

## 5th Grade- Sample Questions/Prompts

\*For each of the questions below, ask students to support their answer with evidence from the text.

### Literature Standards:

**RL 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.**

- What details show...?
- Summarize the main events in the selection.
- How does \_\_\_\_\_ and \_\_\_\_\_ respond when faced with challenges?
- What lesson might be drawn from this text? Explain.
- What lesson does the character learn from...?
- What is surprising about...?
- Which line in paragraph \_\_\_\_\_ suggest...?
- Summarize what the character has learned.
- Summarize the differences between \_\_\_\_\_ and \_\_\_\_\_.
- What is the main idea of this section? What details support the main idea?
- What point is the author making about...?
- Briefly summarize the conclusion.
- How would you characterize \_\_\_\_\_, based on his actions in this part of the story?
- How do \_\_\_\_\_ feelings contribute to the theme of the story?
- How do \_\_\_\_\_ actions help you figure out the theme?
- Reread pages \_\_\_\_\_, what theme or message about \_\_\_\_\_ is conveyed by the details in these lines?
- On page \_\_\_\_\_ what did you learn about...?
- What did you learn about \_\_\_\_\_ from...?
- Summarize \_\_\_\_\_ argument for...
- What details from the \_\_\_\_\_ can you summarize to explain the theme?
- What techniques does the author use to increase readers' interest in the story?
- What exact details from the text support your idea?
- What have you learned from the text so far?
- Write a brief summary of...
- Have students describe what they have noticed about the character's challenges. How does the character respond to those challenges?
- What is the message the author is trying to express in both texts? How are they similar/different?

**RL 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

- What have we learned about (character) by the end of the first scene? How is he/she different from the others?
- What do you think has happened between the end of Scene/Chapter I and the beginning of Scene/Chapter II?
- How does (character's) reaction to \_\_\_\_\_ differ from (another character's)?
- What does this conversation reveal about the characters?
- How are the settings and the events that take place in \_\_\_\_\_ similar and different?
- Have students list the characteristics of two characters on a t-chart graphic organizer and compare the characteristics.
- How is the way (character) speaks different from the way (another character) speaks?
- How do (character's) actions contrast with those of (character)?
- What contrast between (character and another character) do the details in this paragraph reveal?
- How does the beginning scene contrast with the final scene?
- How is the action in the story here similar to the action that comes before it?
- In what ways are \_\_\_\_\_ and \_\_\_\_\_ similar and different?
- How do you think (character) feels in comparison to (another character)?
- What do (characters) have in common?

- How has the setting changed from earlier in the story?
- What do (character's) actions at this point in the story tell you about his/her relationship with (another character)?
- In what ways are \_\_\_\_ and \_\_\_\_ similar?
- Compare and contrast (character's) behavior with the perception of others in the community.
- What traits do they have that are the same?
- What traits do they have that are different?
- How are (animal or person) in the two poems alike and different?

**RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)**

- Point out examples of figurative language and explain what each phrase means.
- How do the details in this sentence help you define the word \_\_\_\_ in context?
- Why did the author use the word \_\_\_\_?
- What does the word \_\_\_\_ mean as used in the text? What context clues help you figure out the meaning?
- What does the author mean by the phrase...?
- What does the author mean when he says...?
- Why does the author have one of the students use the idiomatic expression...? What does it mean?
- Why is the character offended by the words...?
- How does the phrase \_\_\_\_ show that...?
- What mental image is created by the simile in the \_\_\_\_ paragraph on page \_\_\_\_?
- Ask students to identify three of the five similes the author uses on page \_\_\_\_\_. Ask them to suggest how these similes help make the story come alive.
- What other idioms could be used that have the same meaning? Explain.
- What mood is conveyed by the title of the \_\_\_\_?
- The author refers to... on page \_\_\_\_\_. What do these terms mean in the context of the story?
- What word in this sentence means the opposite of \_\_\_\_?
- How would you paraphrase this...?
- Notice the similes in the \_\_\_\_ paragraph. How do the comparisons add to the understanding of the character?
- What context clues help you understand the phrase...?
- What clues does the author give to explain...?
- Based on the statement..., what do you think the word \_\_\_\_ means?
- Based on context, what does the word \_\_\_\_ mean in relation to...?
- Use context clues to determine the meaning of...
- What is a \_\_\_\_? Identify a clue in the text that helps you define this term.
- How does the word \_\_\_\_ add to the story? Explain.
- What does the character mean by the phrase...?
- What word best describes...? Explain why you selected that word.
- Ask students to identify the metaphor the author uses on page \_\_\_\_ to describe... have them explain the meaning of the metaphor, and ask why this metaphor is effective here.
- What figurative language does the author use to bring \_\_\_\_ to life? What effect does this language have?

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

- Use a graphic organizer to list the setting, characters and plot (conflict, events, and resolution).
- How does the phrase, \_\_\_\_\_ connect with a scene earlier in the story?
- How do all three sections of the passage fit together and help develop the passage's theme?
- How does each stanza build on what happened in the previous one to fit together and create the poem's structure?
- Use a graphic organizer to list the cause and effects. Analyzing causes and effects will help to understand and explain the relationships between events in the text. This will help to students understand how plot events and scenes fit together to provide the story's structure.

- Why does the author include this episode instead of bringing the story to a close after \_\_\_\_\_?
- What elements of the play provide its structure?
- How do the events of the third stanza fit together with the events in the fourth stanza?
- How does this section of the passage build on the previous one and establish the conflict?
- How do the important parts of the story fit together?
- How does this chapter move the story forward?
- How does the text on these two pages compare to the way the text is presented on the previous pages?
- Read the last paragraph of the story. To what does this paragraph connect?
- What kind of text structure is used in this article?
- What event led to \_\_\_\_\_?
- Use a graphic organizer to identify the main events of the story. Use the graphic organizer to understand how a story's events fit together and provide its overall story structure.
- How does the repetition of part of the first stanza in the second stanza help to structure the poem?
- How does the author's use of dates provide structure to the story?
- How do the chapters we have read so far fit together to provide the story's overall structure?
- How do the later chapters connect to events in earlier chapters to complete the structure of the story?
- What pattern in (character's) behavior is repeated in different scenes?
- Why does the author include the first paragraph on page \_\_\_\_\_?
- How do the stanzas in this poem fit together to form the overall structure of the poem?

**RL 6: Describe how a narrator's or speaker's point of view influences how events are described.**

- How does the author's word choice reflect the main character?
- Why does the author choose this point of view?
- How does the first-person speaker add to readers' understanding of the...?
- How does the speaker influence the way readers perceive words?
- How does the narrator's point of view affect the way events are described in this passage?
- Why do you think the author chose first-person point of view? Explain your response.
- What paragraph describes \_\_\_\_\_ thoughts or opinion? How would the story change if it were told from \_\_\_\_\_ point of view?
- Who is the narrator of this \_\_\_\_\_? How do you know?
- What clues does the author give that the character believes...?
- Why do you think the narrator describes...?
- How do you know the writer uses his point of view to show...?
- How does the character's actions, support your thinking? Explain.
- Have students look for other ways that the first-person point of view affects their understanding and the way events are described.
- Think about the first-person point of view. Why does the author choose third-person to tell about a similar encounter? How does third-person affect your understanding of the experience?
- How is the speaker's point of view reflected in this passage?
- How does first-person point of view influence...?
- What does the narrator's \_\_\_\_\_ (last) statement tell us about his point of view about...?
- Who is speaking in this section? Why do you think the author wrote it from a \_\_\_\_\_ person point of view?

**RL 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, folktales, a myth, or poem).**

- Look at the illustration on page \_\_\_\_\_. What does (character's) expression tell you about what is happening?
- What is the style of the illustrations in this story? How does this portrayal of the events and characters contribute to the tone?
- Look at the illustration on page \_\_\_\_\_. What does (character's) body language tell you about his/her reaction to \_\_\_\_\_? What tone does it communicate?
- How does the description on the text contradict the illustration?
- Which illustrations in this selection reveal character traits of (character)?

- How does the illustration add to your understanding of this part of the story?
- How does the illustration help you understand and appreciate the story?
- What mood is conveyed by the illustrations?
- How does this illustration help show the relationship between the two characters?
- Look at the illustration on these pages. How does it support the action described on page \_\_\_\_\_.
- How does the illustration help the reader appreciate the emotions in the scene?
- What does the picture show you about what the characters are feeling?
- How do the illustrations on page \_\_\_\_ add feeling and meaning to the story?
- What is the tone of the illustration? (Keep in mind that colors and details help to convey the author's attitude about each event and the characters involved.)
- How do the illustrations contribute to the tone of the selection?
- How do the illustrations on these pages relate to events in the story?
- How does the illustration contribute to the meaning of the story?
- How do the illustrations help you understand the story and the main character?
- Why do you think the author chose to use a drawing of \_\_\_\_\_ at this point in the text?
- How does the illustration on page \_\_\_\_ relate to what is going on in the story?
- How does the illustration enhance the description of \_\_\_\_\_?
- How does the photograph contribute to your understanding of \_\_\_\_\_?
- Look at a video clip of a scene from a book. Discuss how the video clip contributes to the meaning, tone, or beauty of a text.
- How would the effect of the story change if there were no illustrations?

***RL 9: Compare and contrast the stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.)***

- Have students compare and contrast two stories in terms of their approaches to similar topics and themes.
- How are the themes and topics of these two passages similar and how are they different?
- Compare and contrast the stories' approaches to conveying a common theme.
- Compare and contrast the authors' approach including the setting and the use of humor, and how the characters responded to challenges in the text.
- How are \_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) alike and different in their approach to similar themes? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.)
- How are \_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) alike and different in their approach to similar topics? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.)

**Reading Informational Text Standards:**

**\*For each of the questions below, ask students to support their answer with evidence from the text.**

***RI 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.***

- Use information from \_\_\_\_\_ to summarize...
- Summarize what you have read so far.
- How does the author support the ideas that...?
- What main idea does the author convey on this page? What text details support the main idea?
- In the \_\_\_\_\_ paragraph, the author describes... What main idea does the author want to convey through these details?
- In one sentence, summarize...identify two main ideas about... and summarize how the author provided support in the text.
- What seems to be the overall main idea of this selection? Explain how the main idea is supported by key details.

- How do you know that these are the main ideas of this section of the text?
- What details support the main idea in this selection?
- What conclusions can be drawn from the character's actions?
- What are two main ideas expressed in this selection? List details that support the main ideas.
- What sources does the author use to support statements about...?
- Summarize the main idea of the \_\_\_\_\_ paragraph?
- What do you think the main idea of the \_\_\_\_\_ paragraph is? Is it different from the main idea of the selection? Explain why.
- Summarize reasons supporting the argument that...
- Identify the main idea of paragraphs \_\_\_\_\_ on page \_\_\_\_\_. How is it supported?
- What are the reasons or evidence used to support the points?
- What key details help to explain why the narrator decided to write about...?
- What is the main idea of the \_\_\_\_\_ paragraph? What are the supporting details?

**RI 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.**

- How is (person's) message different from (another person's) message?
- On a graphic organizer, keep track of the events in the text and make connections between the events and the ideas.
- What is the cause- and -effect relationship between the events?
- How does \_\_\_\_\_ compare to \_\_\_\_\_?
- What is the importance of \_\_\_\_\_?
- What has happened to cause \_\_\_\_\_?
- How does this information relate to what you've already learned about \_\_\_\_\_?
- What factors influence \_\_\_\_\_?
- Based on what you have read in this article, how would you describe the relationship between \_\_\_\_\_ and \_\_\_\_\_?
- What was happening during this time in history that made these men's roles extraordinary?
- Identify and explain relationships between the key historical events and ideas in \_\_\_\_\_ and \_\_\_\_\_.
- What effect did \_\_\_\_\_ have on \_\_\_\_\_?
- How does this contrast with what you would expect of \_\_\_\_\_?
- List the events. Tell how each event is related to the ones that happened before it.
- How did \_\_\_\_\_ react to \_\_\_\_\_?
- What advantage did \_\_\_\_\_ have that earlier versions did not?
- What causes \_\_\_\_\_?
- How does \_\_\_\_\_ affect \_\_\_\_\_?
- How does the information on these pages connect to the historical background of \_\_\_\_\_ on the previous pages?
- What do the events have in common?
- How does the information in this paragraph connect to the overall purpose of \_\_\_\_\_?
- The author discusses \_\_\_\_\_ how are the two alike and how are they different?

**RI 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. (See grade 5 Language standards 4-6 for additional expectations.)**

- How can we determine the meaning of the word \_\_\_\_\_?
- What context clues can you use to determine the meaning of \_\_\_\_\_?
- What are some examples of domain-specific vocabulary on these pages? How does the use of these words strengthen the text?
- Does the use of domain-specific vocabulary make the text more credible?

- What does the word \_\_\_\_\_ mean in reference to \_\_\_\_\_?
- How are you able to determine the meaning of the word \_\_\_\_\_ in context? How does the word \_\_\_\_\_ help you understand...?
- What context clues help to define the word \_\_\_\_\_?
- What did the author mean by...?
- What is a \_\_\_\_\_? Give evidence from the text to support your response.
- How does the scene the author describes on page \_\_\_\_\_ help you understand the meaning of the word \_\_\_\_\_?
- What is the meaning of the word \_\_\_\_\_ on page \_\_\_\_\_? Use the prefix \_\_\_\_\_ to help you determine the meaning.
- What context clues help you figure out what \_\_\_\_\_ means?
- Reread the phrase \_\_\_\_\_ on page \_\_\_\_\_. What does it mean? What context clues can we use to assist us in understanding this phrase?
- What is the meaning of the word \_\_\_\_\_? Look for a restatement or definition in the text?
- What does the word \_\_\_\_\_ mean in paragraph 2?
- Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?
- What does \_\_\_\_\_ (a general academic word/phrase) mean as it is used in this article? How does it help the reader's understanding of the information presented?
- What does \_\_\_\_\_ (a domain-specific word/phrase) mean?

**RI 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.**

- How does the selection present information and identify details to support their ideas?
- Reread the conclusions of each article. How are the conclusions similar or different?
- Which text was more effective in presenting the events leading up to the war, \_\_\_\_\_ (text title) which used chronological order or \_\_\_\_\_ (text title) which used a cause/effect structure? Use examples from the texts to support your opinion.
- Which text was more effective in explaining plant and animal cells, \_\_\_\_\_ (text title) which used compare/contrast or \_\_\_\_\_ (text title) which used description? Use examples from the texts to support your opinion.

**RI 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

- What similarities do you see between...?
- Reread the conclusions of each article. How are the conclusions similar or different?
- How are the two authors' views similar? How are they different? Identify reasons and evidence to support each view.
- Compare the evidence each author presents for their point of view. What is similar? What is different?
- Consider the evidence provided by the authors- Which text is more convincing?
- How is the overall structure used in the explanation of photosynthesis in \_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) alike and different? Use examples from the texts to support your comparison.

**RI 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.**

- What key words can you use to find out more information about \_\_\_\_\_?
- What would be a good source to seek information about \_\_\_\_\_?
- What print or digital resources would most likely contain accurate information?
- Identify a list of resources where you might find information about \_\_\_\_\_.

- Conduct a search on the computer using “key words.”
- Use the index of an almanac to find the answers to these questions...
- What does the map tell you about\_\_\_\_\_?
- Create a list of search terms to assist in an internet search for a given topic .
- Narrow your research topic to ensure a manageable amount of resources to work with.
- Verify all facts with at least two sources to ensure accuracy of your information.
- Looking at the indexes of several resources, which text would be the best to use to answer a question about rock formation? What information in the indexes did you use to make your decision?
- Using online databases, what is the best way to dispose of hazardous waste? Which websites offer the best advice? Use examples from the websites to support your answer.

***RI 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).***

- What evidence does the author use to show...?
- How does the author support the ideas that...?
- What evidence does the author offer to support the point that...?
- What evidence does the character point out to support his idea that...?
- What do you think the author believes about...?
- What evidence does the author present to support the point...?
- The author’s opinion is... What facts support this opinion?
- Have students discuss what kinds of evidence are most convincing. Have volunteers offer reasons why examples make an argument concrete. Encourage students to explain why a quote from an expert makes it more persuasive.
- On page \_\_\_\_\_, what example does the author offer as evidence to support his claim?
- What point or points is the author trying to make in the \_\_\_\_\_ paragraph? What are the reasons or evidence used to support the points?
- As students read text, support them in discerning between facts and opinions that support the author’s key points. Doing so will help them understand the difference between what the author knows and what the author thinks.

***RI 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.***

- How do the articles \_\_\_\_ and \_\_\_\_\_ each provide insight into \_\_\_\_\_?
- Have partners locate two or more websites on the same topic. Have them take notes. Ask students to synthesize the most useful information from the different sources.
- What have you learned about the topic of \_\_\_\_\_ after reading both articles?
- Given the information presented in multiple texts, explain why exercise is the key to good health.
- Given the information presented in multiple texts, explain the causes of the American Revolution.