



5th Grade STAAR SE Differentiation Chart

		Level 1	Level 2	Level 3
Word Meaning	5.2 A	Low leverage	Low leverage	Review roots, prefixes and suffixes
				<i>The word minimize in paragraph 6 means — Read the following information. This information helps the reader understand that the word surpassed in paragraph 2</i>
	5.2 B	Identify the meaning of the word as well as the clues that help the reader to identify meaning	Identify the clues that help the reader to identify the meaning	Spot check
		<i>In paragraph 8, the word ___ means— Which phrase from paragraphs _ and _ helps the reader understand the meaning of ___ in paragraph 6?</i>	<i>In paragraph 1,, the word ___ means to — Which phrase from paragraphs _ and _ helps the reader understand the meaning of ___ in paragraph 6</i>	
	5.2 E	Focus on context clues	Focus on the multiple meanings presented in the dictionary definition	Spot check
			<i>Look at the dictionary entry for the word entrance. Which definition best fits the way entrance is used in line ?</i>	

		Level 1	Level 2	Level 3
Across literary	5.8A	When given the literary device from the text, explain what it helps the reader to see or understand.	Level 1 + Understand why the author has used this device and how it impacts meaning.	Understand why the author has used particular literary devices and how they impact the meaning.



		<i>The poet uses figurative language in line ___ to highlight the speaker's</i>	<i>Read these sentences from paragraph The author uses the description to show —</i>	<i>Read these sentences from paragraph The author uses the description to show —</i>
Poetry	5.4A	Low leverage- spot check	Low leverage- spot check	Analyze the effect or the author's purpose for using poetic devices and sound.
				<i>Read this line from the ___ stanza. The repetition in this line emphasizes the idea that..</i>
	5.4 Fig 19D	Identify the speaker; use clues from the poem (text evidence) to support given conclusions	Level 1 +describe why the text uses certain descriptions and how do they impact meaning?	Draw conclusions based on the information presented.
		<i>This poem is written from the point of view of a — The reader can tell that the speaker is (inference based on details from the poem) because she/he —</i>	<i>Based on the poem, what can the reader conclude about the speaker's past behavior? What idea does the poet convey through the description of (Character) in lines # through #? The poet uses line # to signal that the speaker changes from — (Note: The answer describes a change in feelings.) What is the most likely reason that the poet compares (topic of the poem) to (detail from the poem)?</i>	<i>The organization of this poem helps show that (character)'s actions — In lines # through #, the poet contrasts the (subject/topic with other similar subjects/topics) to show that the (subject/topic) — Why does the poem begin and end with the same line? In line #, why does the poet repeat and italicize the words from line #?</i>
5.4 Fig 19E	Low leverage- spot check	Low leverage- spot check	Identify the main idea of the poem or central theme	
			<i>The poem is mostly about a speaker who —</i>	
Fiction	5.6A	Identify cause and effect relationships and problem/solution	Describe how particular events impact the plot and idea development throughout the story	Describe how particular events impact the plot and idea development throughout the story



		<i>According to the story, the reason the (narrator/character) description of the problem is that -</i>	<i>What is (Character's) reason for (action)? Why does the (Character) want to (action)?</i>	<i>What is (Character's) reason for (action)? Why does the (Character) want to (action)?</i>
	5.6B	Given this detail, what can the reader infer about the character? Given this emotion, tell why-	What can the reader infer about the character beyond what the text presents? What traits does the character exhibit?	What is the significance of this characteristic or trait?
		<i>In paragraphs # and #, (Character 1)'s reaction to (Character 2) shows that (Character 1) is — Why does (Character 1) become upset with (Character 2)?</i>	<i>(Character) contributes to solving the (narrator/Character)'s problem mostly by —</i>	<i>From the events in this story, what can the reader conclude about (Character)? From the events in this story, what can the reader conclude about (Character)? Read this sentence from paragraph #.</i>
	5.6 Fig 19D	Given this conclusion- which details from the text support?	Given this detail, which conclusion can you draw?	Review vocabulary words that could be found in the answer choices ie: he was feeling "puzzled"
		<i>Based on their actions described in the story, the (Character/s) most likely think it is important to — What is the most likely reason (Character 1) supports (Character 2)'s (action)?</i>	<i>The (narrator/character)'s actions in paragraph # imply that he/she will — What</i>	<i>Which sentence best reveals (characters thoughts/feelings)?</i>
	5.6 Fig 19E	Low leverage	Review Somebody, Wanted, But, So, Then	Spot check
			<i>What is the best summary of the story? What is the best summary of paragraphs # through #?</i>	
Drama	5.5 Fig	Observations and inferences about	Observations and inferences about plot	How the author uses specific features



	19D	plot and character. Why/ How? (See Fig 19D for fiction)	and character as well as understanding of drama features.	of drama such as props, scene directions, etc.
		<i>Why is (Character's state of being) during most of the play? (Character)'s lines throughout the play suggest that he/she — Which of these helps (Character 1) solve (Character 2)'s problem? What can the reader infer about (Character) from this excerpt? How is (Character 1) different from (Character 2)?</i>	<i>This play has just one scene because — This play is divided into two scenes because —</i>	<i>The playwright included (detail about the setting: thunder and lightning) in Scene # most likely to — Which of the props used in this play is needed for the resolution of the conflict?</i>
	5.5 Fig 19 E	Low leverage	Low leverage	Summarize scenes of a play as well as the entire play
				<i>Which of these is the best summary of the play? Which of these is the best summary of Scene #?</i>
	5.3 Fig 19D	Low leverage	Low leverage	Low leverage
Literary non-fiction	5.7A	See 'Level 2' column (not a high leverage genre)	Explain how the use of literary language devices (e.g., quotations) contributes to understanding a person's life.	Explain how the author presents (or organizes) the events in a person's life.
			<i>The author says that (subject of bio and someone else from bio) (quote from bio) to emphasize (subject of bio)'s belief that — What do the details in paragraph # help the reader understand about (subject of bio)?</i>	<i>The author organized the selection with subheadings most likely to —</i>



			<i>By including the details in paragraph #, the author most likely hopes to convey that (subject of bio) —</i>	
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Across Informational	5.10A	Students can provide facts to support their conclusion	Make an inference about author's purpose using context to determine meaning	Make an inference about author's purpose using context to determine meaning
		<i>The language the author uses in paragraph 10 emphasizes —</i>	<i>Based on information in the selection, what can the reader infer about- The author included the information in paragraph 1 to help the reader —</i>	<i>Based on information in the selection, what can the reader infer about- The author included the information in paragraph 1 to help the reader —</i>
	5.10 Fig 19D	Low leverage	Low leverage	Given specific details, make inferences and draw conclusions in cultural and historical texts.
				<i>In this sentence, what does the author help the reader understand about (a particular culture or historical time period)? Based on information in the selection, what can the reader infer about (a particular culture or historical time period)?</i>
	5.13B	Low leverage	Low leverage	Combine with Fig 19D- Students understand how information presented graphically supports understanding.
				<i>What information can the reader learn about (subject) from the (graphic: diagram, chart, bar graph, etc.) below</i>

				<p><i>paragraph #?</i> <i>Why is the (graphic: boxed information, diagram, chart, bar graph, etc.) at the end of the article included?</i></p>
	5.14 Fig 19D	<p>Understand and show how images or photos support ideas in the text.</p> <p><i>Which sentence from the selection is best supported by the photographs?</i> <i>The photograph of (someone/something from photo) next to paragraph # helps the reader understand that (someone/something from photo) Based on the photograph, the reader can tell that (someone/something from text) —</i></p>	<p>Understand and show how images or photos support ideas in the text.</p> <p><i>Which sentence from the selection is best supported by the photographs?</i> <i>The photograph of (someone/something from photo) next to paragraph # helps the reader understand that (someone/something from photo) Based on the photograph, the reader can tell that (someone/something from text) —</i></p>	Spot check
Expository	5.11A	<p>Use specific details from the text to respond to questions. A variation of the answer is often found in the text.</p> <p><i>According the article, (detail from text)</i></p>	<p>Describe the main idea of the entire text or paragraph, or select a sentence from the text that expresses the big idea (2 steps, what is the main idea? What sentences or clues from the story express that?</p> <p><i>What is the main idea of the selection? Which of these best expresses the main idea of paragraph _?</i></p>	<p>Select the best summary of a section of the text. Also, select a detail from the text that support an idea (often requiring some level of inferencing)</p> <p><i>What is the best summary of the section ___?</i> <i>Which statement best summarizes ___?</i> <i>Which detail from the article supports the idea that ___?</i></p>
	5.11C	Low leverage	Tell students how the passage was organized but ask why? What does it show? What does it help the reader to better understand?	Tell students how the passage was organized but ask why? What does it show? What does it help the reader to better understand?



			<p><i>The author organizes paragraph # in a compare-and-contrast pattern to illustrate —</i> <i>By organizing paragraph # sequentially, the author is able to —</i></p>	<p><i>The author organizes paragraph # in a compare-and-contrast pattern to illustrate —</i> <i>By organizing paragraph # sequentially, the author is able to —</i></p>
5.11D	How do text features provide support for gaining an overview of the contents of text?	Spot check	Spot check	
	<p><i>The (text feature: subheadings, bold words, etc.) help the reader understand that the selection focuses mainly on —</i> <i>In which section of the selection could the reader find information about (idea from text)?</i> <i>Which part of the article best helps readers visualize (action/event from article)</i></p>			
5.11E	Low leverage	Students make connections between ideas in the text and draw conclusions about effects of certain events.	Students make connections between ideas in the text and draw conclusions about effects of certain events.	
		<p><i>What conclusion can the reader make about the (someone/something from text)?</i> <i>What effect did (event/action from text) on (something affect by event/action)?</i> <i>What does the information presented in the selection suggest about (idea from the text)?</i> <i>The reader can infer that the (idea from text) is mainly a result of —</i> <i>Based on the ideas/information presented in the selection/article, what can the reader conclude/infer about</i></p>	<p><i>What conclusion can the reader make about the (someone/something from text)?</i> <i>What effect did (event/action from text) on (something affect by event/action)?</i> <i>What does the information presented in the selection suggest about (idea from the text)?</i> <i>The reader can infer that the (idea from text) is mainly a result of —</i> <i>Based on the ideas/information presented in the selection/article, what can the reader conclude/infer about</i></p>	



			<i>(subject/topic of article)?</i>	<i>(subject/topic of article)?</i>
5.11 Fig 19D	Select the text evidence that best supports a given inference or conclusion. Work with students to identify key words in the answer choices that align to the given conclusion.	Given specific examples, students make inferences and draw conclusions.	Ask students to provide information that supports the author's opinion or the information presented from multiple paragraphs.	
	<i>Which sentence from the selection shows that (inference based on details from the text)? The information in paragraph # helps explain why —</i>	<i>The author's opinion that (opinion from text) is best supported by — The reader can infer that (person from text) is (feeling) about (action/event from text) because she/he —</i>	<i>What can the reader conclude about (someone/something from text) from learning that they (action/event from text)? Which of these ideas is supported by information in paragraphs # and #?</i>	
5.11 Fig 19E	Low leverage	Low leverage	Select the best summary of the text.	
			<i>Which of these best summarizes the selection?</i>	

Across Genres	Fig 19F	Identify similarities between two texts (similarities between texts are more frequently assessed)	Identify both similarities and differences between two texts.	Identify both similarities and differences between two texts.
		<i>The actions of (Character from fiction passage) and (someone from poem) are based on — Both selections suggest that (topic of both passages) can — Based on information provided in both selections, the reader can conclude that (topic of both</i>	<i>How are (Character from fiction passage) and (someone from poem) alike? How is the point of view in the poem different from that of the story? Both selections discuss (overarching concept that describes topics from both passages: living things) that</i>	<i>How are (Character from fiction passage) and (someone from poem) alike? How is the point of view in the poem different from that of the story? Both selections discuss (overarching concept that describes topics from both passages: living things) that</i>



		<i>passages) is the result of — Which idea is expressed in both-</i>	<i>demonstrate — One difference between (topic of passage 1) and (topic of passage 2) is that the (topic of passage 2) —</i>	<i>demonstrate — One difference between (topic of passage 1) and (topic of passage 2) is that the (topic of passage 2) —</i>