



3rd Grade STAAR SE Differentiation Chart

		Level 1	Level 2	Level 3
Word Meaning	3.4 A	Lower leverage (focus on 3.4B)	Use prefixes and suffixes to help determine word meaning. Also use context skills from 3.4B	Spot check- see "level 2" column
			<i>In paragraph # what does the word (word with prefix) mean? In paragraph #, the reader can use the suffix (suffix) to know that the (word) means?</i>	
	3.4 B	Use context to determine the meaning of unknown words. Answer choices are synonyms for the word.	(See level 1 column +) Identify the correct words that provide context for the unknown word. Answer choices are words or phrases from the text that support the word meaning.	Use context along with dictionary definitions to help determine word meaning. Dictionary entry provided, students use context to identify the best definition.
		<i>What is the meaning of the (word) in paragraph #? As it is used in line/paragraph #, the word (____) means?</i>	<i>Which words from paragraph ___ help the reader understand what ___ means in paragraph?</i>	<i>Which meaning best fits the way (___) is used in paragraph #? Which meaning most closely matches the (word) as it is used in paragraph #?</i>
	3.4 C	Lower leverage (focus on 3.4B)	Identify how synonyms and antonyms help determine word meaning. **Focus on synonyms only!	Spot check understanding of synonyms (see level 2 column)
			<i>Which word is a synonym of (___) in paragraph #? Which of these is a synonym for the (word) in paragraph #?</i>	

		level 1	level 2	Masters
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Across literary	3.2B	Use specific facts and details located within the text to respond to questions. The answers to the questions can be found directly in the text	Spot check- See level 1 column	Spot check- See level 1 column
		<i>How did (subject of bio) begin (subject they are famous for)? What does (character) do when she learns about (topic)-</i>		
	3.5A	Low leverage	Use context and main ideas from the story to identify the author's intended theme/ lesson/ message (use all of those terms)	See level 1 column
	3.10A	Identify the specific language in a text that the author uses to help the reader visualize a specific trait/circumstance/image etc. Given this (trait, action, etc.) student must identify the sentence or line from the story that helps visualize.	(See level 1 column) + given this line, students tell what the author was intending for the reader to imagine.	See 3.10 Fig 19D
		<i>Which sentence from the poem/story helps the reader visualize what () looks like? Which line from the poem helps the reader imagine the speaker's experience while ()? Which words help the reader imagine the speaker's experience?</i>	<i>Read these lines from the poem _ - _ these lines mainly help the reader imagine?</i>	
	3.5 Fig 19D	<i>Low leverage- focus on main idea</i>	Identify the author's intended theme/lesson/message. In answer choices look for verb + main idea.	Identify the characteristics of a specific genre.



			<p><i>What is one theme presented in the selection?</i> <i>What is the main message of the poem?</i></p>	<p><i>How can the reader identify this selection as a biography?</i></p>
3.10 Fig 19 D	Low leverage- focus on 3.10 A	Make inferences and/or draw conclusions from specific details that include sensory language.	Understand the author's purpose for including sensory language.	
		<i>Read line () the poet uses this line to show that the speaker is-</i>	<i>The author includes this description of character to show that- Why did the author include sensory language in this sentence? What does the character mean when they say (idiom)?</i>	
	3.16 Fig 19 D	<i>Low leverage</i>	<i>Low leverage</i>	<i>Low leverage</i>
Poetry	3.6A	Low leverage	Students recognize characteristics of poetry included in the text. (has only been asked about rhyme in past)	Students recognize the characteristics of specific forms of poetry.
			<i>Which of these lines from the poem rhyme?</i>	<i>This poem is an example of - mostly because? How can the reader tell that this is a type of (narrative, free verse) poem?</i>
	3.6 Fig 19D	Make inferences and draw conclusions based on specific details.	Make inferences and or conclusions based on details throughout the poem.	Make inferences and/or conclusions about the author's purpose for using specific techniques.
		<i>These lines best support the idea that the speaker- Lines __ and __ show that the speaker- The poem begins and ends with the idea-</i>	<i>How does the speaker feel throughout the poem? By the end of the poem the reader realizes that the speaker- According to the speaker, (action) can be difficult because-</i>	<i>Why does the poet use the (technique) in the first stanza? The poet uses dialogue to help the reader understand-?</i>



	3.6 Fig 19E	Low leverage	Low leverage	Summarize the poem (emphasis on big idea, theme, lesson etc)
				<i>The speaker in the poem is a young girl who-</i>
Fiction	3.8A	Understand the order of events in the story. Identify the text evidence that best supports the problem/conflict in the plot.	Explain how the order of events contribute to meaning. Understand how character actions contribute to plot as well as a particular event's contribution.	See 'level 2' column
		<i>Which event belongs in the empty box?</i> <i>Which detail from the story belongs in the empty box?</i> <i>Which sentence best shows the character's problem in the story?</i> <i>Paragraph # and # are important to the story because-</i>	<i>Paragraph # is important to the plot because it helps the reader understand- Why is (character action) important to the story?</i> <i>Paragraph # is important to the plot because it is where-</i>	
	3.8B	Given a character feeling, identify the text evidence that supports.	Understand how interactions between the characters reveal their relationship. Understand and describe the character's motivation.	Understand how interactions between characters reveal their character traits.
		<i>Which sentence best shows that (character) is feeling -?</i>	<i>Which sentence best describes (character) and (character) relationship?</i> <i>(character) conversation with (character) shows that-?</i> <i>Why does the character (action)?</i> <i>Character does not want (_) because?</i>	<i>The character's interaction with character shows that he-?</i> <i>(answer choices were traits)</i>
	3.8 19D	Given a specific detail, make an inference about a character.	Identify the text evidence that supports a given inference or conclusion.	Make inferences and conclusions about a character (including motivation) based on details throughout the story.
		<i>This sentence shows that the character-?</i>	<i>Which sentence best explains why (character action)-?</i>	<i>What can the reader conclude about character?</i>



		<i>In the last paragraph, the reader learns that the character-</i>		<i>Why does the character (action)?</i>
Literary non fiction	3.8 Fig 19E	Low leverage	Identify the summary of a section of text.	Identify the summary of the entire text.
			<i>What is the best summary of paragraph # of the story?</i>	<i>What is the best summary of the story?</i>
Literary non fiction	3.8 Fig 19D	Given a specific detail about a character, students draw a conclusion. <i>These sentences show that the character-? In the last paragraph, the reader learns that the character-?</i>	Make an inference/conclusion about a character based on details throughout the story. Identify the text evidence that best supports an inference.	See “level 2” column + make inferences about character’s motivation.
			<i>What can the reader conclude about-? Which sentence from the story best explains why (character action)-?</i>	<i>Why does the character (character action)?</i>
	3.9 Fig 19E	Low leverage	Low leverage	Low leverage

Expositor y	3.13 A	Understand and locate details and facts that support the main idea in the text. (sometimes found directly in the text) <i>Which detail suggests that (character) (trait or action)? According to the selection the problem with (____) was- One reason the (thing from text)</i>	Use facts and details from the text to articulate main ideas. <i>What is paragraph # mostly about? What is the section (subtitle) mostly about? *also includes diagrams with main idea missing</i>	See “level 2” + students must identify a statement directly from the text the best states the main idea. <i>Which sentence best states the main idea of the selection (sentences are directly from the article)</i>
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	<p><i>has a (event from text) is-? What happened to (event from text)?</i></p>	<p><i>Paragraphs # and # are mainly about? What does paragraph # help the reader understand about-?</i></p>	
3.13B	<p>Given a specific sentence or detail from the text, students make an inference.</p>	<p>Given specific inference, students determine the text evidence that supports.</p>	<p>Students make conclusions based on evidence throughout the text.</p>
	<p><i>How is (something from text) difference from something else? The sentence shows that (something from the text) is-? When (person in text) learned that (event) they most likely felt-?</i></p>	<p><i>Which sentence shows that (inference based on text)-? Which sentence best explains why-? Which sentence best supports the idea that-? Which sentence from the article tell something that-?</i></p>	<p><i>The reader can conclude that- Which word best describes (someone's action)? The reader can tell that (something) happened because- Details in the selection support the idea that-?</i></p>
3.13 C	<p>Given a cause and effect diagram, students must identify either a cause or effect from the text.</p>	<p>Given an effect, students look to the article to identify the cause- Why/because</p>	<p>See "level 2" column</p>
	<p><i>Provide either a cause or effect in a two box diagram- students look for the missing side.</i></p>	<p><i>Why did (something happen)-? (Event from the text) happened because -? The main reason (something from text) wanted to (idea) was to-</i></p>	
3.13 D	<p>Low leverage</p>	<p>Students use text features to support and locate specific information.</p>	<p>Spot check</p>
		<p><i>Which text features in the article helps the reader understand-? Which section provides information about-? To learn more about -- the readers should refer to the -? (answer choices are text features) The diagram of (subject) is included to show-?</i></p>	



	3.15B	Low leverage	Low leverage	Understand how information presented graphically supports understanding.
				<i>What can the reader conclude from the information after step # of the diagram-? According to the directions (procedural) which step requires-? Which number on the diagram at the end of the article shows -? The diagram of a - is included to show-?</i>
3.13 Fig 19D	Low leverage	Low leverage	Low leverage	
3.15 Fig 19D	Low leverage	Low leverage	Make inferences supported by text evidence in a procedural text.	
			<i>The photograph included in the section titled - help the reader-?</i>	
3.16 Fig 19 D	Low leverage	Use images to support ideas in the text.	Spot check- see level 2 column	
		<i>The photograph best supports which idea-? The photograph shows that-? Which sentence from the selection is best supported by the photograph? Which idea from the article is supported by the photograph?</i>		
3.13 Fig 19 E	Low leverage	Identify the summary of a section of the text.	Identify the best summary of the entire text.	
		<i>What is the best summary of the section titled (subtitle)?</i>	<i>What is the best summary of the selection? Which of these is the best summary of</i>	



				<i>the selection?</i>
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Across Genres	3.12 Fig 19 D	Identify the author's purpose for writing a whole text? Look for verb + main idea in answer choices	Identify the author's purpose for writing a section of the text or specific detail?	See level 2 and level 1 columns.
		<i>The author wrote this selection most likely to-?</i> <i>The author wrote this article mainly to-?</i>	<i>The author included paragraph # most likely to-?</i> <i>The author begins the selection with the ideas in paragraph # most likely to-?</i> <i>The purpose for the questions in paragraph# is most likely to-?</i>	