



SPEAKING THE STANDARD

Florida State Standard

LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ quote
- ★ infer/inference
- ★ reflect
- ★ graphs
- ★ explicit

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Can you explain why (that event) happened in the story?
- ★ Can you predict what will happen next?
- ★ How would you compare/contrast (this event) to (that event)?
- ★ How are (these 2 characters) alike/different?
- ★ How would you summarize (this story)?



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LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ characteristics
- ★ theme
- ★ drama
- ★ poem
- ★ summarize

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Can you predict what would have happened if...?
- ★ Why do you think the author chose not to solve the problem with (restate event)?
- ★ What is your interpretation of the theme of (this story)? Justify your thoughts.
- ★ Can you make connections between (the main character;s) actions and the story's message?



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LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the texts (e.g., how characters interact).

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ characteristics
- ★ setting
- ★ event
- ★ details
- ★ drama
- ★ poem
- ★ Compare
- ★ Contrast
- ★ interact

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Describe the setting of the story in your own words.
- ★ Tell me some good/bad traits of the characters.
- ★ Explain why the problem exists in the story.
- ★ Describe how the main character reacts to the solution.
- ★ Does this story show any kind of pattern? If so, what is it?



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LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ metaphor
- ★ simile
- ★ context clues
- ★ figurative language
- ★ phrase

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Can you write/draw in your own way what you think (the word) means?
- ★ How does (this word) make you feel?
- ★ How do you know that (the word) means____?
- ★ How would you rephrase the meaning of (the word)?
- ★ Can you identify the words that make you feel _____?



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LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ chapter
- ★ drama
- ★ poem
- ★ stanza
- ★ structure
- ★ scene
- ★ series

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Explain why you categorized the stories in that way.
- ★ Can you compare the use of (non-fictional text features), explain how they are helpful when learning?
- ★ Can you explain why an author follows a story map when writing fictional stories?
- ★ Can you explain why the author chose to write (the story) in this way?



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LAFS.5.RL.2.6: Describe how a narrator's or speaker's point of view influences how events are described.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ narrator
- ★ speaker
- ★ point of view
- ★ Influences
- ★ events

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Can you provide an example of what the illustrator does in this story?
- ★ Explain the differences between the author and the illustrator's jobs?
- ★ Identify who is telling the story at (this part). Explain how you know.
- ★ Why did I change my voice when I read (this part) in the story?
- ★ How do you know that (the characters) acted or felt differently?



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LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ meaning
- ★ tone
- ★ beauty
- ★ multimedia
- ★ visual elements

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ What conclusions can you make from the comparisons of the photos on p. _ and p._?
- ★ Why do you think the illustrator chose to put ____ in the picture on p._? Use text evidence to prove it.
- ★ What text evidence can you find that would prove that the illustrator's picture is drawn correctly?
- ★ What conclusions can you make from the illustrator's choice of pictures.



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LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- ★ Compare
- ★ Contrast
- ★ topic
- ★ genre
- ★ theme

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- ★ Describe how (the main character) reacts to his/her adventure.
- ★ Which is the MOST important character in the story?
- ★ What are the differences between (the characters) in the story?
- ★ What can you say about (the character)?
- ★ Compare/contrast the approaches to the themes of these stories?



SPEAKING THE STANDARD

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LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says and when drawing inferences.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- key details
- implicit
- Quote
- Inference
- accurately
- explicit

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Can you explain why (this fact) is important in the text?
- What new information did you learn about ____?
- When we/you were done reading, what were our/your questions that were left unanswered?
- How are (these two facts) alike/different?
- Can you explain how (this fact) helps you understand the information?



SPEAKING THE STANDARD

Florida State Standard

LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- key details
- main idea
- Support
- summarize

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Determine the details that support the main idea.
- Compare (the details) given about the main idea.
- Contrast (the details) given about the main idea.
- Which sentence BEST tells the main idea?
- Can you sort these details that do and do not support the main idea?



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LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- Relationship
- Interactions
- Individuals
- Events
- Historical
- Scientific
- technical

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Use text evidence to describe a connection between these (historical events).
- Which of (these texts) proves a better way to explain the procedure? Why?
- Use text evidence to describe the connection between (these ideas).
- How would you describe the order that the facts were written in (this text)?



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LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- academic
- Scientific
- Historical
- Technology
- domain-specific

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Can you write/draw in your own way what you think (the word) means?
- How can you figure out what (the word) means?
- How do you know that (word) means _____?
- How would you rephrase the meaning of (word)?
- What other words helped you figure out (the unknown word)?



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Florida State Standard

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- problem/solution
- differences
- sequence
- cause/effect
- similarities
- chronology
- structure
- compare/contrast

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Can you describe how the overall structure of the text helps you understand the information?
- Using text evidence, explain which text feature is the BEST way to locate _____?
- Can you explain/write about the use of the author's choice of text features to explain the information?
- Compare the use of (text feature) on p_ to the use of the same text feature on p_.



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LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- accounts
- represent
- analyze
- similarities
- perspective
- point of view

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Why do you think it is important for the author and the illustrator to work closely together?
- Using text evidence, show whether the author or illustrator BEST explains the information?
- Compare/Contrast different accounts of the same event.
- Using sever texts, describe how the authors' information about the same topic differs?



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LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- Print sources
- Digital sources
- efficiently

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- What is the relationship between the text and the illustration on p. ___?
- Explain how (image) clarifies the key details?
- How does this picture help you understand the information in this text?
- How does the illustration describe the details in the text?
- Can you find the visual resource that answers (question)?



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LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- Support
- point
- Identifying reasons
- Reasons
- evidence

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Using text evidence, how does the author choose to use these reasons to support the idea of _____?
- What is the author's reasoning for _____?
- What conclusions can you draw about the author based on the reasons he/she gave to support _____?
- What reasons justify the author's points about _____? Why do you think so?



SPEAKING THE STANDARD

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LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.

Vocabulary

These words are recommended to use with your child while discussing stories that they have read.

- Integrate
- Several
- Topic
- Subject knowledgeable

Checking for Understanding

Below is a list of questions that you can ask your child after they have finished reading or listening to a story.

- Using text evidence, what conclusions can you make about the way the topic is presented in these texts?
- Can you formulate a theory about this topic from the details presented in all these texts?
- Can you elaborate on the reasons why the facts about the same topic were presented differently in these texts?