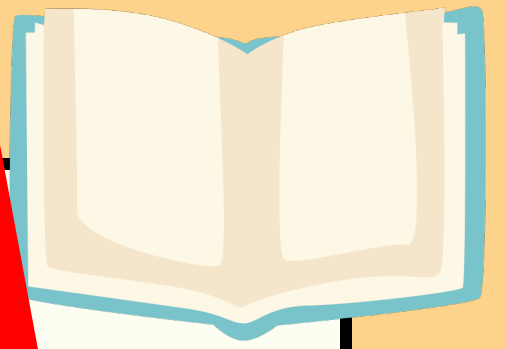
Colour, size and shape

Position, distance and direction

Memory, sight, sound and weather



Use the other senses



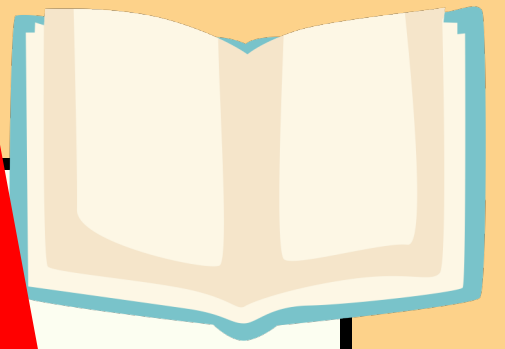
Sound can suggest distance, speed, mood and action.

Touch can suggest temperature, pressure, texture and movement.

Include smell or taste when the text supports it.



Use prior knowledge carefully,



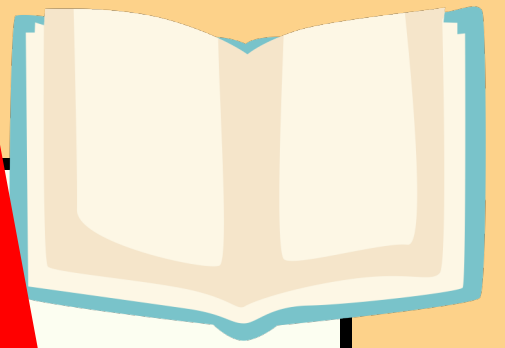
Connect the text to relevant knowledge or experience.

Use that knowledge to fill small gaps, not to replace the writer's clues.

Check the message against the text and revise anything that does not fit.



Build a mental movie



READ — notice the important details.

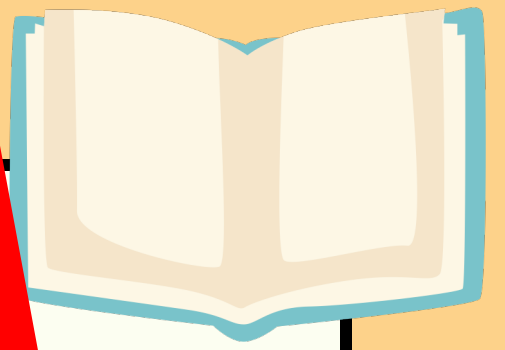
PAUSE — stop at a useful moment.

PICTURE — build the scene & process in your mind.

EXPLAIN — name the side that shaped your image.



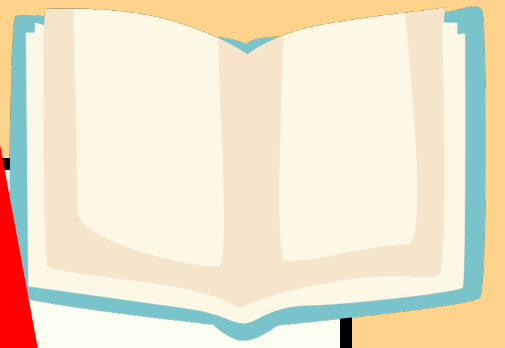
Revise as the text changes



Treat your first image as a draft.
New text commands add, remove, move or transform parts of the image.
Update the image to name the clue that caused the change.



Visualising supports inference



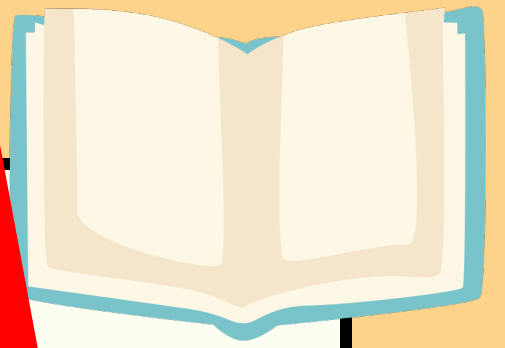
Combine the mental image with exact text clues.

Infer how a character feels, danger, motivation or a likely action.

State the inference and explain which clue supports it.



Readers can picture differently



Shared text evidence keeps every mental image anchored.

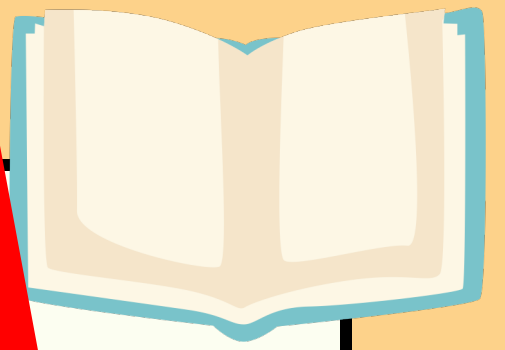
Unspecified details may differ between readers.

Explain which points come from the text and which come from prior

knowledge



Turn a process into a diagram



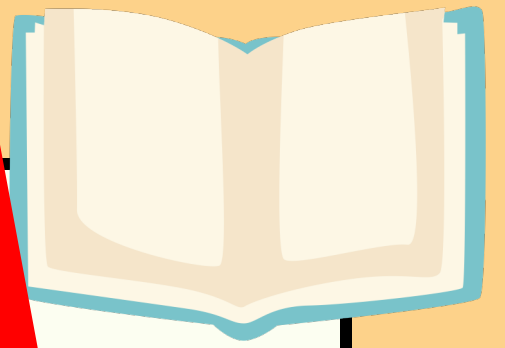
Find process steps and words in original order.

Picture the movement, position and change at each stage.

Use labels drawn from the text.



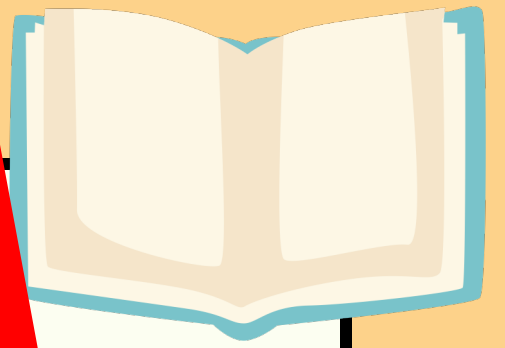
Guided practice



A copper bell swung above the empty jury. Wind drove white spray across the
boards. A snail he dragged hard against its rope.
The three clues to shaped our mental image.
Describe the image and make one supported inference.



Independent reading routine



NOTICE the words that carry the message.
IMAGINE the scene, action, idea or purpose.
CONNECT to your own knowledge.
REMEMBER where the text adds or changes details.
EXPLAIN your message with exact evidence.





PREVIEW

Well Done!



Visualising Quiz



Question 1 – True or false?



A person must draw a picture on paper for visualising to happen.



Answer 1



FALSE

A message can stay in the reader's mind. Drawing is one optional way to show it.



Question 2 – Multiple choice

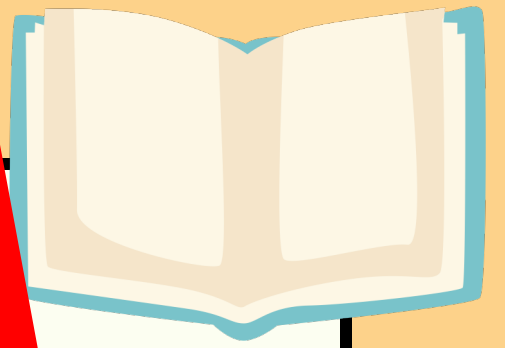


Which words usually help a reader build the clearest mental image?

- A. Page numbers and headings only
- B. A few words the reader remembers
- C. Precise sensory and descriptive words
- D. Words from different text



Answer 2

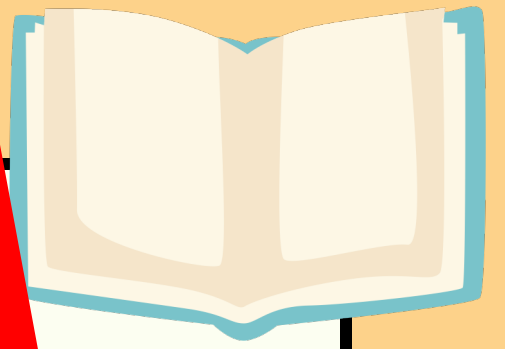


C. Precise sensory and descriptive words

The words give specific clues about appearance, movement, sound, texture or mood.



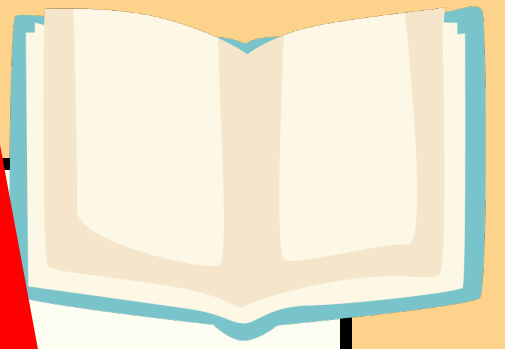
Question 3 – Short response



Name two senses a researcher might use when visualising a busy market scene.



Answer 3

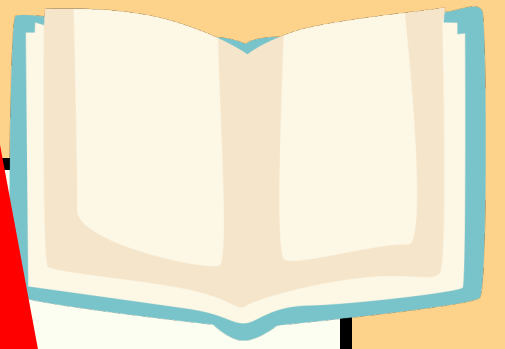


Possible answers include sight, hearing, smell, touch or taste.

Accept any two relevant senses supported by details that could appear in the text.



Question 4 – Multiple choice

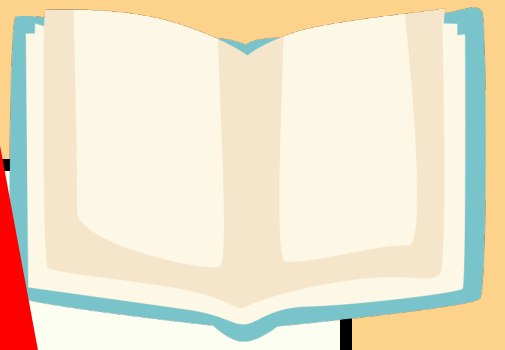


A new detail conflicts with your first sentence. What should you do?

- A. Ignore the new detail
- B. Keep the sentence
- C. Change the words in the sentence
- D. Keep both sentences without checking



Answer 4



B. Revise the mental image

Strong readers create an image when new text evidence adds, removes, modifies or changes the original.



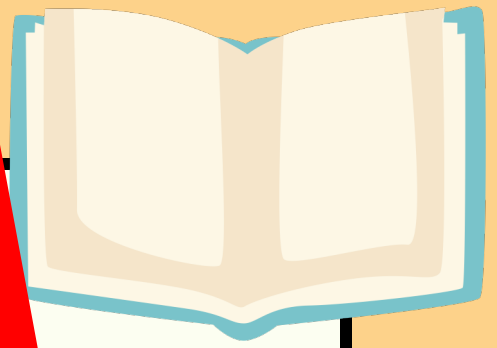
Question 5 – True or false?



Two readers must picture every unspecified detail in exactly the same way.



Answer 5

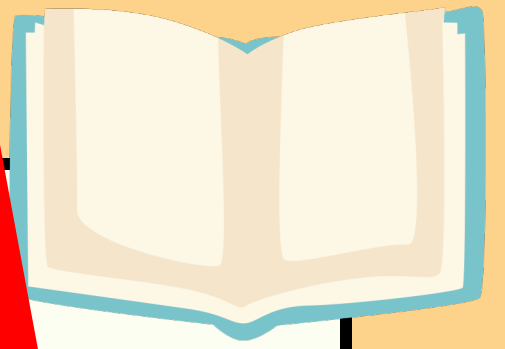


FALSE

Revisers may include unspecified details differently, as long as their
inclusions do not contradict the text.



Question 6 – Multiple choice

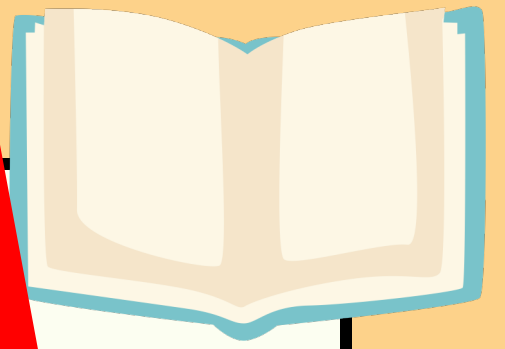


What is most useful to include in a narrative text explaining a process?

- A. Only the page number
- B. The sequence and movement from stage to stage
- C. Favourite characters
- D. Details from an unrelated process



Answer 6

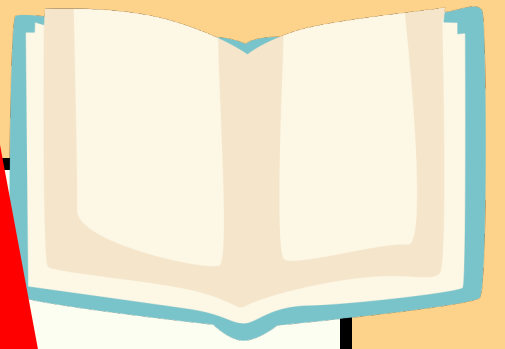


B. The sequence and movement from text to stage

Visualizing the order, position and change of each part helps the reader understand how the piece works.



Question 7 – Infer

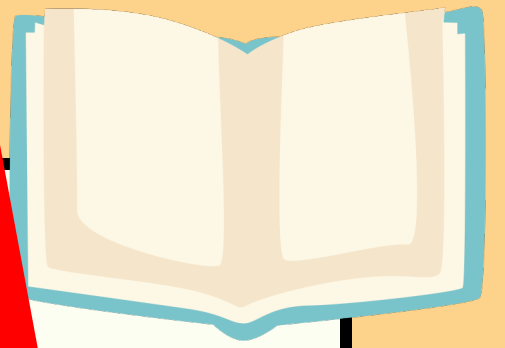


Muddy pawprints crossed the kitchen floor. The food bowl was empty, and the back gate was open.

What has probably happened? Use your mental image and one clue.



Answer 7



The pet has probably been through the open gate.
Strong evidence includes the pawprints, empty bowl and open gate.



Question 8 – Strongest evidence

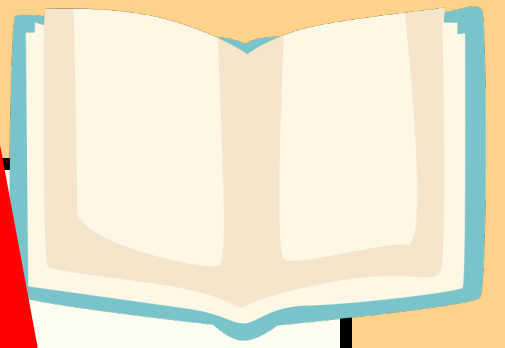


Which explanation uses the strongest text evidence?

- A. I can see it clearly.
- B. The place looks scary.
- C. Picture of a room looks like the text says one lamp was burning.
- D. It sounds like a film.



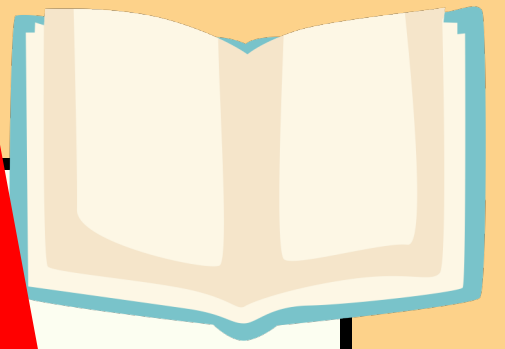
Answer 8



C. I picture a classroom because the text says one lamp was burning.
This response explains the image and names the exact clue that supports it.



Question 9 – True or false?



Practical knowledge is useful only when it agrees with the text.



Answer 9

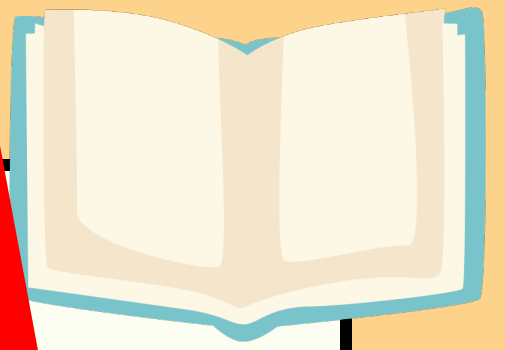


TRUE

Principles of knowledge may fill small gaps, but it must never replace or contradict the written texts.



Question 10 – Apply the strategy



Rain hammered the roof. White snows lit the oval, and tree branches
beneath the sound.
Describe the image and name the clue that created it.



Answer 10



Model response picture the branches pressed almost flat because the text says they went towards the ground.
Other accurate images are acceptable when they are linked to an exact clue.





PREVIEW

Well Done!

