

5th Grade STAAR Standards-Based Questions

Standards-Based, Reusable Questions Aligned to Assessed TEKS

How to Use This Document

These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

Color-Coding Guide:

- **Readiness Standards** = Most heavily weighted on STAAR
 - **Supporting Standards** = Lower weight on STAAR
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REPORTING CATEGORY 1: READING

STRAND 1: VOCABULARY (TEKS §3)

● **3(A) — Use Resources to Determine Meaning, Syllabication, Pronunciation, and Word Origin**

SUPPORTING STANDARD

NEW FOCUS: Adds WORD ORIGIN

Standards-Based Questions:

- *What resource could help you understand this word?*
- *How many syllables does this word have?*
- *How do you pronounce this word?*
- *Where does this word come from?*

Teacher Scaffolding Moves:

- Continue teaching dictionary and resource use
- **Add word origin/etymology:**
 - Show how dictionaries provide word origins
 - Teach common origins: Latin, Greek, French, Spanish, etc.
 - Model: "This word comes from the Latin word __, which means __"

5th Grade Difference from 4th:

- 4th = meaning, syllabication, pronunciation
- 5th = adds WORD ORIGIN

● 3(B) — Use Context to Determine Relevant Meaning

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What clues help you understand this word?*
- *Which meaning of this word makes sense here?*
- *How is the word used in this sentence and beyond?*

Teacher Scaffolding Moves:

- Continue context clue strategies
- Continue focus on multiple-meaning words
- Reinforce using context within and beyond sentences

Note: Same as 4th grade - continues skill development with increasing text complexity

● 3(C) — Words with Affixes and Roots

SUPPORTING STANDARD

Focus Affixes: trans-, super-, -ive, -logy

Focus Roots: geo, photo

Standards-Based Questions:

- *What does the [prefix/suffix/root] mean in this word?*
- *How do the word parts help you understand the meaning?*

Teacher Scaffolding Moves:

- Pre-teach affix and root meanings:
 - **trans-** (across, beyond) = transport, transfer, translate
 - **super-** (above, over, beyond) = superhero, supernatural, supermarket
 - **-ive** (having the nature of) = active, creative, protective
 - **-logy** (study of) = biology, geology, technology
 - **geo** (earth) = geography, geology, geometry
 - **photo** (light) = photograph, photosynthesis, photon
- Model breaking words into parts

5th Grade Difference from 4th:

- 4th = mis-, sub-, -ment, -ity/ty | auto, graph, meter
- 5th = trans-, super-, -ive, -logy | geo, photo (different set)

● 3(D) — Adages and Puns

SUPPORTING STANDARD

NEW FOCUS: Adages and puns (replaces homophones from 4th)

Standards-Based Questions:

- *What does this saying (adage) mean?*
- *Why is this phrase a pun?*
- *What's the play on words?*

Teacher Scaffolding Moves:

- Define:
 - **Adage** = short saying that expresses common truth ("Practice makes perfect," "Better late than never")
 - **Pun** = play on words, uses multiple meanings or similar sounds for humorous effect
- Show how adages teach lessons
- Explain puns (often humorous because of double meanings)
- Provide examples and practice

5th Grade Difference from 4th:

- 4th = homophones
- 5th = adages and puns

STRAND 2: COMPREHENSION SKILLS (TEKS §6)**● 6(C) — Make and Confirm Predictions****SUPPORTING STANDARD**

Note: Same as 3rd/4th grade - continues skill development

● 6(E) — Make Connections

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development

● 6(F) — Make Inferences

READINESS STANDARD — Highest Priority

Note: Same as 3rd/4th grade - continues skill development with increasing text complexity

● 6(G) — Evaluate Details for Key Ideas

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development

● 6(H) — Synthesize Information

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development

STRAND 3: RESPONSE SKILLS (TEKS §7)

● 7(C) — Use Text Evidence

READINESS STANDARD — Highest Priority

Note: Same as 3rd/4th grade - continues skill development

● 7(D) — Retell, Paraphrase, or Summarize

READINESS STANDARD — High Priority

Note: Same as 4th grade - continues skill development

STRAND 4: LITERARY ELEMENTS (TEKS §8)

● 8(A) — Infer Multiple Themes Within a Text

SUPPORTING STANDARD

NEW FOCUS: MULTIPLE themes (not just basic themes)

Standards-Based Questions:

- *What lesson does this story teach?*
- *What other message does the author convey?*
- *What different themes can you find in this text?*
- *What evidence supports each theme?*

Teacher Scaffolding Moves:

- Continue using "lesson" and "message" language

Standards-Based Questions (SBQ), Erika Prelow 2025

- **Add focus on multiple themes:**
 - Show that complex texts can have more than one theme
 - Model finding different themes
 - Require text evidence for each theme
- Example: A story might be about both "courage" and "friendship"

5th Grade Difference from 4th:

- 4th = infer basic themes supported by text evidence
 - 5th = infer MULTIPLE themes within a text using text evidence
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● 8(B) — Analyze Relationships and Conflicts Among Characters

READINESS STANDARD — Highest Priority

NEW FOCUS: Relationships AND conflicts (not just interactions and changes)

Standards-Based Questions:

- *How are these characters related?*
- *What conflicts exist among the characters?*
- *How do the characters' relationships affect the story?*
- *What causes conflict between characters?*

Teacher Scaffolding Moves:

- Define:
 - **Relationships** = how characters are connected, feel about each other
 - **Conflicts** = disagreements, problems between characters
- Show different types of character conflicts:
 - Character vs. character (external conflict between people)
 - Different relationships: family, friends, enemies, rivals
- Model: "The conflict between [character A] and [character B] is caused by ___"

STAAR Connection: Very frequent. Questions ask about character relationships and conflicts.

5th Grade Difference from 4th:

- 4th = explain interactions and changes
- 5th = analyze RELATIONSHIPS and CONFLICTS

● 8(C) — Analyze Plot Elements

READINESS STANDARD — High Priority

Focus: rising action, climax, falling action, resolution

Note: Same as 4th grade - continues skill development with increased text complexity

● 8(D) — Analyze Setting's Influence on Plot

SUPPORTING STANDARD

NEW FOCUS: ANALYZE (not just explain)

Standards-Based Questions:

- *How does the [historical/cultural] setting influence the plot?*
- *What plot events occur because of the setting?*
- *How would the plot change in a different setting?*

Teacher Scaffolding Moves:

- Move from explaining to analyzing
- Show how setting creates plot possibilities and constraints
- Model deeper analysis of setting's role

5th Grade Difference from 4th:

- 4th = EXPLAIN influence of setting on plot
- 5th = ANALYZE influence of setting on plot

STRAND 4: GENRE (TEKS §9)

● 9(A) — Distinguishing Characteristics of Children's Literature

SUPPORTING STANDARD

Focus Genres: folktales, fables, legends, myths, tall tales

Note: Same as 4th grade - continues skill development

● 9(B) — Sound Devices, Figurative Language, and Poet vs. Speaker

SUPPORTING STANDARD

NEW FOCUS: Distinguish between poet and speaker (in addition to devices)

Standards-Based Questions:

- *What sound devices does the poet use?*
- *What figurative language appears in this poem?*
- *Who is the speaker in this poem?*
- *Is the poet the same as the speaker? How do you know?*

Teacher Scaffolding Moves:

- Continue teaching sound devices and figurative language
- **Add poet vs. speaker:**
 - **Poet** = the person who wrote the poem
 - **Speaker** = the voice/character in the poem (may or may not be the poet)
 - Show that speaker can be a character, not the poet themselves
 - Model: "The poet is [author's name], but the speaker is [character/voice in poem]"

5th Grade Difference from 4th:

- 4th = explain figurative language to create images
- 5th = explain sound devices and figurative language AND distinguish poet from speaker

● **9(C) — Explain Structure in Drama**

SUPPORTING STANDARD

Note: Same as 4th grade - continues skill development with increased text complexity

● **9(D)(i) — Central Idea with Supporting Evidence**

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development with increased text complexity

● **9(D)(ii) — Text Features to Support Understanding**

SUPPORTING STANDARD

Focus Features: insets, timelines, sidebars

Standards-Based Questions:

- *What information does the [inset/timeline/sidebar] provide?*
- *How does this feature help you understand the text?*

Teacher Scaffolding Moves:

- Teach specific features:
 - **Inset** = small box with extra information or pictures within text
 - **Timeline** = shows events in time order
 - **Sidebar** = box of related information alongside main text
- Model using features to enhance understanding

5th Grade Difference from 4th:

- 4th = pronunciation guides and diagrams
- 5th = insets, timelines, sidebars

● 9(D)(iii) — Organizational Patterns

SUPPORTING STANDARD

Focus Patterns: logical order, order of importance

Standards-Based Questions:

- *How is this information organized?*
- *Is this organized by logic or by importance?*
- *Why might the author use this organizational pattern?*

Teacher Scaffolding Moves:

- Teach patterns:
 - **Logical order** = makes sense step-by-step (how to do something, sequence of ideas)
 - **Order of importance** = most important to least (or vice versa)
- Show signal words and clues
- Model identifying the pattern

5th Grade Difference from 4th:

- 4th = compare and contrast
- 5th = logical order and order of importance

● 9(E)(i) — Identify the Claim

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development with increased text complexity

● **9(E)(ii) — Explain How Author Uses Facts FOR or AGAINST Argument**

READINESS STANDARD — High Priority

NEW FOCUS: Facts FOR or AGAINST (acknowledging counterarguments)

Standards-Based Questions:

- *What facts does the author use to support the argument?*
- *What facts does the author use against opposing arguments?*
- *How does the author use facts on both sides?*

Teacher Scaffolding Moves:

- Show how authors use facts:
 - **For their argument** = facts that support their claim
 - **Against opposing views** = facts that disprove or weaken other positions
- Model: "The author uses the fact that ___ to support their claim" and "The author uses the fact that ___ against the opposing view"

5th Grade Difference from 4th:

- 4th = how author uses facts for an argument
- 5th = how author uses facts FOR or AGAINST an argument

● **9(E)(iii) — Identify Intended Audience**

SUPPORTING STANDARD

Note: Same as 3rd/4th grade - continues skill development with increased text complexity per HQIM

STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §10)

● 10(A) — Explain Author's Purpose and Message

READINESS STANDARD — High Priority

Note: Same as 3rd/4th grade - continues skill development with increased text complexity per HQIM

● 10(B) — Analyze How Text Structure Contributes to Purpose

SUPPORTING STANDARD

NEW FOCUS: ANALYZE (not just explain)

Standards-Based Questions:

- *How does the text structure help achieve the author's purpose?*
- *Why is this structure effective for the author's goal?*

Teacher Scaffolding Moves:

- Move from explaining to analyzing
- Show deeper connections between structure and purpose

5th Grade Difference from 4th:

- 4th = EXPLAIN how structure contributes to purpose
- 5th = ANALYZE how structure contributes to purpose

● 10(C) — Analyze Author's Use of Print and Graphic Features

SUPPORTING STANDARD

Standards-Based Questions (SBQ), Erika Prelow 2025

Note: Same as 4th grade - continues skill development with increased text complexity per HQIM

● **10(D) — Describe Author's Use of Imagery and Literary Devices**

SUPPORTING STANDARD

Focus: imagery, literal and figurative language (simile and metaphor), sound devices

Note: Same as 4th grade - continues skill development

● **10(E) — Identify and Understand First- or Third-Person Point of View**

SUPPORTING STANDARD

Note: Same as 4th grade - continues skill development

● **10(F) — Examine How Language Contributes to Voice**

SUPPORTING STANDARD

NEW FOCUS: EXAMINE (not just discuss)

Standards-Based Questions:

- *How does the author's language create a voice?*
- *What specific word choices contribute to the author's voice?*

Teacher Scaffolding Moves:

- Move from discussing to examining
- Model closer analysis of language and voice

5th Grade Difference from 4th:

- 4th = DISCUSS how language contributes to voice
- 5th = EXAMINE how language contributes to voice

● 10(G) — Explain Purpose of Hyperbole, Stereotyping, and Anecdote

SUPPORTING STANDARD

NEW FOCUS: Adds HYPERBOLE and STEREOTYPING to anecdote

Standards-Based Questions:

- *What does the author exaggerate, and why?*
- *How does the author use stereotyping?*
- *What short story does the author tell, and what's its purpose?*

Teacher Scaffolding Moves:

- Define all three:
 - **Hyperbole** = extreme exaggeration ("I'm so hungry I could eat a horse")
 - **Stereotyping** = oversimplified belief about a group
 - **Anecdote** = short story to make a point
- Show purpose of each:
 - Hyperbole = emphasize, create humor
 - Stereotyping = (often discuss critically - why problematic or how used)
 - Anecdote = illustrate point, make relatable
- Model explaining the purpose

5th Grade Difference from 4th:

- 4th = anecdote only
- 5th = hyperbole, stereotyping, AND anecdote

REPORTING CATEGORY 2: WRITING

Spelling (TEKS §2B)

● 2(B)(i) — Spelling Multisyllabic Words with Syllable Types

READINESS STANDARD

Note: Same as 3rd/4th grade - continues skill development

● 2(B)(ii) — Spelling Words with Consonant Changes

READINESS STANDARD

NEW FOCUS: Consonant changes (/t/ to /sh/, /k/ to /sh/)

Examples:

- /t/ to /sh/: select → selection, act → action
- /k/ to /sh/: music → musician, magic → magician

Teacher Scaffolding Moves:

- Teach consonant sound changes when adding suffixes
- Show patterns: -tion, -sion endings
- Practice identifying and spelling words with these changes

5th Grade Difference from 4th:

- 4th = homophones

- 5th = consonant changes

● **2(B)(iii) — Multisyllabic Words with Multiple Sound-Spelling Patterns**

SUPPORTING STANDARD

● **2(B)(iv) — Advanced Syllable Division Patterns**

SUPPORTING STANDARD

● **2(B)(v) — Spelling with Prefixes**

SUPPORTING STANDARD

● **2(B)(vi) — Spelling with Suffixes**

READINESS STANDARD

Note: Same as 3rd/4th grade - continues skill development

Revising and Editing (TEKS §11)

● **11(B)(i) — Organizing with Introduction, Transitions, and Conclusion**

READINESS STANDARD

Note: Same as 4th grade - continues skill development

● **11(B)(ii) — Developing Engaging Idea with Specific Facts and Details**

READINESS STANDARD

NEW FOCUS: Depth of thought AND specific facts and details

Standards-Based Questions:

- *Which sentence shows deeper thinking?*
- *Which detail is most specific?*
- *Which revision adds both facts and details?*

Teacher Scaffolding Moves:

- Define **depth of thought** = thinking beyond surface, showing understanding
- Continue emphasizing specific facts and details
- Show how depth + specificity = strong writing

5th Grade Difference from 4th:

- 4th = engaging idea with relevant details
- 5th = engaging idea reflecting DEPTH OF THOUGHT with SPECIFIC FACTS and details

● **11(C) — Revise Sentence Structure and Word Choice**

READINESS STANDARD

Note: Same as 3rd/4th grade - continues skill development

● **11(D)(i) — Complete Simple and Compound Sentences**

READINESS STANDARD

Note: Same as 4th grade - continues skill development

● **11(D)(ii) — Past Tense of Irregular Verbs**

READINESS STANDARD

Note: Same as 4th grade - continues skill development

● **11(D)(iii) through (xi) — Various Grammar and Conventions**

SUPPORTING STANDARDS

(iii) Collective nouns

(iv) Adjectives (comparative and superlative)

(v) Conjunctive adverbs

(vi) Prepositions and prepositional phrases (subject-verb agreement)

(vii) Pronouns, including indefinite

(viii) Subordinating conjunctions to form complex sentences

(ix) Capitalization

(x) Italics/underlining and punctuation

(xi) Correct spelling

5th Grade Differences from 4th:

- Nouns: 4th = singular, plural, common, proper | 5th = collective (adds collective nouns)
- Conjunctions: 4th = coordinating | 5th = conjunctive adverbs AND subordinating (advances)
- Pronouns: 4th = reflexive | 5th = indefinite
- Punctuation: 5th adds italics/underlining for titles and emphasis, commas in complex sentences

Written Essay (TEKS §7B, §12B, §12C)**● 7(B) — Write Responses Demonstrating Understanding****READINESS STANDARD** — Assessed in Essay**Note:** Same as 4th grade - continues with comparing and contrasting across sources

● 12(B) — Compose Informational Texts**READINESS STANDARD** — Assessed in Essay**Note:** Same as 3rd/4th grade - continues skill development

● 12(C) — Compose Argumentative Texts (Opinion Essays)**READINESS STANDARD** — Assessed in Essay**Note:** Same as 3rd/4th grade - continues skill development

STAAR Success Strategy: The Question Stays Clean

Remember:

- The question embeds the thinking — it doesn't announce it
- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

Post these questions. Return to them all year. Watch your students grow.

Readiness vs. Supporting Standards Priority Guide

HIGHEST PRIORITY (Most Frequent on STAAR):

- 3(B) — Context clues for relevant meaning
- 6(E) — Make connections
- 6(F) — Make inferences ★ **MOST TESTED**
- 6(G) — Evaluate details for key ideas
- 6(H) — Synthesize information
- 7(C) — Use text evidence ★ **CRITICAL**
- 7(D) — Retell, paraphrase, or summarize
- 8(B) — Character relationships and conflicts ★ **NEW FOCUS**
- 8(C) — Plot elements
- 9(D)(i) — Central idea with evidence

- 9(E)(i) — Identify claim
- 9(E)(ii) — Facts FOR or AGAINST argument ★ **NEW FOCUS**
- 10(A) — Author's purpose and message

● **IMPORTANT BUT LESS FREQUENT:**

All other supporting standards should still be taught but bundled with critical and most tested items (readiness).

NEW What's **NEW** in 5th Grade (vs. 4th)?

Vocabulary:

- 3(A): Adds WORD ORIGIN
- 3(C): New affixes/roots (trans-, super-, -ive, -logy | geo, photo)
- 3(D): ADAGES and PUNS (replaces homophones)

Literary Elements:

- 8(A): MULTIPLE themes (not just basic themes)
- 8(B): Character RELATIONSHIPS and CONFLICTS (not just interactions and changes)
- 8(D): ANALYZE setting's influence (not just explain)

Genre:

- 9(B): Adds POET vs. SPEAKER distinction
- 9(D)(ii): INSETS, TIMELINES, SIDEBARS (different features)
- 9(D)(iii): LOGICAL ORDER and ORDER OF IMPORTANCE (different patterns)
- 9(E)(ii): Facts FOR or AGAINST argument (adds counterargument use)

Author's Craft:

- 10(B): ANALYZE text structure (not just explain)
- 10(F): EXAMINE language's contribution to voice (not just discuss)
- 10(G): Adds HYPERBOLE and STEREOTYPING to anecdote

Writing:

- 2(B)(ii): CONSONANT CHANGES (new spelling focus)
- 11(B)(ii): DEPTH OF THOUGHT with specific facts/details
- Grammar: Collective nouns, conjunctive adverbs, subordinating conjunctions, indefinite pronouns

 **4th to 5th Grade Progression Summary**
Deepening Analysis:

- Explain → Analyze (setting, text structure)
- Discuss → Examine (voice)
- Basic themes → Multiple themes
- Interactions/changes → Relationships/conflicts

Sophistication:

- Word origin added to vocabulary
- Poet vs. speaker distinction in poetry
- Facts for AND against arguments
- Consonant changes in spelling

New Literary Concepts:

- Adages and puns
- Hyperbole and stereotyping
- Multiple themes
- Depth of thought in writing

Grammar Advancement:

- Collective nouns
- Conjunctive adverbs

- Subordinating conjunctions
- Indefinite pronouns
- Complex sentence punctuation

5th Grade: Bridge to Middle School

5th grade is the capstone of elementary school:

- Deepest analysis expected in elementary grades
- Introduction to more sophisticated literary concepts
- Higher expectations for depth of thought
- Bridge between elementary and middle school rigor

Critical Skills to Master:

- Multiple theme analysis
- Character relationships and conflicts
- Facts used for and against arguments
- Deeper analysis (not just explanation)

Final Reminder: 5th grade represents the culmination of elementary reading and writing skills. These questions build on everything from 3rd and 4th grade while adding analytical depth that prepares students for middle school. The questions remain standards-based and reusable—post them, return to them throughout the year, and watch students demonstrate sophisticated thinking.