



Help with

NONFICTION TEXT

**5th Grade
ELA Standards**



What is RI.KID.1? (Reading Informational. Key Ideas and Details)

This standard means students must be able to quote accurately from a text and use evidence to explain what the text says, both directly and when making inferences.

Helpful Vocabulary

Quote Accurately: Using the exact words from the text.

Evidence: Information from the text that supports your answer.

Inference: A good guess based on clues from the text + what you already know.

Explicit Information: Information clearly stated in the text.

At-Home Practice Activities

Activity 1: Text + Proof

Read a paragraph. Ask your child a question. When they answer, ask: 'What sentence in the text proves your answer?' Have them point to or read it.

Activity 2: Inference Clues

Ask your child: 'What can you figure out that the author doesn't say directly?' Then ask, 'What clues helped you?'

Activity 3: Who Said It?

Write a short passage. Highlight quotes and ask: 'Who said this?' or 'Why did they say it?'

Activity 4: Question Stems

Use questions like: 'According to the text...!', 'What evidence supports...!', 'What can you infer about...?'

Guiding Questions for Informational Texts

- What does the text say?
- Can you quote the part that proves your answer?
- What can you infer from this?
- What clues helped you make that inference?

What is RI.KID.2? (Reading Informational. Key Ideas and Details)

This standard asks students to determine two things in an informational text:

1) the main idea of the text, and

2) summarize it using only the most important supporting details.

Summaries should not include opinions or small details, only the key information.

Helpful Vocabulary

Main Idea: What the text is mostly about.

Supporting Details: Important facts or ideas that explain or prove the main idea.

Summary: A short statement in your own words that tells the main idea and key details.

Irrelevant Details: Small or extra information that is not important to the main idea.

At-Home Practice Activities

Activity 1: What's It Mostly About?

Read a short article or passage. Ask your child, 'What is this mostly about?' Then ask them to say it in one sentence.

Activity 2: Detail Detective

After finding the main idea, ask your child to underline or list three important details that support the main idea. Ask, 'How does this detail connect to the main idea?'

Activity 3: 5-Sentence Summary

Have your child write or say a summary using this frame: 1. Topic Sentence (Main Idea) 2-4. Important Details 5. Closing Sentence

Activity 4: Main Idea vs. Not Important

Write or read a sentence from a text. Ask your child if it is a main idea, supporting detail, or extra detail. Talk about why.

Activity 5: Somebody-Wanted-But-So-Then (Nonfiction Version)

Use a summary frame adjusted for informational text: - The topic is... - The author wants us to know that... - The most important details are... - In conclusion...

Guiding Questions for Informational Texts

- What is this text mostly about?
- What details help you figure out the main idea?
- Can you tell me the main idea in one sentence?
- Can you summarize this without adding your opinion?
- Is that detail important or extra information?

What is RI.KID.3? (Reading Informational. Key Ideas and Details)

This standard asks students to explain the relationships or connections between two or more individuals, events, ideas, or concepts in an informational text. Students must understand how and why these connections happen, such as cause/effect, sequence, or comparison.

Helpful Vocabulary

Relationship: How people, events, or ideas are connected in a text.

Cause and Effect: Explains why something happens and what happens because of it.

Sequence: The order in which events happen.

Comparison: How two things are alike or different.

Connection: How ideas or events influence each other.

At-Home Practice Activities

Activity 1: Cause and Effect Finder

After reading an article, ask your child: 'What happened? Why did it happen?' Help them find cause-and-effect relationships in the text.

Activity 2: Timeline Talk

Have your child list the events in the order they happened. Ask, 'What came first? What happened next?'

Activity 3: Compare and Contrast

Read about two people or events. Ask, 'How are they similar? How are they different?'

Activity 4: Connection Detective

Ask: 'How does this event or idea connect to another one in the text?' or 'What did this person do that affected someone else?'

Guiding Questions for Informational Texts

- What is the connection between these two ideas or events?
- How does one event lead to another?
- What is the cause and what is the effect?
- How are these two people alike or different?
- Why did this event or idea matter in the text?

What is RI.CS.4? (Reading Informational. Craft and Structure)

This standard asks students to determine the meaning of words and phrases in informational texts. This includes understanding academic vocabulary, domain-specific words, and figurative language using context clues.

Helpful Vocabulary

Context Clues: Words around an unfamiliar word that help explain its meaning.

Domain-Specific Words: Words related to a subject (e.g., 'evaporation' in science).

Figurative Language: Non-literal language used in nonfiction (e.g., 'a wave of excitement').

Connotation: The feeling or mood a word gives (positive, negative, neutral).

Denotation: The dictionary definition of a word.

At-Home Practice Activities

Activity 1: Word Detective

Read an article. Circle unknown words and ask, 'What clues in the sentence help you understand this word?'

Activity 2: Word Parts

Choose a word like 'unfair' or 'careless'. Ask, 'What is the root word? What does the prefix or suffix mean?'

Activity 3: Figurative or Literal?

Find a phrase like 'a mountain of homework'. Ask: 'Is this really a mountain? What does it mean?'

Activity 4: Replace It!

Ask your child to replace a word in a sentence with a synonym that still makes sense.

Guiding Questions for Informational Texts

- What do you think this word means?
- What helped you figure out the meaning?
- Can you break the word into parts?
- Does the word have a positive or negative feeling?
- Is the author using a comparison or expression here?

What is RI.CS.5? (Reading Informational. Craft and Structure)

This standard asks students to analyze how text features and structures help them understand informational texts. Students should recognize and interpret features like headings, diagrams, captions, bold words, charts, and timelines, and understand how organizational structures such as cause/effect, problem/solution, comparison, and sequence support meaning.

Helpful Vocabulary

Text Features: Visual cues that help explain or organize information (e.g., headings, captions, diagrams).

Text Structure: How the text is organized (e.g., cause/effect, problem/solution, compare/contrast, sequence).

Heading/Subheading: Titles that show what each section is about.

Caption: Words under a picture that explain what it shows.

Chart/Diagram: A visual representation that helps clarify information.

At-Home Practice Activities

Activity 1: Find the Feature

Select a nonfiction page. Ask your child to identify text features like charts, headings, or diagrams. Then ask: 'How does this feature help you understand the topic?'

Activity 2: Structure Detective

Read a paragraph. Ask: 'Is this explaining cause/effect, problem/solution, comparison, or sequence? How do you know?'

Activity 3: Create a Caption

Have your child draw or find a picture about a topic and write a caption explaining its importance.

Activity 4: Reorganize the Text

Take a short nonfiction paragraph and rewrite it using a different text structure. Discuss how meaning changes.

Guiding Questions for Informational Texts

- What text features do you see on this page?
- What do these text features help you understand?
- What is the text structure being used?

What is RI.CS.6? (Reading Informational. Craft and Structure)

This standard asks students to determine an author's point of view or purpose in an informational text and explain how it is shown. Students should identify whether the author is trying to inform, explain, persuade, or describe, and how word choice, tone, and details reveal this purpose.

Helpful Vocabulary

Author's Purpose: The reason the author wrote the text (inform, persuade, explain, entertain).

Point of View: The author's feelings, beliefs, or opinion about the topic.

Tone: The attitude or emotion the author shows through word choice.

Evidence: Words or details that support the author's purpose or opinion.

Bias: When the author favors one side more than the other.

At-Home Practice Activities

Activity 1: Purpose Check

Read a short article together. Ask: 'Is the author trying to inform, persuade, explain, or entertain? What clues show this?'

Activity 2: Word Choice Clues

Highlight strong or emotional words. Ask: 'What feeling or attitude do these words show?'

Activity 3: Is There Bias?

Ask: 'Does the author favor one side? What words or details show their opinion?'

Activity 4: Compare Two Texts

Read two short texts about the same topic and ask: 'Do the authors show the same viewpoint? How can you tell?'

Guiding Questions for Informational Texts

- What is the author's purpose in this text?
- What is the author's point of view about the topic?
- What words or details show the author's feelings or opinion?
- Is the author trying to influence the reader? How can you tell?



Help with

LITERATURE TEXT

**5th Grade
ELA Standards**



What is RL.KID.1? (Reading Literature. Key Ideas and Details)

This standard asks students to quote accurately from a story or poem and use evidence from the text to explain what it says. Students must be able to answer questions using both direct information and inferences (reading between the lines).

Helpful Vocabulary

Quote Accurately: Using the exact words from the text.

Evidence: Information from the text that supports your answer.

Inference: A good guess based on clues from the text + what you already know.

Explicit Information: Information clearly stated in the text.

At-Home Practice Activities

Activity 1: Text and Proof

After reading a story, ask your child a question. When they answer, say, 'Show me the sentence or part in the story that proves your answer.'

Activity 2: Inference Clues

Ask your child: 'What do you think the character is feeling or thinking?' Then ask, 'What clues from the story helped you figure that out?'

Activity 3: Quote It!

Read a short passage. Ask your child to pick one important sentence or quote and explain why it matters to the story or character.

Activity 4: Character Thoughts

Ask: 'What can you infer about the character's feelings or actions?' Follow up with, 'What evidence from the story supports your answer?'

Guiding Questions for Literature Texts

- What does the story say about this?
- Can you quote the part that proves your answer?
- What can you infer from the character's actions or words?
- What clues helped you make that inference?
- Is your answer based on facts from the story or your opinion?

What is RL.KID.2? (Reading Literature. Key Ideas and Details)

This standard asks students to determine the theme or message of a story, drama, or poem and explain how it is developed using key details. Students must also be able to summarize the story without adding personal opinions or unnecessary details.

Helpful Vocabulary

Theme: The lesson, message, or moral the author wants the reader to learn.

Supporting Details: Events or actions that help explain or show the theme.

Summary: A short retelling of the most important parts of the story, without opinions.

Moral: A lesson about right and wrong (often found in fables or myths).

At-Home Practice Activities

Activity 1: What's the Lesson?

After reading a story, ask your child, 'What lesson or message do you think the author wants us to learn?'

Activity 2: Theme and Proof

Ask: 'What is the theme? What parts of the story helped you figure that out?'

Activity 3: 5-Sentence Summary

Use this frame: - Somebody (character)... - Wanted... - But... - So... - Then (ending + theme).

Activity 4: Theme Sorting

Give themes like 'friendship', 'bravery', 'honesty'. Ask your child to match a story or movie to each!

Guiding Questions for Literature Texts

- What is the theme or message of the story?
- What key details help you figure out the theme?
- Can you summarize the story in 5 sentences?
- Did you include only important events and no opinions?

What is RL.KID.3? (Reading Literature. Key Ideas and Details)

This standard asks students to describe how characters, settings, or events in a story or drama interact and influence each other. Students should be able to explain how a character's actions affect the plot or how settings impact events.

Helpful Vocabulary

Character: A person, animal, or creature in a story.

Setting: Where and when the story takes place.

Event: Something that happens in the story.

Interaction: How characters, settings, and events influence or affect each other.

Plot: The sequence of main events in a story.

At-Home Practice Activities

Activity 1: Character Actions

After reading a story, ask your child: 'What did the character do, and how did it change what happened next?'

Activity 2: Setting Matters

Ask: 'Where and when does the story happen? How does the setting affect what the characters do or what happens?'

Activity 3: Cause and Effect in Stories

Choose an event from the story. Ask: 'What caused this to happen? What happened because of it?'

Activity 4: Character Relationships

Ask: 'How do the characters treat each other? How does their relationship affect the story?'

Guiding Questions for Literature Texts

- How do the characters influence each other?
- What events changed the character or story?
- How does the setting affect what happens in the story?
- How do the character's actions affect the outcome of the story?

What is RL.CS.4? (Reading Literature. Craft and Structure)

This standard asks students to determine the meaning of words and phrases in stories, poems, and dramas. This includes understanding figurative language such as similes, metaphors, idioms, and descriptive language that creates mood or tone.

Helpful Vocabulary

Figurative Language: Words that create images or comparisons instead of literal meanings.

Simile: A comparison using 'like' or 'as' (e.g., 'Her voice was like music').

Metaphor: A direct comparison (e.g., 'He is a shining star').

Idiom: A phrase that means something different from its literal words (e.g., 'spill the beans').

Tone: The author's attitude or feeling shown through word choice.

At-Home Practice Activities

Activity 1: Word in Context

Choose a word in a story your child is reading. Ask, 'What does this word mean based on the words around it?'

Activity 2: Simile or Metaphor?

Find phrases in the text and decide if they are similes or metaphors. Explain what they mean.

Activity 3: Idiom Check

Look for idioms. Ask, 'What does this phrase really mean? Can we say it another way?'

Activity 4: Tone Detective

Ask your child: 'How does the author want the reader to feel? What words tell you that?'

Guiding Questions for Literary Texts

- What does this word or phrase mean in the story?
- What clues helped you figure it out?
- Is the author comparing something here?
- What mood or tone is the author creating with this language?

What is RL.CS.5? (Reading Literature. Craft and Structure)

This standard asks students to explain how poems, dramas, and stories are structured. Students should understand how chapters, scenes, and stanzas are organized and how each part builds the overall meaning or mood of the text.

Helpful Vocabulary

Stanza: A group of lines in a poem, like a paragraph in poetry.

Scene: A small section of a play that shows one time or place.

Chapter: A major section of a story or novel.

Structure: The way the text is built or organized.

Mood: The feeling the text creates for the reader.

At-Home Practice Activities

Activity 1: Stanza-by-Stanza

Meaning After reading a poem, pause after each stanza and ask: 'What is this stanza saying? How does it connect to the next one?'

Activity 2: Scene Purpose

If reading a play, ask: 'Why did the author include this scene? What does it show or change?'

Activity 3: Chapter Changes

At the end of a chapter, ask: 'What changed in the story or characters during this chapter?'

Activity 4: Mood Words

Ask your child to find words that describe or create emotion. Discuss how those words build mood.

Guiding Questions for Literary Texts

- How is the text organized?
- What is the purpose of this section of the text?
- What changes from part to part?
- How does this structure help you understand the story or poem better?

What is RL.CS.6? (Reading Literature. Craft and Structure)

This standard asks students to describe how a narrator's or speaker's point of view influences how events are described in a story, poem, or drama. Students should understand how first-person and third-person narration affect the reader's understanding of character thoughts, feelings, and events.

Helpful Vocabulary

Point of View (POV): The position from which a story is told.

First-Person: The narrator is a character in the story (uses 'I', 'me', 'my').

Third-Person: The narrator is outside the story (uses 'he', 'she', 'they').

Perspective: The narrator's thoughts, feelings, and opinions about events.

Bias: When a narrator prefers one side or viewpoint, affecting how events are described.

At-Home Practice Activities

Activity 1: Identify the Narrator

Ask your child: 'Who is telling the story? How can you tell?' Look for clue words like 'I' or 'they'.

Activity 2: Feelings & Perspective

After reading a scene, ask: 'How does the narrator feel about what is happening? What words show that?'

Activity 3: Change the Narrator

Choose a short paragraph and have your child rewrite it from another character's point of view. Discuss how the meaning changes.

Activity 4: Compare Viewpoints

Ask: 'How would another character describe this event differently? Why?'

Guiding Questions for Literary Texts

- Who is telling the story?
- How does the narrator feel about what is happening?
- What words show the narrator's attitude or opinion?
- How might the story change if another character told it?