

# Making Connections

## Text to Self Connections

*What does this remind me of in my life?*

*What is this similar to in my life?*

*How is this different from my life?*

*Has something like this ever happened to me?*

*How does this relate to my life?*

*What were my feelings when I read this?*

*Have I changed my thinking as a result of reading this?*

*What have I learned?*

## Text to Text Connections

*What does this remind me of in another book I've read?*

*How is this text type similar to another?*

*How is this text similar to other things I've seen / heard?*

*How is this different from other texts I've experienced?*

*Have I read/seen/heard about something like this before?*

*Are there similarities / differences in genre, text structure, author, topic, theme, message, plot, character, fact, opinion, information, vocabulary?*

## Text to World Connections

*What does this remind me of in the real world?*

*How is this text similar to things that happen in the real world?*

*How is this different from things that happen in the real world?*

*How did that part relate to the world around me?*

*Are there similarities / differences in something I have seen on TV, radio, a newspaper story, historical events, current events, something I have studied before, real world happenings – local and global, a conversation*



# Questioning

Asking questions and seeking answers  
*Before reading/ During Reading / After Reading*

**QAR – Question, Answer, Relationship Right There** – Students are asked to respond at the literal level. These questions usually begin with words such as: *who is, where is, list, what is, how many, when did, name, what kind of...*

**Think and Search** – Students are asked to think about how the information in the text relates to other ideas. They must synthesise, infer, or summarise to find the answer. These questions tend to be more open-ended, and usually begin with words such as: *what caused, contrast, retell, how did, explain, find examples, for what reason, compare..*

**Author and You** – Students are required to have read the material to understand what the question is asking. They must combine their own experiences with what the text states.

**On My Own** – Students are able to answer these questions on their own without reading the text. They must generate the answer from their prior knowledge. The answer might be changed after reading the text.

## 3H Strategy

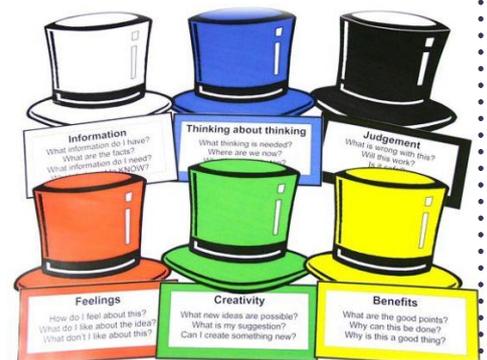
**Here** the answer is explicit in the text. It is **here** in one sentence in the text.

**Hidden** the answer is implicit in the text. It is found by **joining together** information from two or more places in the text, or from information from the text and what the student already knows.

In my **Head** the answer is in the student's background knowledge: what they **already know**.

Other questioning models to use include:

-  Bloom's taxonomy
-  Question Matrix
-  Six Thinking Hats
-  Thick and Thin questions
-  Open and Closed questions
-  On / Between / Beyond the lines
-  Active Questioning





# Inferencing

**Inferencing is being able to read between the lines when the author implies something without directly stating it**

*What noun is referred to by the pronoun?*

*What words mean the same as this word?*

*What does this word mean in this context?*

*What vocabulary in the text helps determine the theme or main idea of the text?*

*What do the metaphors and similes mean?*

*What are the structures and features of this text that give clues about its purpose?*

*What conclusions can you draw?*

*What predictions can you make based on clues in the text?*

*What conclusions can you draw?*

*What are the author's viewpoints, beliefs, and biases?*

*What do I already know that I can bring to bear to understand this?*

*What judgements can I make?*

*What clues are there about the character – personality, beliefs, motivation, relationships?*

*What clues are there about where, when, how, why and what that are not directly stated?*

*What clues are there in the visuals that provide meaning to the text – e.g. shape, size, symbols, line, location, images, colour, composition?*



# Visualising

*Visualising is like inferring, BUT with mental images*

*What pictures, slide show and movies can you create in your mind?*

*What images, smells, sounds, feelings, tastes can you imagine?*

*What music can you imagine in the background?*

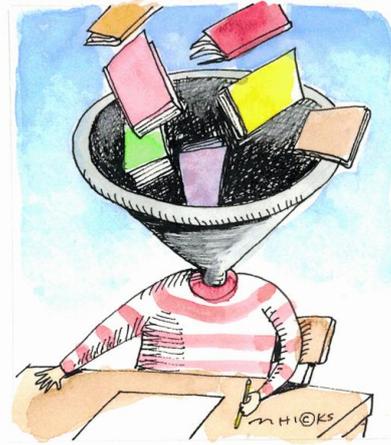
 *A tool for analysing visuals in a text*

<b>S</b>	<p><b>Shape</b> – what are the main shapes in the picture? What effects do they have?</p> <p><b>Size</b> – which shapes are smaller / larger? Which characters take up the most space? Why?</p> <p><b>Symbols</b> – are there any recurring symbols?</p>
<b>L</b>	<p><b>Line</b> – what lines do you notice? What effects do they have?</p>
<b>I</b>	<p><b>Images</b> - What images are there? where are the images located? Why? Are there any recurring symbols? Why?</p>
<b>C</b>	<p><b>Colours</b> – what are the main colours in the illustrations?</p> <p><b>Composition</b> - how is the picture composed?</p>
<b>K</b>	<p><b>Knowledge</b> – what do you know about the artist, author, topic already?</p>

 *Non-fiction texts*

*What do the diagrams, photographs, maps, graphic organisers, tables, timelines, cartoons, graphs tell us?*

*How can the text be represented in a graphic organiser? What text types (cause & effect, sequence, compare & contrast, problem & solution, description, sequence) match which graphic structure?*



# Determining Importance

*Grasping essential ideas and important information*

*What is my purpose for reading this?*

*What is the author's purpose for writing this text?*

*What are the main headings and sub-headings?*

*What text features help me determine the important ideas in this text?*

*How does the visual information help? What information does it provide?*

*What are the essential ideas?*

*How can I sort and prioritise the key ideas in this text?*

*What are the big concepts and how can I link the detail to the concept?*

*What graphic organiser could be helpful to sort the information?*

*What are the non-fiction features that signal importance?*

- *Fonts and effects (titles, headings, bold/ italic / coloured fonts, bullets, captions, labels)*
- *Signal words and phrases*
- *Illustrations and photographs*
- *Graphics (diagrams, cutaways, cross sections, graphs, maps, charts)*
- *Text organisers (index, preface, glossary, appendix)*
- *Text structures (cause & effect, problem & solution, question & answer, compare & contrast, description, sequence)*



# Summarising & Synthesising

*Using our own words to summarise key ideas  
Adding to our store of knowledge*

*What is important?*

*Can I retell the story accurately?*

*Can I paraphrase the information presented?*

*Has my thinking changed as I read more?*

*How are different texts / information similar and different?*

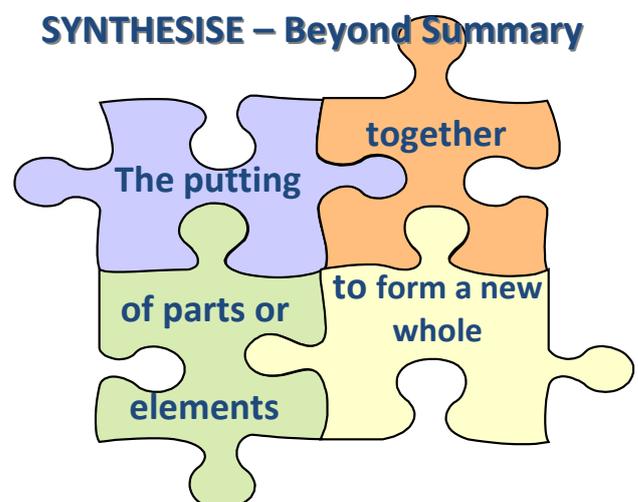
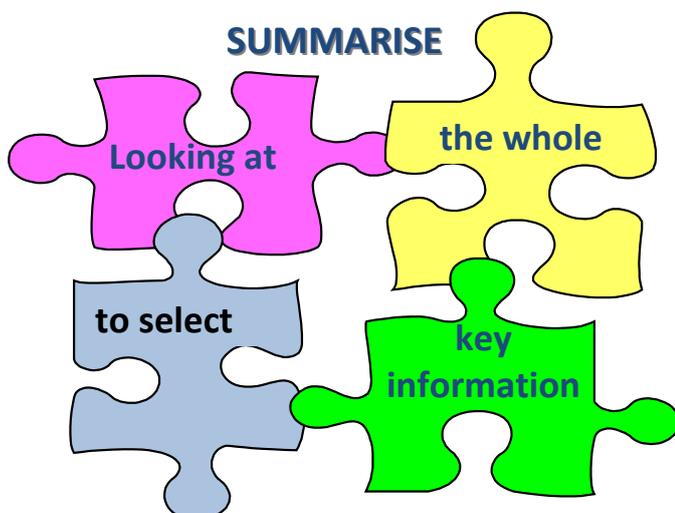
*What is the gist of this text?*

*What is my opinion?*

*What is the text about and what does it make me think about?*

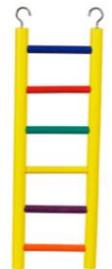
*How can I use graphic organisers to help me sort my thinking?*

*What questions do I still have?*



# Tools for Determining Importance, Summarising & Synthesising

*Grasping essential ideas and important information  
Text Structure, Features, Signal Words & Graphic Organisers*

Text Structure	Explanation	Signal words		Tools
<b>Cause and Effect</b>	Ideas, events or facts are presented as causes in conjunction with the resulting outcomes or effects	accordingly consequently may be due to so thus because for this reason	nevertheless therefore as a result if...then since this led to effect	
<b>Compare and Contrast</b>	Similarities and differences are presented between two or more topics or concepts	although but either...or in common similar to as opposed to comparatively	compared with even though likewise yes as well as different from	
<b>Description</b>	Provides information and detail about a topic e.g. attributes such as measurements	a number of characteristics in addition is like to illustrate appears to be	for example looks like as in for instance such as features	
<b>Problem and Solution</b>	Problems is presented followed by one or more solutions, sometimes with the steps involved	a problem because in order to one reason for steps involved a solution for this reason leads to	since accordingly if...then may be due to so that thus dilemma challenge	
<b>Question and Answer</b>	Question is posed followed by answers	how conclude when why how may	what who estimate where could be that	
<b>Sequence</b>	Events are described in numerical or chronological order.	after before first initially next soon	today afterwards finally meanwhile secondly following	