

English Language Arts Standards supported by *These Florida Farms!*

Standard	
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.
LAFS.1.RI.1.1	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LAFS.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LAFS.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LAFS.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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).
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.
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.
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Follow up questions to support English Language Arts standards:

How many characters are in the text?
 Who is the main character?
 What is the setting at the beginning and end of the book?
 Describe the setting.
 What is the main topic?
 What is the safari man trying to do?
 How does the safari man teach the kids about agriculture?
 What are different settings in the story?
 Flip to page 11, look at the picture, what are the characters doing?
 What are the students' attitudes toward what they were learning about?
 What is the main idea?
 How is the main idea supported?
 Flip to page eight, how does the student feel about the hot pepper?
 What was your mood while listening/ reading?
 Why did you feel this way?
 How does the safari man support his claim that food does not come from the grocery store?
 What were the safari man's actions to support his claim?
 How do the scenes fit together to make the story?
 How would the story be different with less scenes/ places visited?

Writing exercises to support English Language Arts standards:

In your own words, summarize the text.
 Find a quote in the story that summarizes the main idea.
 Summarize what is happening on page 17 in your own words.
 Write about your experience in agriculture.
 Where are three different places food comes from?
 Compare and contrast farms that grow food versus farms that do not grow food.