

Connecting

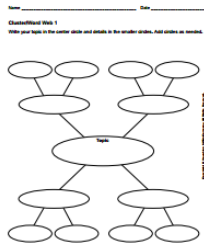
Ideas for teaching and learning activities using graphic organisers and processes

Connecting Stage 5

Students appreciate the impact of texts on each other. In their responding and composing they use the connections between texts to come to new understandings about how ideas are reinterpreted in different contexts.

Connecting Stage 4

Through responding and composing students make connections between information, ideas and texts. They compare texts to understand the effects of different choices of language, form, mode and medium for various audiences and purposes.

| Connecting teaching and learning ideas | Syllabus intent | Links to graphic organisers |
|---|--|---|
| <p>Any mind mapping tool can be used to show connections between texts. Focus students connections on syllabus related content such as language, form, medium and mode.</p> | <p>Syllabus content includes links between:</p> <ul style="list-style-type: none"> • information, ideas and texts • language, form, medium, mode • detail, perspective, choice of vocabulary • language and visual features • Personal, historical, cultural, social, technological and workplace contexts • representations of individuals and groups in different historical, social and cultural contexts | <p>Topic web graphic organiser (PDF 15KB)</p>  |

Connecting teaching and learning ideas

Compare and contrast charts, Venn diagrams and tables can all help students to clearly see differences and similarities between texts. After completion of the analysis consider the impact of the choices of the composers and consider influences that may have led to their choices.

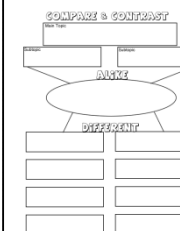
Syllabus intent

Syllabus content includes finding similarities and differences across and in texts focussing on:

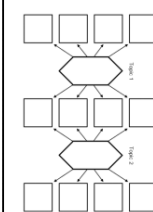
- audience and purpose
- meaning and language
- cohesive devices
- appropriations across cultures and time
- alternate views of the world
- stories told in different mediums such as book and film
- language and visual features
- the work of a specific composer
- thematic and intertextual concerns
- representations of individuals and groups in different historical, social and cultural contexts
- traditional versus contemporary

Links to graphic organisers

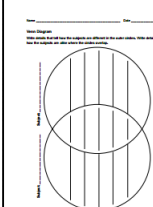
[Compare and contrast chart](#) (.gif 14KB)



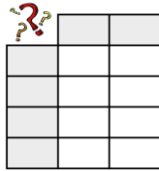
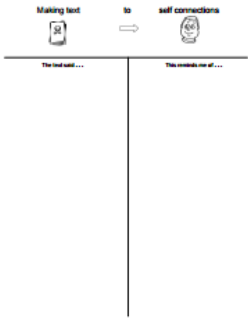
[Characteristics chart](#) (PDF 164KB)



[Venn diagram](#) (PDF 58KB)



[Comparison table](#) (PDF 64KB)

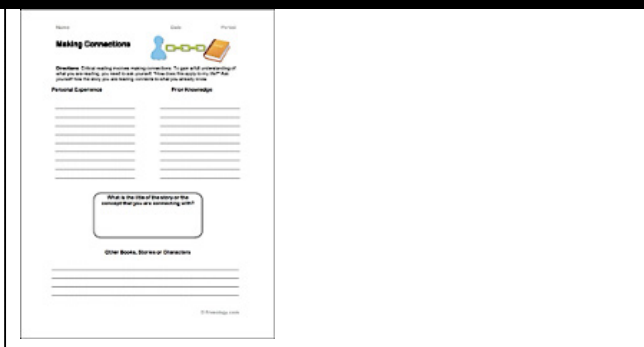
| Connecting teaching and learning ideas | Syllabus intent | Links to graphic organisers |
|--|---|--|
| | |  |
| <p>Tables can help students to become more aware of the connections they make between texts and themselves, other texts and the world. The labels on these graphic organisers ask students to write what ‘The text says... This reminds me of...’ showing them direct links to their thinking. A follow up activity would be to discuss the impact on their response to a text based on these connections.</p> | <ul style="list-style-type: none"> • recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts • investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning • understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts • investigate and describe the recurring features of particular genres, e.g. westerns or science fiction, focusing on their storylines, iconography, value systems and techniques | <p>Go to Education Oasis to download Text to self, Text to text and Text to world PDFs.</p>  |
| <p>This organiser can help students realise the ways their own context links to the world and ideas of the text they are studying. After organising their ideas in this way, students can write a reflective piece of how they shape their own reading, link to intertextuality, themes, culture etc.</p> | <ul style="list-style-type: none"> • recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts • study and evaluate variations within conventions of particular genres and how these variations reflect a text’s purpose • analyse and evaluate text structures and language features of literary texts and make relevant thematic | <p>Making Connections with reading: Personal experience/ Prior Knowledge/ Other Books, Stories or Characters (PDF 82KB)</p> |

Connecting teaching and learning ideas

Syllabus intent

Links to graphic organisers

- and intertextual connections with other texts
- research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
- analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others



This organiser can help students investigating a concept to bring their learning from multiple texts together and asks students to make judgements and clarify their understanding. This may be a starting point for students in the construction of their own text based on a concept.

- categorise texts by content, composer and genre considering language forms, features and structures of texts
- identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
- explore and appreciate the similarities and differences between and among more demanding texts
- investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
- create imaginative texts that make relevant thematic and intertextual connections with other texts

[The Frayer Organizer: Concept/Critical Characteristics/Non-Critical Characteristics/ Examples/ Non-Examples \(PDF 280kb\)](#)

The image shows a "Frayer Organizer" diagram. It consists of a central oval labeled "Concept". Surrounding this oval are four rectangular boxes: "Critical Characteristics" (top-left), "Non-Critical Characteristics" (top-right), "Examples" (bottom-left), and "Non-Examples" (bottom-right). The boxes are arranged in a 2x2 grid around the central oval.