

6th Grade STAAR Reading | 2013 -2018

| Reading/Vocabulary Development. | | |
|---|---|--|
| Students understand new vocabulary and use it when reading and writing. Students are expected to: | | |
| SE | TEKS | Question Stems |
| 6.2 A | Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; | (4) In paragraph 9, the word <u>extensive</u> , which is based on a Latin root, means — (2014) |
| 6.2C | New TEKS 2C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. | (24) In paragraph 6, the word <u>progressed</u> comes from a Latin root word that means to —(2014) |
| | | (19) Read the origin of the word <u>navigate</u> . This information helps the reader understand that <u>navigate</u> in paragraph 3 means — (2016) |
| | | (17) The word <u>tentative</u> comes from the Latin word <i>tentative</i> , which means “to feel or try.” What does <u>tentative</u> mean in paragraph 12? (2017) |
| | | (19) Read this information about the origin of the word <u>amass</u> . [from the Latin a- + massare, meaning “to form a lump”] This information helps the reader understand that <u>amassed</u> in paragraph 3 means —(2018) |
| 6.2 B | Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words | (4) As used in paragraph 2, what does the word <u>periodic</u> mean? (2013) |
| 6.2B | New TEKS 2B) use context such as definition, analogy, and examples to clarify the meaning of words; | (10) In paragraph 13, the word <u>relented</u> means --(2013) |
| | | (19) In paragraph 8, the word <u>resistant</u> means --(2013) |
| | | (11) In paragraph 5, the word <u>advanced</u> means —(2014) |
| | | (34) In paragraph 4, the word <u>encompasses</u> means —(2014) |
| | | (45) Which words from Scene 4 help the reader know what <u>distorted</u> means? (2014) |
| | | (7) What is the meaning of the word <u>withstand</u> in paragraph 3? (2015) |
| | | (21) What does the word <u>maneuver</u> mean in paragraph 3? (2015) |
| | | (26) In paragraph 5, the word <u>impediments</u> refers to —(2015) |
| | | (38) In line 16, the word <u>hues</u> means —(2015) |
| | | (44) In paragraph 2, the word <u>steadfast</u> means —(2015) |
| | | (14) Which words from paragraph 1 help the reader understand the meaning of the word <u>elite</u> ? (2016) |
| | | (22) In paragraph 2, the word <u>treacherous</u> means — (2016) |
| | | (33) What is the meaning of <u>distinct</u> in paragraph 2? (2016) |
| | | (37) Which words from paragraph 6 help explain the meaning of <u>economical</u> ? (2016) |
| | | (28) What does the word <u>remnant</u> mean in paragraph 5? (2017) |
| | | (1) What is the meaning of <u>wistfully</u> in paragraph 12? (2018) |
| | | (14) Which words from paragraph 2 help the reader understand the meaning of <u>engaged</u> ? (2018) |
| 6.2 E | Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. | (23) Look at the dictionary entry below. Which definition of the word <u>measures</u> is used in paragraph 10? (2013) |
| 6.2A | New TEKS 2A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | (33) Read the following dictionary entry. Which definition matches the word <u>run</u> as it is used in paragraph 10? (2013) |
| | | (44) Look at the dictionary entry below. Which definition best fits the way the word <u>remote</u> is used in paragraph 9? (2013) |
| | | (29) Read the dictionary entry below. Which definition matches the meaning of <u>raise</u> in paragraph 2? (2014) |
| | | (15) Read the dictionary entry below. Which definition best matches the meaning of <u>bear</u> as it is used in paragraph 19? (2015) |
| | | (5) Read this dictionary entry. Which definition of the word <u>compound</u> is used in paragraph 6? (2016) |

6th Grade STAAR Reading | 2013 -2018

| | | |
|--|--|--|
| | | <p>(6) Read the dictionary entry for the word <u>violate</u>. Which definition most closely matches the way the word <u>violated</u> is used in paragraph 24?</p> <p>(26) Read the dictionary entry. Which definition best matches the meaning of <u>jewel</u> as it is used in paragraph 8? (2017)</p> <p>(34) Read the dictionary entry for the word <u>credit</u>. [credit \ ɪ kre-dit\ v 1. to believe something such as a report 2. to assign responsibility to someone or something 3. to add money to an account 4. to award a passing mark or grade in school] Which definition best matches the way the word <u>credited</u> is used in paragraph 6? (2018)</p> |
|--|--|--|

Reading/Comprehension of Literary Text/Theme and Genre.
 Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

| SE | TEKS | Question Stems |
|-----------------|--|--|
| 6.3 Fig 19 D | Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. | <p>(35) What is the central message the author presents in this selection? (2013)</p> <p>(41) The main theme of this selection is that —(2015)</p> <p>(8) What lesson did the author learn while living in India? (2016)</p> <p>(9) Which statement expresses a main theme of the play? (2017)</p> <p>(31) From the speaker’s experience, the reader can learn that – (2017)</p> <p>(11) From the speaker’s experience, the reader can learn that —(2018)</p> <p>(13) How does the poet develop the theme of this poem? (2018)</p> |
| 6.5F | New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding; | |
| 6.3 A | Infer the implicit theme of a work of fiction, distinguishing theme from topic | <p>(9) What is one message the author conveys in the story? (2013)</p> <p>(6) Which sentence from the story best expresses its theme? (2018)</p> <p>(29) What is the primary theme of the story? (2018)</p> |
| 6.7A | New TEKS 7A) infer multiple themes within and across texts using text evidence; | |

Reading/Comprehension of Literary Text/Poetry.
 Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

| SE | TEKS | Question Stems |
|-----------------|---|--|
| 6.4 Fig 19 D | Students understand, make inferences and draw conclusions about the structure and elements of | <p>(25) In line 24, why does the speaker say that he found “sweetness and pride” in the first tomato? (2013)</p> <p>(26) Stanza 4 is important to the poem because it shows --(2013)</p> <p>(28) The poet organizes the poem by --- (2013)</p> |

6th Grade STAAR Reading | 2013 -2018

| | personification achieves specific purposes; | |
|--|---|--|
| Reading/Comprehension of Literary Text/Drama. | | |
| Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to: | | |
| SE | TEKS | Question Stems |
| 6.5 Fig 19 D | Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. | (42) Read this line from the play. What is the most likely purpose of this line? (2014) |
| | | (44) The servants' conversation in Scene 1 is important because it —(2014) |
| 6.5F | New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding; New TEKS Instruction of drama is encompassed in SE 8(C). | (46) Why are the stage directions at the end of Scene 3 important? (2014) |
| | | (47) What causes the emperor to realize he made a mistake? |
| | | (7) What does Jonathan's dialogue in Scene 1 suggest about him? (2017) |
| | | (10) From Scene 1 to Scene 2, the dialogue between Deanna and Jonathan becomes more—(2017) |
| 6.5 Fig 19 E | Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts | (43) What is the best summary of the play? (2014) |
| | | (8) What is the best summary of Scene 1? (2017) |
| 6.6D | New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | |
| Reading/Comprehension of Literary Text/Fiction. | | |

6th Grade STAAR Reading | 2013 -2018

| | | |
|-------|--|---|
| | <p>read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> | |
| 6.6 A | <p>Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction</p> | <p>(11) Paragraphs 6 and 7 contribute to the rising action of the story by showing that Chloe --(2013)</p> <p>(15) Which sentence expresses the turning point in the story? (2013)</p> <p>(2) In paragraph 9, the second reason that Sophie is allowed to go on the trip shows that her mother —(2014)</p> <p>(6) How does Uncle Dock respond to his sister when she expresses concern about Sophie’s safety? (2014)</p> <p>(9) Why do Sophie’s uncles agree to let her go on the trip? (2014)</p> <p>(12) Which event contributes most to the narrator’s inner conflict in the story? (2015)</p> <p>(14) The conversation between Uncle Roy and the narrator leads to the story’s resolution because it —(2015)</p> <p>(16) The end of the story reveals that Grandma —(2015)</p> <p>(40) Paragraphs 1 through 8 contribute to the plot by – (2016)</p> <p>(42) Why do paragraphs 23 and 24 mark a turning point in the story? (2016)</p> <p>(13) Patrick’s feelings about babysitting begin to become more positive when he – (2017)</p> <p>(4) Which of the following best describes Eric’s main conflict in the story? (2018)</p> <p>(32) What is the main problem in the story? (2018)</p> |
| 6.7C | <p>New TEKS (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback;</p> | |
| 6.6B | <p>Recognize dialect and conversational voice and explain how authors use dialect to convey character</p> | <p>(30) Read these sentences from paragraph 4. [“Don’t be afraid,” said the raven. “I’ll pay you in gold for your star fruit, as I did your father.”] The raven’s words in these sentences can best be described as — (2018)</p> |
| 6.6 C | <p>Describe different forms of point-of-view including first-and-third person</p> | <p>(12) The author’s choice of first-person narrator helps the reader --(2013)</p> <p>(18) The author’s use of the first-person point of view in this story enables the reader to —(2015)</p> <p>(46) The first-person point of view helps the reader understand – (2016)</p> |
| 6.9E | <p>New TEKS 9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p> | <p>(18) What is hidden from the reader as a result of the story being told from the first-person point of view? (2017)</p> <p>(5) The first-person point of view of the story allows the reader to understand the —(2018)</p> |

6th Grade STAAR Reading | 2013 -2018

| | The student is expected to: (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; | |
|---|---|--|
| Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to: | | |
| SE | TEKS | Question Stems |
| 6.7 Fig 19 D | Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding | (30) What can the reader tell about the narrator’s feelings for Cowboy? (2013) |
| | | (32) Why did the author include paragraphs 1 and 2 in the selection? (2013) |
| | | (34) When Cowboy and the narrator won the race, people were --(2013) |
| | | (36) Read the following sentence from the selection. From this sentence, the reader can conclude that --(2013) |
| | | (42) Paragraph 3 is important to the selection because it shows --(2015) |
| | | (47) Which sentence from the selection best shows that people recognize Fotheringham’s accomplishments? (2015) |
| | | (48) The reader can conclude that Fotheringham believes it is important for all young people to have the opportunity to --(2015) |
| | | (1) When the author’s mother saw the family of monkeys in her dining room, she most likely felt --(2016) |
| | | (3) The author includes paragraph 2 most likely to show -- (2016) |
| | | (4) From the information provided in the selection, the reader can tell that monkeys typically -- (2016) |
| | | (6) The description of the mother monkey and the young monkeys in the dining room helps the reader -- (2016) |
| | | (7) Judy’s encounter with the grandpa monkey suggests that she was -- (2016) |
| 6.7 Fig 19 E | Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts | (43) What is the best summary of the selection? (2015) |
| Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to: | | |
| SE | TEKS | Question Stems |
| 6.8 Fig 19 D | Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding | (1) Read this sentence from the story. Why does the author include this description of Bompie? (2014) |
| | | (48) Read this sentence from paragraph 22. The author uses figurative language in this sentence to show that -- (2016) |
| 6.5F | New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student | (19) Read this sentence from paragraph 8. What does the author’s use of imagery in this sentence emphasize? (2017) |
| | | (32) The poet’s use of sensory language in line 27 is intended to help the reader -- (2017) |
| | | (7) In lines 5 and 25, the words “bury myself” and “hidden” highlight that the speaker -- (2018) |

6th Grade STAAR Reading | 2013 -2018

| | | |
|-------|---|--|
| | <p>uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</p> | |
| 6.8 A | <p>Explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> | <p>(31) In paragraph 5, the author uses the phrase “shown the gate” to illustrate that the narrator was --(2013)</p> <p>(8) Read this sentence from the story. The author uses figurative language in this sentence in order to —(2014)</p> <p>(48) The language used in paragraph 4 helps the reader infer that the —(2014)</p> <p>(46) The author includes the phrase “let our dreams soar” in paragraph 7 to suggest that people —(2015)</p> |
| 6.9D | <p>New TEKS (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p> | <p>(2) Read this sentence from paragraph 6. The author uses this sentence to show – (2016)</p> <p>(41) Read this sentence from paragraph 20. The author uses a simile in this sentence to reveal that Charlie Joe’s father—(2016)</p> <p>(15) Read this sentence from paragraph 10. The author uses the simile in this sentence to show that Patrick – (2017)</p> <p>(2) Read paragraph 23 from the story. As the tidal wave of customers trickled to a stream, Mom and Dad rushed into the deli. The author includes this figurative language to show that the — (2018)</p> |

Reading/Comprehension of Informational Text/Culture and History

Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

| SE | TEKS | Question Stems |
|-----------------|--|---|
| 6.9 Fig 19 D | <p>Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding</p> <p>New TEKS</p> | <p>(21) Read this sentence from the selection. [<i>On its own, a colony of 100 frogs has little chance of long-term survival.</i>] The author included this sentence most likely to --(2013)</p> <p>(41) What is the most likely reason the author included paragraph 5 in the section “Rocks from Space”? (2013)</p> <p>(13) The author included paragraph 8 most likely to explain —(2014)</p> <p>(35) Jelissa included paragraph 2 in this e-mail message most likely to —(2014)</p> <p>(36) What is Jelissa’s main goal in writing this e-mail message? (2014)</p> <p>(1) The author included the section “How High Can We Go?” most likely to emphasize that —(2015)</p> <p>(29) The author includes the information in paragraph 1 most likely to —(2015)</p> |

6th Grade STAAR Reading | 2013 -2018

| | | |
|------|--|---|
| 6.9A | <p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) explain the author's purpose and message within a text;</p> | <p>(9) The author included paragraphs 1 and 2 most likely to—(2016)</p> <p>(17) The author wrote this selection most likely to – (2016)</p> <p>(35) The author wrote this selection most likely to – (2017)</p> <p>(17) The author includes the details in paragraph 5 most likely to – (2018)</p> <p>(40) The author’s main purpose for writing this selection is to —(2018)</p> |
|------|--|---|

Reading/Comprehension of Informational Text/Expository Text.

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

| SE | TEKS | Question Stems | | |
|--|---|---|---|--|
| 6.10 Fig 19 D | <p>Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding</p> | (1) Which statement about education does this article best support? (2013) | | |
| | | (3) Read these sentences from paragraph 7. This quotation shows that --(2013) | | |
| | | (6) The reader can conclude that Rezwan believes that --(2013) | | |
| | | (14) Which sentence best highlights that the author is impressed with the creation of the Great Pyramid? (2014) | | |
| | | (2) The reader can infer that future skyscrapers may surpass 3,000 feet because —(2015) | | |
| | | 6.5F | <p>New TEKS</p> <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> | (5) Which sentence best supports the idea that the use of skyscrapers was a practical solution to a problem? (2015) |
| | | | | (10) Based on the information in paragraph 4, which generalization can be made? (2015) |
| | | | | (27) Based on the information included in the selection, the reader can infer that the author believes Panasonic —(2015) |
| | | | | (28) Which of the following best supports the idea that finishing the Ironman Triathlon was a remarkable feat for Mr. Evolta? (2015) |
| | | | | (16) The reader can conclude that the opening ceremony is – (2016) |
| 6.5F | <p>New TEKS</p> <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> | (21) Which sentence from the selection supports the idea that Christmas Island is a special place? (2016) | | |
| | | (27) Read this sentence from paragraph 1. Which fact from the selection best supports this claim? (2017) | | |
| | | (36) The reader can infer that Mole and Thomas built a tower for each photo because – (2017) | | |
| | | (16) The reader can conclude from the information in paragraph 3 that Stuart — (2018) | | |
| | | (21) Based on the information in paragraph 5, the reader can conclude that Christopher —(2018) | | |
| (23) Which sentence best shows the author of the selection’s attitude toward the writing of <i>The Silmarillion</i> ? (2018) | | | | |

6th Grade STAAR Reading | 2013 -2018

| | | |
|------------------|--|--|
| | | (38) Which of these facts from the selection supports the idea that the local people embrace the Catatumbo Lightning? (2018) |
| 6.10 Fig 19 E | Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts | (20) What is the best summary of this selection? (2013) |
| | | (47) What is the best summary of the selection? (2013) |
| | | (3) Which of the following is the best summary of the article? (2015) |
| | | (29) What is the best summary of the selection? (2017) |
| | | (18) What is the best summary of the selection? (2018) |
| 6.6D | New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | |
| 6.10 A | Summarize the main ideas and supporting details in text, demonstration an understanding that a summary does not include opinions | (22) Why did Dr. Hunter have hope that the yellow-spotted bell frog might someday be rediscovered? (2013) |
| | | (24) Pearce was able to identify the yellow-spotted bell frog because he --(2013) |
| | | (43) Antarctica is a good place to search for meteorites because --(2013) |
| | | (12) What happened to the Great Pyramid as Cairo increased in size and population? (2014) |
| | | (18) Look at the diagram. Which of the following is the best title for the diagram? (2014) |
| 6.5G | New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas; | (25) Which sentence best summarizes paragraphs 4 through 7? (2014) |
| | | (28) Which sentence best expresses the main idea of the selection? (2014) |
| | | (8) Read this summary of paragraph 3 written by a student. Which sentence in the student's summary is unnecessary? (2015) |
| | | (22) What is paragraph 1 mainly about? (2015) |
| | | (10) Which sentence from the selection supports the idea that the Olympic rings symbolized each participant's home country? (2016) |
| | | (12) Why did Coubertin want the Olympic Games to be successful? (2016) |
| | | (13) What is the best summary of paragraphs 3 and 4? (2016) |
| | | (15) Which idea from the selection emphasizes the impact the Olympic symbol had on others? (2016) |
| | | (23) Which detail from the selection supports the idea that the island benefits from the red crabs? (2016) |
| | | (1) Why aren't people bothered by the interruptions to vision caused by blinking? (2017) |
| | | (24) How did the idea for HARP come about? (2017) |
| | | (25) What is the most likely reason the National Park Service chose the three goals mentioned in paragraph 5 for the project? (2017) |
| | | (37) Mole's motivation for creating living pictures came from his – (2017) |
| | | (15) Paragraph 2 is mainly about the —(2018) |
| | | (22) According to the selection, why did Christopher decide not to include all his father's writings in <i>The Silmarillion</i> ? (2018) |

6th Grade STAAR Reading | 2013 -2018

| | | |
|-----------------|---|---|
| | | (24) What makes The Silmarillion unique among Tolkien’s writings? (2018) (37) The main idea of paragraphs 8 and 9 is that —(2018) |
| 6.10 B | Explain whether facts included in an argument are used for or against an issue | (5) Which sentence from the article best supports the claim that Rezwan’s boats have successfully addressed a problem in Bangladesh? (2013) (46) Which evidence does Tyree give to support the claim that Nomad is a unique robot? (2013) |
| 6.10 C | Explain how different organizational patterns (e.g., proposition-and –support, problem-and-solution) develop the main idea and the author’s viewpoint | (2) The organization of paragraphs 2 through 4 contributes to the author’s main idea by --(2013) (18) The author organize paragraphs 2 through 7 by --(2013) (42) The author structures paragraphs 9 and 10 so that they --(2013) (15) The author organizes paragraphs 5 through 8 for the purpose of describing the —(2014) (26) The main purpose of paragraphs 8 through 10 is to —(2014) |
| 6.8Diii 6.9D | <p>New TEKS</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;</p> <p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (B) analyze how the use of text structure contributes to the author's purpose;</p> | <p>(6) The organization of paragraph 2 focuses on the limitations of buildings in the early nineteenth century to show that —(2015)</p> <p>(23) The organizational pattern of the article develops the author’s viewpoint by —(2015)</p> <p>(2) The section “Think Before You Blink” is organized in a way that shows- (2017)</p> <p>(39) How does the organization of paragraph 4 contribute to the selection? (2017)</p> <p>(20) By using a problem-and-solution organizational pattern in paragraphs 3 through 5, the author of the selection is able to —(2018)</p> <p>(36) By stating a main idea and supporting it with specific details in paragraphs 2 through 4, the author is able to —(2018)</p> |

6th Grade STAAR Reading | 2013 -2018

| | | |
|-------------------|--|--|
| 6.10 D | Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres | (45) The reader can conclude that conditions in Antarctica make it important for both Nomad and the researchers to --(2013) (17) Based on information in the selection, with which statement would Hawass most likely agree? (2014) (27) According to the selection, how is moving today different from how it was in the days of the pioneers? (2014) (9) Which idea is developed throughout the section "A Growing Need for Height"? (2015) (24) Which idea is supported by information in the article? (2015) (25) The information in paragraphs 2 and 6 supports the idea that --(2015) (11) Which idea is supported by information throughout the selection? (2016) (4) Read this sentence from paragraph 1. Which statement from the article supports the idea in this sentence? (2017) (5) Which sentence from the article helps explain why staring at a computer screen affects blink rates? (2017) (40) Which idea does the author develop throughout the selection? (2017) (39) Based on the information throughout the selection, how do the native people of Zulia feel about the Catatumbo Lightning? (2018) |
| 5E & H | New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding; | |

Reading/Comprehension of Informational Text/Persuasive Text.
 Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

| SE | TEKS | Question Stems |
|------------------|--|--|
| 6.11 Fig 19 D | Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. New TEKS Persuasive text is not referenced in the revised TEKS. However, argumentative text is included in SEs 8(E)(i)-(iii). | (37) The primary method Jelissa uses to express her message is to --(2014) (38) Which sentence best explains the reason for Jelissa's concern about the original project idea? (2014) (39) Jelissa appeals to her teammates by --(2014) (41) Jelissa most likely thinks that once her team members read her e-mail message, they will --(2014) (32) Paragraphs 5, 6, and 8 help support the author's argument by -- (2016) (34) In paragraph 4, Katie includes specific information from the Texas Commission on Environmental Quality in order to -- (2016) (35) Which of the author's arguments is based on faulty reasoning? (2016) (36) Based on the author's comments in her letter, the reader can conclude that the Beautification Club has -- (2016) (38) Which sentence from the letter shows that Katie has considered an opposing viewpoint? (2016) |

Reading/Comprehension of Informational Text/Procedural Text.
 Students understand how to glean and use information in procedural texts and documents.

| SE | TEKS | Question Stems |
|----|------|----------------|
|----|------|----------------|

6th Grade STAAR Reading | 2013 -2018

| | | |
|------------------|--|---|
| 6.12 Fig 19 D | Students understand how to glean and use information in procedural texts and documents | (11) The author organizes information from the article into a bar graph most likely to make it easier for the reader to —(2015) |
|------------------|--|---|

Reading/Comprehension of Informational Text/Procedural Text.
Students understand how to glean and use information in procedural texts and documents.

| SE | TEKS | Question Stems |
|-------|--|--|
| 6.12B | Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. | (3) Based on the labels in the diagram of the human eye, the reader can conclude that—(2017) |

Reading/Media Literacy.
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

| SE | TEKS | Question Stems |
|------------------|--|--|
| 6.13 Fig 19 D | Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts | (48) The photograph after paragraph 17 helps readers --(2013) |
| | | (16) The photograph below paragraph 2 is included with the selection to help the reader understand how —(2014) |
| | | (40) Which idea from the e-mail does the circle graph emphasize? (2014) |
| | | (30) The photographs of Mr. Evolta support the information in the selection by — (2015) |
| | | (45) Based on the photographs in the selection, the reader can conclude that Fotheringham —(2015) |
| | | (18) Which idea best expressed in the cartoon at the end of the selection? (2016) |
| | | (39) What does the author’s inclusion of the sample signs after paragraph 7 reveal about her? (2016) |
| 6.13 A | Explain messages conveyed in various forms of media | (7) The message conveyed by the photographs is that --(2013) |
| | | (4) Which idea from the article does the photograph of the Burj Khalifa emphasize? (2015) |

Reading/Comprehension Skills (Figure 19)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

| SE | TEKS | Question Stems |
|--------------|---|--|
| Fig 19 F | Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence | (37) The speaker in the poem and the narrator of the selection are both --(2013) |
| | | (38) In what way do the speaker in the poem and the narrator of the selection differ? (2013) |
| | | (39) Both the poem and the selection end with a feeling of --(2013) |
| | | (40) One difference between the speaker in the poem and the narrator of the selection is that the speaker --(2013) |
| | | (30) Which statement could be supported by both the poem and the selection? (2014) |
| | | (31) Information in both the poem and the selection suggests that pioneers crossing the prairie —(2014) |
| 6.5E 6.6A | New TEKS (5) Comprehension skills: listening, speaking, reading, | (32) Both the poet and the author of the selection portray the prairie as —(2014) |

6th Grade STAAR Reading | 2013 -2018

| | |
|--|--|
| <p>writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts;</p> | <p>(33) One difference between the poem and the selection is that the selection suggests that —(2014)</p> |
| | <p>(31) Which of the following is a major difference between Smart Bird in “Looking to the Sky” and Mr. Evolta in “The Ironman Robot”? (2015)</p> |
| | <p>(32) One way “Looking to the Sky” and “The Ironman Robot” are similar is that they both —(2015)</p> |
| | <p>(33) One difference between “Looking to the Sky” and “The Ironman Robot” is that only “The Ironman Robot” provides information about —(2015)</p> |
| | <p>(34) The information presented in “Looking to the Sky” and “The Ironman Robot” supports the idea that —(2015)</p> |
| | <p>(28) An important difference between the migrations mentioned in “Red Crab Invasion” and “Monarch Magic” is that only the butterflies – (2016)</p> |
| | <p>(29) Read these lines from “Monarch Magic.” Which sentence from “Red Crab Invasion” illustrates a similar idea? (2016)</p> |
| | <p>(30) Which organizational pattern do the author and the poet use to describe the migration of an organism? (2016)</p> |
| | <p>(31) How are the migrations described in “Red Crab Invasion” and “Monarch Magic” similar? (2016)</p> |
| | <p>(20) What is one similarity in the way the main characters work through their conflicts? (2017)</p> |
| | <p>(21) Read these sentences from both stories. What do these sentences show about the main character of each story? (2017)</p> |
| | <p>(22) In what way do both Patrick from “Prince Patrick” and Emily from “A Wintry Welcome” change throughout the stories? (2017)</p> |
| | <p>(23) Read this sentence from a “Wintery Welcome.” Which sentence from “Prince Patrick” shows that Patrick begins to feel the same way? (2017)</p> |
| | <p>(25) Read this sentence from paragraph 5 of “George Washington’s Portrait.” [People have always believed that the portrait truly captures this great man’s presence.] Which sentence from the second selection shows that Tolkien’s <i>The Silmarillion</i> was not as well received?</p> |
| | <p>(26) One similarity between painter Gilbert Stuart and author J. R. R. Tolkien is that both men — (2018)</p> |
| <p>(27) One difference between the portrait and the book discussed in the selections is that — (2018)</p> | |
| <p>(28) In what way are the portrait of George Washington and the book <i>The Silmarillion</i> similar? (2018)</p> | |