

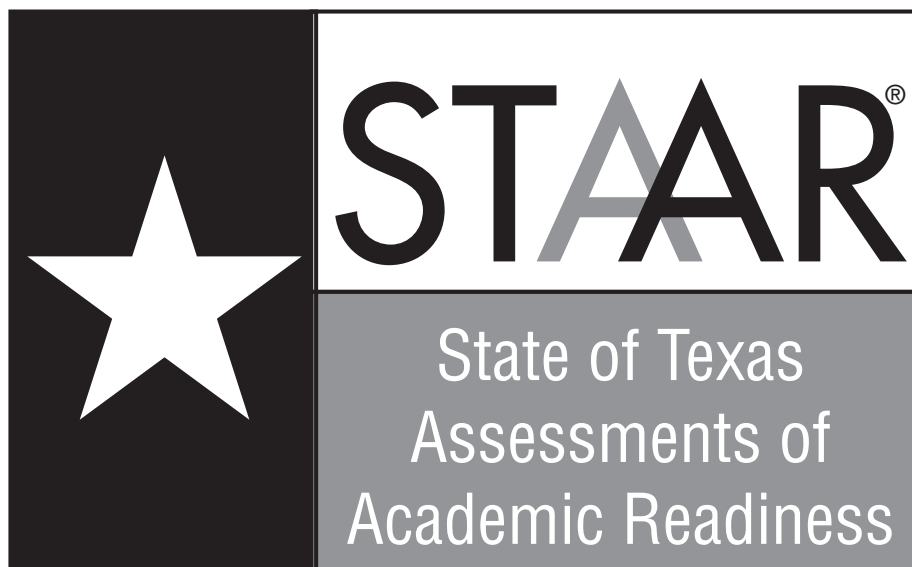
Texas STAAR 2022 Grade 6 Reading

Exam Materials

Pages 2 - 41

Answer Key Materials

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GRADE 6

Reading

Administered May 2022

RELEASED

**Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.**

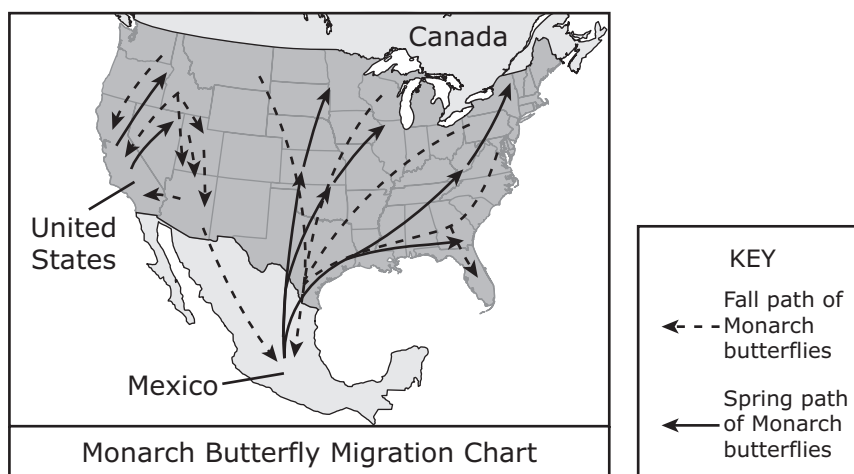
Monarchs on the Move

by Ariel Bleicher

- 1 For his 9th birthday a few years ago, Carter Steadman didn't want any presents. Instead, he asked for donations. He wanted to create a way station for monarch butterflies. "It's a place where monarchs can stop and lay eggs," explains Carter, now in sixth grade.
- 2 With his parents' help, Carter cleared an area in his backyard in Virginia. Next, he planted rows of flowering plants called milkweed—monarchs' main source of food. Then he waited for the butterflies to come.
- 3 Every fall, millions of monarchs fly up to 4,800 kilometers (3,000 miles) from Canada and the United States to Mexico. There, the insects spend the winter clustered in trees in the mountains. In the spring, their offspring travel back north, stopping along the way to eat and reproduce.
- 4 This yearly migration is one of the most impressive in the animal kingdom, but its future is uncertain. That's why people like Carter are joining scientists to help the butterflies before it's too late.

Super Voyagers

- 5 Monarch butterflies live all over the world, from the Americas to Australia and India. But none journey as far as the monarchs of North America. "Their migration is awe-inspiring," says Karen Oberhauser, a monarch researcher at the University of Minnesota.
- 6 These butterflies leave Mexico in March. They breed as they migrate. Females lay eggs across northern Mexico and the southern United States beginning a new life cycle. The older butterflies die, and their offspring continue north.
- 7 Over the summer, several more generations are born. In September, the youngest butterflies begin the trek back to Mexico. Many return to the same forests their great-great-grandparents visited!
- 8 But in recent years, fewer butterflies are surviving their trips. People are killing milkweed plants to make room for crops and lawns. More storms are toppling trees where monarchs spend the winter.



People Power

- 9 Luckily, monarchs have some important allies. Over the past 60 years, thousands of people have helped scientists study these incredible insects.
- 10 The effort began in the 1950s. Back then, monarchs' migration paths were unknown. But a butterfly scientist named Fred Urquhart had a plan. He and his wife, Norah, recruited volunteers across North America to track the monarchs.
- 11 These citizen scientists attached tiny stickers called tags to the butterflies' wings. Anyone who found a tag sent it back to Urquhart. The tags told Urquhart where each butterfly started out and ended up.



Public Domain

- 12 Today, people continue to tag monarchs through Monarch Watch, an organization based at the University of Kansas. Some citizen scientists also count monarch eggs and caterpillars. Others share photos online.

- 13 "It's like a huge Easter egg hunt across the whole continent," says Elizabeth Howard. She founded Journey North, a website that tracks monarch sightings. "We have everyone from kindergartners to the oldest scientists following the migration," she says.

Gardens of Hope

- 14 Reports from citizen scientists are extremely valuable. "They paint a picture of how the monarch population is doing," says Oberhauser, the monarch researcher in Minnesota. Scientists have learned, for example, that monarchs are at risk of extinction within the next 20 years.
- 15 That's where kids like Carter and others can help. By planting butterfly gardens, they're restoring the habitat monarchs need to survive. "Humans may be the problem, but we're also the solution," says Carter.
- 16 Over the past four years, Carter has raised and tagged more than 700 monarch butterflies. And he doesn't plan to stop anytime soon. "If we're careful with our Earth," he says, "monarchs will rebound, and we'll have a success story to tell."

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- 1** Read these sentences from the selection.

Next, he planted rows of flowering plants called milkweed—monarchs’ main source of food.
(paragraph 2)

Over the past four years, Carter has raised and tagged more than 700 monarch butterflies.
(paragraph 16)

What can the reader infer about Carter based on these sentences?

- A** Carter sees many types of insects in his backyard all year long.
 - B** Carter has expanded the area that he uses to host butterflies.
 - C** Carter’s efforts to help butterflies have been successful.
 - D** Carter’s backyard is a place for citizen scientists to meet.
-

- 2** Which sentence from the selection best supports the controlling idea that monarchs depend on human help?

- F** *He wanted to create a way station for monarch butterflies.*
(paragraph 1)
- G** *Every fall, millions of monarchs fly up to 4,800 kilometers (3,000 miles) from Canada and the United States to Mexico.*
(paragraph 3)
- H** *The older butterflies die, and their offspring continue north.*
(paragraph 6)
- J** *By planting butterfly gardens, they’re restoring the habitat monarchs need to survive.* (paragraph 15)

- 3** What can the reader conclude based on information in both paragraphs 2 and 8?
- A** Milkweed that the monarchs depend on is a threat to farmers' crops.
 - B** Monarchs are beginning to rely on food sources other than milkweed.
 - C** Migrating monarchs are often unable to find the milkweed they need.
 - D** Milkweed is more available in the United States than it is in Mexico.
-

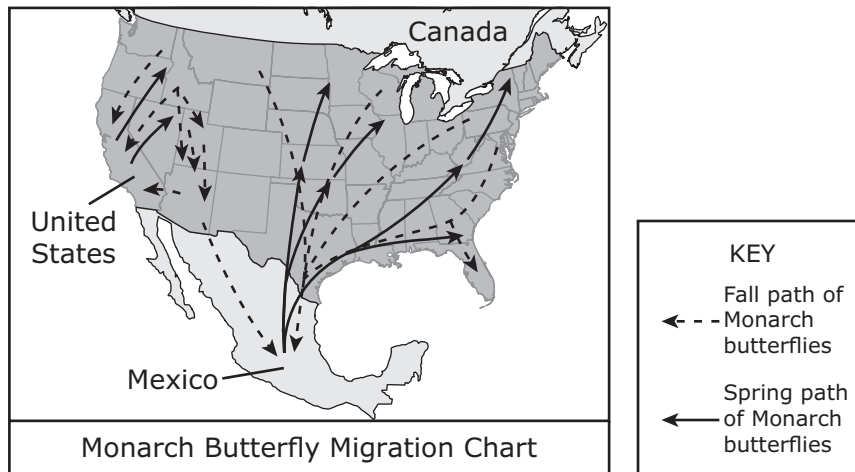
- 4** What key idea is supported by the details in paragraphs 12 and 13?
- F** People enjoy participating in efforts to track the monarchs.
 - G** Advanced technology is required to track migration paths of monarchs.
 - H** Monarch Watch uses photography as a main method of counting monarchs.
 - J** Young monarch watchers are often trained by older researchers.

- 5** In paragraph 9, the words “Luckily” and “important allies” contribute to the author’s voice by showing —
- A** doubt that monarchs are truly in danger of extinction
 - B** frustration that monarchs sometimes lack the resources they need
 - C** hope that people will do what is needed to save monarchs
 - D** wonder about whether the attempts to save monarchs will be unsuccessful
-

- 6** What does the information in paragraphs 1 through 4 help the reader understand?
- F** People can most help monarch butterflies by clearing areas for monarchs to lay eggs.
 - G** Creating way stations for monarch butterflies is very costly.
 - H** Monarch butterflies can mainly be found in mountainous areas.
 - J** A problem faced by monarch butterflies is beginning to receive public attention.

- 7** How does the selection's problem-solution organizational structure most contribute to the author's purpose?
- A** By detailing concerns that young people have when trying to raise money to build gardens for monarchs
 - B** By explaining the difficulties citizen scientists encounter when trying to locate monarchs
 - C** By emphasizing how restoring monarch habitats can help bring back the monarch population
 - D** By showing reasons why researchers are unable to gather enough data about the health of the monarch population

8 Look at this map.



What is the most likely reason the author includes the map in the selection?

- F** To show that the monarch population that flies south is not the same generation that flies north
- G** To illustrate how monarch migration routes are affected by the availability of milkweed
- H** To show why the monarch population has been decreasing over the years
- J** To highlight that monarchs tend to use the same routes year after year

- 9** Which sentence best supports the idea that helping monarchs requires a large amount of effort?
- A** *This yearly migration is one of the most impressive in the animal kingdom, but its future is uncertain.* (paragraph 4)
 - B** *Over the past 60 years, thousands of people have helped scientists study these incredible insects.* (paragraph 9)
 - C** *But a butterfly scientist named Fred Urquhart had a plan.* (paragraph 10)
 - D** *Others share photos online.* (paragraph 12)

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

The Littlest Ant

by Angel Vigil

Characters

THE NARRATOR

The Littlest Ant, HORMIGUITA

FATHER ANT

MOTHER ANT

THE SUN

THE CLOUD

THE WIND

SCENE 1: At the anthill.

- 1 **THE NARRATOR:** Once there was a little baby ant. This ant loved to play outside and hardly ever came into the anthill when her parents called her.
- 2 [FATHER ANT *and* MOTHER ANT *enter*.]
- 3 **FATHER ANT:** Now where is Hormiguita?
- 4 **MOTHER ANT:** You know Hormiguita. She is probably outside playing.
- 5 **FATHER ANT:** But ants aren't supposed to play. [*Yelling.*] Hormiguita!
- 6 [HORMIGUITA *runs in*.]
- 7 **HORMIGUITA:** What is it Papa? I was outside playing.
- 8 **FATHER ANT:** That is exactly what it is. Do you know what an ant's number-one job is?
- 9 **HORMIGUITA:** Uh, not really Papa.
- 10 **FATHER ANT:** An ant's number-one job is work!
- 11 **HORMIGUITA:** [*In a whining voice.*] Papa, work is so boring.

- 12 **MOTHER ANT:** Hormiguita, your father is right. As an ant, you need to help with the work of the anthill.
- 13 **HORMIGUITA:** Oh, all right. I'll start working.
- 14 **FATHER ANT:** That's what you said last time.
- 15 **HORMIGUITA:** I guess I really mean it this time.
- 16 **MOTHER ANT:** Good, because there is a big piece of food outside and you need to bring it in.
- 17 **FATHER ANT:** As soon as you've brought in the food, come find us and help with the digging. Now, I'm counting on you. Whatever you do, don't start playing and wander away from the anthill, because a big storm is coming.
- 18 **HORMIGUITA:** OKAY.
- 19 *[All exit.]*

SCENE 2: Outside the anthill.

- 20 **THE NARRATOR:** As soon as Hormiguita got outside, she forgot everything her parents had told her, and she began playing again. Before long, she had wandered away from the anthill.
- 21 *[HORMIGUITA enters—playing, chasing a blowing leaf.]*
- 22 **HORMIGUITA:** Wheeee! Chasing leaves is so much fun. A lot more fun than working . . . Oh my, I forgot I was supposed to bring that food into the anthill. *[She turns and starts to go back, but she stops and looks around because she is lost.]* I've never been in this part of the forest before.
- 23 **THE NARRATOR:** Hormiguita tried to find the way back home, but she was lost. As she stopped to figure out what to do, a large snowflake floated down from the sky and landed on her. The snowflake was very heavy and it trapped Hormiguita. No matter how hard she tried, she could not budge the snowflake.
- 24 **HORMIGUITA:** I'm trapped under a giant snowflake. Help! Help!
- 25 **THE NARRATOR:** Of course the snowflake didn't budge. Then Hormiguita noticed the sun up in the sky.
- 26 *[THE SUN enters.]*

- 27 **HORMIGUITA:** *Sol*, melt the snowflake until it gets off my leg, so I can go home.
- 28 **THE SUN:** That's too much work. I don't think so.
- 29 **HORMIGUITA:** That sun is too lazy and afraid of a little work.
- 30 **THE NARRATOR:** Then Hormiguita noticed a cloud in the sky.
- 31 [THE CLOUD *enters*.]
- 32 **HORMIGUITA:** *Nube* in the sky, cover the sun, until the sun melts the snowflake, until the snowflake gets off my leg, so I can go home.
- 33 **THE CLOUD:** Little ant, can't you see I'm playing. That's too much work right now.
- 34 **HORMIGUITA:** All that cloud wants to do is play!
- 35 **THE NARRATOR:** Then Hormiguita noticed the wind.
- 36 [THE WIND *enters*.]
- 37 **HORMIGUITA:** *Viento*, please help me. Blow the cloud in the sky, until the cloud covers the sun, until the sun melts the snowflake, until the snowflake gets off my leg, so I can go home.
- 38 **THE WIND:** That would be too much work, and I'm having too much fun now.
- 39 **HORMIGUITA:** I'm never going to get out of here . . . The sun, the cloud, and the wind are all too lazy to help me.
- 40 **THE NARRATOR:** Hormiguita was getting very discouraged. No one wanted to work to help her. And then the most amazing thing happened. Out of the earth came a little ground-spring of water, gurgling up to the surface.
- 41 **HORMIGUITA:** *¡Agua!*
- 42 **THE NARRATOR:** The water melted the snowflake, until the snowflake got off Hormiguita's leg.
- 43 **HORMIGUITA:** I'm free!
- 44 **THE NARRATOR:** And with those joyful words, Hormiguita ran home.

45 [All exit.]

SCENE 3: At the anthill.

46 [FATHER ANT *and* MOTHER ANT *enter*.]

47 **FATHER ANT:** Have you seen her at all?

48 **MOTHER ANT:** Not since the storm came in. Look, here she comes.

49 [HORMIGUITA *enters*.]

50 **HORMIGUITA:** Mama, Papa! I was lost in the forest and a big snowflake fell on me and I was stuck and—

51 **FATHER ANT:** Hormiguita, slow down. Where have you been?

52 **HORMIGUITA:** That's what I'm trying to tell you. I was . . .

53 [All exit, with HORMIGUITA *telling them the story of her adventures*.]

54 **THE NARRATOR:** All that night, Hormiguita told her parents all about her adventures. From that day on, Hormiguita was one of the hardest workers in the ant colony.

iTeatro! Hispanic Plays for Young People by Angel Vigil. Copyright © 1996 by ABC-CLIO, LLC. All rights reserved.
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10 How does the playwright’s use of the dialogue in lines 24 through 39 contribute to the mood of the drama?

- F** Hormiguita’s dialogue emphasizes her friendliness to create a lighthearted mood.
 - G** Hormiguita’s dialogue highlights her politeness to create a respectful mood.
 - H** Hormiguita’s dialogue reveals her embarrassment to create a humble mood.
 - J** Hormiguita’s dialogue shows her worry to create a distressed mood.
-

11 Read line 22.

HORMIGUITA: Wheeee! Chasing leaves is so much fun. A lot more fun than working . . . Oh my, I forgot I was supposed to bring that food into the anthill. [*She turns and starts to go back, but she stops and looks around because she is lost.*] I’ve never been in this part of the forest before.

What can the reader infer based on this line?

- A** Hormiguita needs to find food in the forest to bring back to the anthill.
- B** Chasing the leaf causes Hormiguita to become hungry and think about food.
- C** Hormiguita travels to the forest so that she can avoid doing any work.
- D** Chasing leaves causes Hormiguita to accidentally wander far from the anthill.

- 12** In what way do the responses of the sun, cloud, and wind in scene 2 develop the plot?
- F** They cause Hormiguita to comprehend the consequences of her actions.
 - G** They cause Hormiguita to start paying better attention to the weather.
 - H** They cause Hormiguita to be more cautious when she leaves the anthill.
 - J** They cause Hormiguita to realize the value of trusting others.
-

- 13** In what way does the appearance of the water in line 40 contribute to the resolution of the drama?
- A** It provides Hormiguita with an explanation for why she has been away for so long.
 - B** It causes Hormiguita's parents to explain to Hormiguita what an ant's main job should be.
 - C** It provides a way for Hormiguita to be freed so that she can return home from the forest.
 - D** It causes the sun, cloud, and wind to understand that they should help Hormiguita.

- 14** What prediction can the reader make about Hormiguita's parents based on the events that take place in scene 3?
- F** Hormiguita's parents will refuse to let her leave the anthill by herself again.
 - G** Hormiguita's parents will be pleased with her new attitude about work.
 - H** Hormiguita's parents will show her how to be safer while in the forest.
 - J** Hormiguita's parents will allow her to have more free time to play.
-

- 15** Read line 12.

MOTHER ANT: Hormiguita, your father is right. As an ant, you need to help with the work of the anthill.

How does this line support a major theme of the drama?

- A** By emphasizing that children and parents should do activities together
- B** By explaining that the demands of some tasks can result in little time for rest
- C** By highlighting that children need to learn from their parents' wisdom
- D** By suggesting that everyone's efforts are needed to achieve a common goal

16 In scene 2, what does the dialogue of Sun, Cloud, and Wind reveal about their characters?

F They are annoyed by the requests they receive from animals.

G They often try to impress each other with their strong forces.

H They care little about the problems and needs of others.

J They wish animals would spend more time playing with them.

Read the next two selections and choose the best answer to each question. Then fill in the answer on your answer document.

Dive into a Sunken Museum

by Gail Skroback Hennessey

- 1 Artist Jason deCaires Taylor has created more than 500 life-sized sculptures of people. But you won't find them in a typical museum. Instead, Jason's works of art are on display in a most unusual place—they're under the sea!
- 2 Jason has created two underwater sculpture parks in the Caribbean Sea. The first, which features 65 sculptures, is located near the island country of Grenada. The second is in the National Marine Park of Cancun, Mexico. That one has 485 sculptures, the world's largest underwater collection of modern sculptures.
- 3 If you want to see Jason's sculptures up close, you'll need scuba or snorkeling equipment. Those of us who'd rather stay dry can hop on a glassbottom boat to get an overhead view of Jason's work instead.
- 4 But why anchor such beautiful sculptures in the sand 10 to 30 feet beneath the waves in the first place?
- 5 The idea is to draw snorkelers and scuba divers *away* from fragile nearby reefs. Thousands of people swim around those reefs each year, accidentally harming the reefs and the marine animals that live there. "If people instead swim around the beautiful sculpture parks," Jason explains, "it will give the reefs a rest."



Jason deCaires Taylor's
Sculpture, *Circle of Children*

"Dive into a Sunken Museum"; story and illustrations © SEPS. licensed by Curtis Licensing Indianapolis, IN.

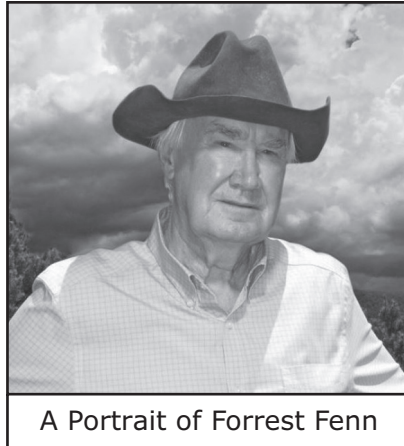
- 6 Seven-year-old Sam Clarke recently visited Grenada's underwater sculpture park. "I wore snorkel gear, which has my mask and snorkel," Sam says. "On my feet, I wore fins that helped me swim quickly."
- 7 Sam says he was impressed by the many different statues. "My favorite sculpture is *Circle of Children*. Standing together, 26 boys and girls are holding hands like they are friends under the sea."
- 8 If you look closely at the faces of the sculptures, you will see that all of their eyes are closed. That's because the people who posed for the statues were covered from head to toe in a special concrete when Jason made the molds. The process took two *loooong* hours, so the models had to keep their eyes shut the whole time to keep the concrete out.
- 9 Marine life moved onto Jason's statues a couple of weeks after they were placed in the sea. Sponges began to grow on some of their faces, while algae, coral, barnacles, and seaweed grew on their bodies. The marine life then attracts fish such as lobsters, angelfish, sardines, turtles, and barracudas looking for food and shelter. Within six years, only the rough shapes of the statues will remain because undersea creatures will have completely covered them.
- 10 Does it bother Jason to see his artwork changing like that? "No," he says. "It's the part I like the most. Each visit is unique. Marine growth is taking on the role of the artist as it changes the sculpture."

- 11 As for Sam, he loved his visit! “Snorkeling in the underwater sculpture park is a good chance to get wet, see cool stuff, and swim with fish,” he says. “Oh, and there’s a sculpture of a man on a bike. It’s very funny seeing a man riding his bike underwater!”

“Dive into a Sunken Museum”; story and illustrations © SEPS. Licensed by Curtis Licensing Indianapolis, IN.

A Modern-Day Treasure Hunt

- 1 Since 2010 hundreds of thousands of people have ventured into the Rocky Mountains. These travelers, however, are not there for the breathtaking views. They are searching for an antique box full of gold, jewels, and other valuables worth more than one million dollars. The man responsible for this hidden treasure is Forrest Fenn, a retired fighter pilot and former art dealer.



Brent Humphreys Photographer

A Portrait of Forrest Fenn

- 2 Fenn is a self-taught archaeologist and treasure hunter. He accumulated his treasure over a lifetime. Then one day he decided to use his riches as a tool to inspire others, rather than keep them for himself. He placed a 10-inch-by-10-inch bronze box of treasure somewhere in the Rocky Mountains between Santa Fe, New Mexico, and the Canadian border. He spent much time in this area treasure hunting. His hope was that hidden treasure would encourage people to be adventurous like he had been. He wanted to urge people to put down their electronic devices and go outside to appreciate nature.
- 3 Fenn's vision has come to life. While carrying their gear, travelers cross rough terrain. They travel over lakes, down cliffs, and through ice and snow. The difficulty of the task does not discourage them, though. The prize keeps them motivated. Some travelers have even looked for the hidden treasure dozens of times, but none have found it yet.



Forrest Fenn's Hidden
Treasure

Photo Addison Doty, Santa Fe, New Mexico

- 4 For now Fenn is the only person who knows where the treasure is. He says he has told nobody, not even his wife. Nevertheless, people continue to ask him to reveal its whereabouts. Fenn claims that he receives 100 emails a day regarding the treasure. Still, the location of the box remains a mystery.
- 5 Although Fenn declines to give the exact whereabouts of the prize, he has given clues. In a poem published in his memoir, *The Thrill of the Chase*, Fenn gives a cryptic message as to where the valuables can be found. Treasure hunters have carefully studied the poem, which has lines such as "Begin it where warm waters halt" and "Not far, but too far to walk," in hopes of solving the puzzle.
- 6 Though the treasure has remained elusive, Fenn insists that it can be found. He wants people to continue to search. And while people may not find the box on their journeys, he hopes they will discover an even more valuable treasure—the beauty of the great outdoors.

- 17** Use “Dive into a Sunken Museum” to answer the following question.

Read these sentences from the selection “Dive into a Sunken Museum.”

“If people instead swim around the beautiful sculpture parks,” Jason explains, “it will give the reefs a rest.” (paragraph 5)

“Marine growth is taking on the role of the artist as it changes the sculpture.” (paragraph 10)

What can the reader conclude about Jason Taylor based on these sentences?

- A** Taylor bases his marine art designs on the nearby reefs.
- B** Taylor questions the ability of his creations to last underwater.
- C** Taylor wants his art to affect and be affected by its environment.
- D** Taylor thinks marine life creates better art than he can.

-
- 18** Use “Dive into a Sunken Museum” to answer the following question.

In paragraph 5 of the selection “Dive into a Sunken Museum,” what does the word fragile mean?

- F** Large
- G** Mysterious
- H** Delicate
- J** Popular

- 19** Use “Dive into a Sunken Museum” to answer the following question.

Look at this photograph from the selection “Dive into a Sunken Museum.”



What is the most likely reason the author includes this photograph?

- A** To reveal that Jason Taylor's underwater sculpture parks are very large
- B** To explain why Jason Taylor is inspired by marine life when making his sculptures
- C** To show how Jason Taylor's underwater parks lead people away from nearby reefs
- D** To emphasize that Jason Taylor creates lifelike sculptures to display underwater

- 20** Use “Dive into a Sunken Museum” to answer the following question.

Which statement best explains the organizational pattern used in the selection “Dive into a Sunken Museum”?

- F** The descriptive organizational pattern explains how and why Jason Taylor’s artwork is created and displayed a certain way.
- G** The compare-and-contrast organizational pattern shows how much bigger Jason Taylor’s park is than other underwater sculpture parks around the world.
- H** The cause-and-effect organizational pattern shows why Jason Taylor decided to use people for his sculpture park and how the sculptures were made.
- J** The advantage-and-disadvantage organizational pattern emphasizes both the positive and negative effects Jason Taylor’s artwork has on reefs.

-
- 21** Use “A Modern-Day Treasure Hunt” to answer the following question.

Which sentence from the selection “A Modern-Day Treasure Hunt” supports the idea that Forrest Fenn sees his treasure as a way to inspire others?

- A** *He accumulated his treasure over a lifetime. (paragraph 2)*
- B** *He placed a 10-inch-by-10-inch bronze box of treasure somewhere in the Rocky Mountains between Santa Fe, New Mexico, and the Canadian border. (paragraph 2)*
- C** *He wanted to urge people to put down their electronic devices and go outside to appreciate nature. (paragraph 2)*
- D** *Some travelers have even looked for the hidden treasure dozens of times, but none have found it yet. (paragraph 3)*

- 22** Use “A Modern-Day Treasure Hunt” to answer the following question.

What is most likely the author’s purpose for writing the selection “A Modern-Day Treasure Hunt”?

- F** To tell people what training is helpful before trying to hunt for treasure
 - G** To inform people about a unique treasure hunt and how it began
 - H** To provide people with a list of benefits gained from being outdoors
 - J** To explain to people why the Rocky Mountain region is often visited
-

- 23** Use “A Modern-Day Treasure Hunt” to answer the following question.

What key idea about Forrest Fenn is supported by the details in paragraphs 4 and 5 of the selection “A Modern-Day Treasure Hunt”?

- A** Forrest Fenn is hopeful that his treasure will never be found by anyone.
- B** Forrest Fenn is overwhelmed by the attention he has received over the years.
- C** Forrest Fenn is firm in his decision to keep the location of his treasure secret.
- D** Forrest Fenn is untrusting of the people closest to him.

- 24** Use “A Modern-Day Treasure Hunt” to answer the following question.

The word cryptic has a Latin root that means “hidden.” Based on this information, what does the word cryptic mean as it is used in paragraph 5 of the selection “A Modern-Day Treasure Hunt”?

- F** Unusual
 - G** Lengthy
 - H** Artistic
 - J** Unclear
-

- 25** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

Which idea is supported by information in **BOTH** selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt”?

- A** It is people’s responsibility to take care of the environment.
- B** People can experience beautiful sights while exploring nature.
- C** It is important for people to teach themselves new skills.
- D** Great wealth should be shared with others.

- 26** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a **DIFFERENCE** in the way the authors of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” create understanding for the reader?

- F** Only the author of “Dive into a Sunken Museum” details how the subject interacts with other people.
 - G** Only the author of “Dive into a Sunken Museum” explains the actions people take as a result of the subject’s work.
 - H** Only the author of “Dive into a Sunken Museum” provides other people’s thoughts about the subject’s work.
 - J** Only the author of “Dive into a Sunken Museum” highlights the main subject’s views about nature.
-

- 27** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a major way Jason Taylor’s sculptures in the selection “Dive into a Sunken Museum” **DIFFER** from Forrest Fenn’s treasure in the selection “A Modern-Day Treasure Hunt”?

- A** Taylor wants his sculptures to be protected from outdoor conditions.
Fenn wants his treasure to be exposed to outdoor conditions.
- B** Taylor wants people to know where to find his sculptures.
Fenn wants to keep the location of his treasure hidden.
- C** Taylor wants people to interact with his sculptures.
Fenn wants people to stay away from his treasure.
- D** Taylor wants his sculptures to be viewed in a traditional way.
Fenn wants his treasure to be seen in a nontraditional way.

- 28** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

In what way is the focus of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” **SIMILAR**?

- F** Both selections show how an individual has used a talent to protect nature.
- G** Both selections illustrate the way an individual has used art to create a puzzle.
- H** Both selections detail the way an individual keeps the location of an object secret.
- J** Both selections describe how an individual tries to attract visitors to a location.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Song Of March

by Patricia L. Cisco

With winter's footprints in the past,
and snows begin to melt at last,

with longer days and shorter nights,
the wayward winds of March take flight,

5 four winds she holds within her grip,
then hurls them from her fingertip,

her wooly, fleecy clouds of white,
she sets in skies of blue delight,

her wild bouts of gusty breeze,
10 roars through valleys, hills and trees,

that high pitch whistling song she sings,
awakens earth and flowering things,

she tears a hole in heaven's sky,
so sun can shine and rain can cry,

15 she gently calms as spring draws near,
as blooming daffodils appear,

she welcomes April showers in,
then gathers up her dwindling winds,
now her long journey home begins,

20 knowing she'll be back this way,
upon a cold late winter's day,

when nights grow short,
and days grow long,

Listen for her whistling song!

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29 How do lines 17 through 19 contribute to the falling action in the poem?

- A** They indicate that March's work is completed.
 - B** They show that March has no more strength to continue.
 - C** They highlight that April will be around longer than March.
 - D** They reveal that April and March work together to end winter.
-

30 Read lines 13 and 14.

she tears a hole in heaven's sky,
so sun can shine and rain can cry,

What do these lines suggest about March?

- F** She is sad to see winter go away.
 - G** She is jealous of the power of winter.
 - H** She makes movements that are clumsy.
 - J** She creates opportunities for a new season.
-

31 What does the word dwindling mean in line 18?

- A** Lessening
- B** Soaking
- C** Straying
- D** Troubling

- 32** What is the most likely reason the poet uses personification throughout the poem?
- F** To compare March's behavior to that of an impatient person
 - G** To produce a personal reaction of sadness for March's farewell
 - H** To show how March's changing of the seasons may affect each person
 - J** To use the actions of a person to describe March's effect on the weather
-

- 33** How does stanza 6 (lines 11–12) support the theme of the poem?
- A** By suggesting that new beginnings often come at a cost
 - B** By showing that all the seasons have positive and negative features
 - C** By highlighting that spring is a time of renewal and growth
 - D** By noting that spring is more important than the other seasons

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

How the Brazilian Beetles Got Their Gorgeous Coats

by Elsie Spicer Eells

- 1 In Brazil the beetles have such beautifully colored, hard-shelled coats upon their backs that they are often set in pins and necklaces like precious stones. Once upon a time, years and years ago, they had ordinary plain brown coats. This is how it happened that the Brazilian beetle earned a new coat.
- 2 One day a little brown beetle was crawling along a wall when a big grey rat ran out of a hole in the wall and looked down scornfully at the little beetle. "O ho!" he said to the beetle, "how slowly you crawl along—you'll never get anywhere in the world. Just look at me and see how fast I can run."
- 3 The big grey rat ran to the end of the wall, wheeled around, and came back to the place where the little beetle was slowly crawling along at only a tiny distance from where the rat had left her.
- 4 "Don't you wish that you could run like that?" said the big grey rat to the little brown beetle.
- 5 "You are surely a fast runner," replied the little brown beetle politely. Her mother had taught her always to be polite and had often said to her that a really polite beetle never boasts about her own accomplishments. The little brown beetle never boasted a single boast about the things she could do; instead, she just went on slowly crawling along the wall.
- 6 A bright green and gold parrot in the mango tree over the wall had heard the conversation. "How would you like to race with the beetle?" he asked the big grey rat. "I live next door to the tailor bird," he added, "and just to make the race exciting I'll offer a bright colored coat as a prize to the one who wins the race. You may choose for it any color you like, and I'll have it made to order."
- 7 "I'd like a yellow coat with stripes like the tiger's," said the big grey rat, looking over his shoulder at his gaunt grey sides as if he were already admiring his new coat.

- 8 "I'd like a beautiful, bright colored new coat, too," said the little brown beetle.
- 9 The big grey rat laughed long and loud until his gaunt grey sides were shaking. "Why, you talk just as if you thought you had a chance to win the race," he said, when he could speak.
- 10 The bright green and gold parrot selected the royal palm tree at the top of the cliff as the goal of the race, gave the signal to begin, and then flew away to the royal palm tree to wait for the end of the race.
- 11 The big grey rat ran as fast as he could until he thought how very tired he was getting. "What's the use of hurrying?" he said to himself, "because the little brown beetle cannot possibly win—if I were racing with somebody who could really run it would be very different." Then he started to run more slowly but every time his heart beat it said, "Hurry up! Hurry up!" The big grey rat decided that it was best to obey the little voice in his heart so he hurried just as fast as he could.
- 12 When he reached the royal palm tree at the top of the cliff, he could hardly believe his eyes. He thought he must be having a bad dream. There was the little brown beetle sitting quietly beside the bright green and gold parrot. The big grey rat had never been so surprised in all his life. "How did you ever manage to run fast enough to get here so soon?" he asked the little brown beetle as soon as he could catch his breath.
- 13 The little brown beetle drew out the tiny wings from her sides. "Nobody said anything about having to run to win the race," she replied, "so I flew instead."
- 14 "I did not know that you could fly," said the big grey rat in a subdued little voice.
- 15 "After this," said the bright green and gold parrot, "never judge any one by his looks alone. You never can tell how often or where you may find concealed wings. You have lost the prize."
- 16 Then the parrot turned to the little brown beetle who was waiting quietly at his side. "What color do you want your new coat to be?" he asked.

- 17 Until this day, even in Brazil where the flowers and birds and beasts and insects have such gorgeous coloring, the rat wears a plain dull grey coat.

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34 Read the dictionary entry for the word draw.

draw \ˈdrô\ v

1. to go steadily or gradually **2.** to sketch with lines **3.** to pull from a holding place **4.** to choose by chance

Which definition best matches the way drew is used in paragraph 13?

- F** Definition 1
 - G** Definition 2
 - H** Definition 3
 - J** Definition 4
-

35 Which sentence best shows that the rat overestimates his abilities?

- A** *One day a little brown beetle was crawling along a wall when a big grey rat ran out of a hole in the wall and looked down scornfully at the little beetle. (paragraph 2)*
- B** *The big grey rat ran to the end of the wall, wheeled around, and came back to the place where the little beetle was slowly crawling along at only a tiny distance from where the rat had left her. (paragraph 3)*
- C** *"Why, you talk just as if you thought you had a chance to win the race," he said, when he could speak. (paragraph 9)*
- D** *Then he started to run more slowly but every time his heart beat it said, "Hurry up! Hurry up!" (paragraph 11)*

36 Which characteristic best identifies this story as a myth?

- F** The story uses impossible events to explain the origin of something natural.
 - G** The story includes the actions and dialogue of several characters.
 - H** The story includes a setting that is unoccupied by humans.
 - J** The story takes place a very long time ago.
-

37 What is the best summary of the story?

- A** A rat runs out of a hole in a wall and meets a beetle. The rat shows the beetle how quickly he can run and makes fun of the beetle for walking slowly. A parrot who has heard the conversation flies up to them and suggests the rat and beetle have a race.
- B** A green and gold parrot sees a rat and a beetle having a conversation by a wall. The parrot flies over to them and suggests that the rat and beetle race to determine who is faster. The beetle flies to the top of a cliff and beats the rat, who is tired from running so far and fast.
- C** A rat brags about his speed to a beetle he sees crawling along a wall. A parrot hears them talking and suggests the rat and beetle compete to win a gorgeous coat, so the two animals race to the top of a cliff. Because she can fly, the beetle wins the race and earns the prize.
- D** A rat and a beetle meet a green and gold parrot. The parrot tells them the tailor bird will make a beautiful coat for whoever wins a race to a palm tree on a cliff. The beetle beats the rat in the race, and the parrot asks the beetle what colors she wants her coat to be.

38 What is the main message the author conveys in this story?

- F** Appearances can often be deceiving.
 - G** Everyone should understand his or her limitations.
 - H** Rewards can inspire greatness.
 - J** It is impossible to always please everyone.
-

39 In what way do the parrot's actions in paragraph 6 affect the rising action of the story?

- A** They give the beetle a reason to want a new coat.
 - B** They present a tempting challenge to the rat and beetle.
 - C** They encourage the rat and the beetle to trust the parrot.
 - D** They indicate that the rat will learn a lesson from the parrot.
-

40 Based on the end of the story, what can the reader predict the rat will do?

- F** He will try to become friends with the beetle and the parrot.
- G** He will ask to race again because he feels the beetle won unfairly.
- H** He will recognize how he could have won the race by working harder.
- J** He will realize he was foolish to assume he was better than the beetle.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	3	Readiness Standard	5.F	C
2	3	Readiness Standard	8.Di	J
3	3	Readiness Standard	5.H	C
4	3	Readiness Standard	5.G	F
5	3	Supporting Standard	9.F	C
6	3	Supporting Standard	8.Dii	J
7	3	Supporting Standard	9.B	C
8	3	Supporting Standard	9.C	J
9	3	Readiness Standard	6.C	B
10	2	Supporting Standard	9.F	J
11	2	Readiness Standard	5.F	D
12	2	Readiness Standard	7.B	F
13	2	Readiness Standard	7.C	C
14	2	Supporting Standard	5.C	G
15	2	Supporting Standard	7.A	D
16	2	Supporting Standard	8.C	H
17	3	Readiness Standard	5.H	C
18	1	Readiness Standard	2.B	H
19	3	Supporting Standard	9.C	D
20	3	Supporting Standard	8.Diii	F
21	3	Readiness Standard	6.C	C
22	3	Readiness Standard	9.A	G
23	3	Readiness Standard	5.G	C
24	1	Supporting Standard	2.C	J
25	1	Readiness Standard	5.E	B
26	1	Readiness Standard	5.E	H
27	1	Readiness Standard	5.E	B
28	1	Readiness Standard	5.E	J
29	2	Readiness Standard	7.C	A
30	2	Readiness Standard	5.F	J
31	1	Readiness Standard	2.B	A
32	2	Supporting Standard	9.D	J
33	2	Supporting Standard	7.A	C
34	1	Supporting Standard	2.A	H
35	2	Readiness Standard	6.C	C
36	2	Supporting Standard	8.A	F
37	2	Readiness Standard	6.D	C
38	2	Readiness Standard	9.A	F
39	2	Readiness Standard	7.C	B
40	2	Supporting Standard	5.C	J

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
1	Option C is correct	Based on text from paragraph 2, which describes how Carter has planted rows of plants that provide food for monarchs, and from paragraph 16, which states that he has raised and tagged more than 700 monarch butterflies, the reader can infer that Carter's efforts to help butterflies have been successful. He has provided for and raised many butterflies.
	Option A is incorrect	It may or may not be the case that Carter sees a variety of insects throughout the year; however, this cannot be inferred based on these sentences from paragraphs 2 and 16.
	Option B is incorrect	The author explains that Carter created an area in his backyard to host butterflies; however, nothing is included in these sentences from paragraphs 2 and 16 that would lead the reader to infer that Carter expanded this area.
	Option D is incorrect	Although it can be inferred from paragraph 12 that by raising and tagging butterflies, Carter is among the citizen scientists, the reader could not infer from these sentences in paragraphs 2 and 16 that citizen scientists meet in Carter's backyard.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
2	Option J is correct	In this sentence from paragraph 15, the author supports the idea that monarchs depend on human help by explaining that the planted butterfly gardens restore habitat the monarchs need to survive.
	Option F is incorrect	The author explains Carter’s desire to create a way station in this sentence from paragraph 1, but does not explain whether monarchs used or benefited from this way station.
	Option G is incorrect	In this sentence from paragraph 3, the author explains migration routes that monarchs naturally follow; therefore, it does not support the idea that monarchs depend on human help.
	Option H is incorrect	The author explains a natural fact about butterflies and their offspring in this sentence from paragraph 6, so the sentence does not support the idea that monarchs depend on human help.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
3	Option C is correct	Based on paragraphs 2 and 8, the reader can conclude monarchs often can't find milkweed. In paragraph 2, milkweed is described as monarchs' "main source of food," and in paragraph 8, the author explains that "people are killing milkweed."
	Option A is incorrect	Although paragraph 8 includes details about people killing milkweed to make room for crops, milkweed is not described as a threat to crops in paragraphs 2 and 8.
	Option B is incorrect	Although the information in paragraphs 2 and 8 indicates a shortage of milkweed, which the monarchs depend on for food, paragraphs 2 and 8 provide no information about alternative food sources for the butterflies.
	Option D is incorrect	Although the passage and illustration indicate that monarchs live in the U.S. and Mexico at different times of the year, no information about the availability of milkweed in Mexico compared with the availability in the United States is found in paragraphs 2 and 8.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
4	Option F is correct	In paragraph 12, the author points out that people of all ages are following the migration and volunteering to assist organizations. Paragraph 13 includes a quotation that compares the effort with “a huge Easter egg hunt.” These details support the idea that people enjoy tracking monarchs.
	Option G is incorrect	Although paragraphs 12 and 13 include details about technology, such as online photo sharing, the author does not include these details to indicate a need for “advanced technology.” Also, in paragraph 13, the author explains kindergartners track migration, indicating advanced technology is not required.
	Option H is incorrect	Photography is one way of counting monarchs, but in paragraphs 12 and 13, the author does not suggest that it is the primary way.
	Option J is incorrect	In paragraph 13, the author points out that migration followers include people of all ages; however, paragraphs 12 and 13 include no evidence to suggest that older researchers provide training for young monarch watchers.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
5	Option C is correct	The author's use of the word "Luckily" conveys that something positive, or hopeful, is about to be stated. In paragraph 9, the word is used to introduce the idea that "monarchs have some important allies." "Important allies" contributes to the author's voice of hope that, "luckily," these allies will do what is needed to save monarchs.
	Option A is incorrect	The information the author provides in paragraph 9 and throughout the selection is not used to indicate doubt that monarchs are in danger of extinction, but instead to convey the idea that something positive is about to be stated.
	Option B is incorrect	Although the author is frustrated and saddened by the possibility that without help, monarchs will become extinct, that is not the message the author creates by using language with positive connotations in paragraph 9.
	Option D is incorrect	By using "Luckily" and "important allies" in paragraph 9, the author is not conveying a sense of uncertainty. Rather, the author implies that with so many stepping up to help, the work will be successful.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
6	Option J is correct	The author uses information in paragraphs 1 through 4 to help the reader understand that the problem of monarch migration is beginning to receive public attention; Carter was a nine-year-old boy who learned about this problem which was already known to scientists. In paragraph 4, the author emphasizes this idea by writing that Carter is "joining scientists to help the butterflies."
	Option F is incorrect	Clearing areas is one action that can be taken, but the overall focus of paragraphs 1 through 4 is getting public attention for the monarchs' plight.
	Option G is incorrect	The cost involved in public efforts to help the monarchs is not the focus of paragraphs 1 through 4.
	Option H is incorrect	The information in paragraph 3 about where monarch butterflies are mainly found is a detail meant to help the reader understand monarchs' migration patterns, but it's not the primary focus of paragraphs 1 through 4.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
7	Option C is correct	The problem-solution structure most contributes to the author's purpose by highlighting that monarchs' habitats are being reduced or eliminated and then describing how people are helping restore the habitats so that the butterflies survive and flourish.
	Option A is incorrect	Although the author demonstrates how people are building butterfly gardens, she does not discuss concerns about raising money for butterfly gardens, so this does not contribute to the author's purpose.
	Option B is incorrect	Although the author discusses the work of citizen scientists, she does not focus on problems citizen scientists may encounter, so this does not contribute to the author's purpose.
	Option D is incorrect	The author provides information on how researchers gather data, not about problems getting enough data, so this does not contribute to the author's purpose.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
8	Option J is correct	The author most likely includes the map to demonstrate that the monarchs tend to use the same routes each year and to highlight how people such as Carter can help restore “the habitat monarchs need to survive” (paragraph 15).
	Option F is incorrect	The author does not use the map to show information about the specific monarch population that makes each trip. Instead, he included the map to indicate repeatedly used routes.
	Option G is incorrect	Areas where milkweed is found are not labeled on the map, so this is not the reason the author includes the map in the selection.
	Option H is incorrect	Numbers that would provide information about the decreasing monarch population are not included on the map, so this is not the reason the author includes the map in the selection.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
9	Option B is correct	The author uses information in this sentence from paragraph 9 to support the idea that helping monarchs requires a large amount of effort. In this sentence, the author specifies the large number of people, “thousands,” and the lengthy time, “60 years,” related to the public assisting scientists in their study of monarchs.
	Option A is incorrect	The phrase “most impressive” in paragraph 4 is a description of the yearly migration, not of the effort to help the monarchs, and so it does not support the idea that helping monarchs requires a great deal of effort.
	Option C is incorrect	In this sentence from paragraph 10, the author mentions that a scientist had a plan, but the sentence does not include details about what this plan is. Therefore, this sentence does not support the idea that helping monarchs takes a large amount of effort.
	Option D is incorrect	The author does not use this sentence to support the idea that it takes a lot of effort to help monarchs; the author simply states that photos are shared without specifying the subject of the photos.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
10	Option J is correct	In lines 24 through 39, Hormiguita shows distress at being stuck under a snowflake by repeatedly asking for help so she can go home, such as in lines 24, 32, and 37.
	Option F is incorrect	Hormiguita is not being friendly when she asks for help in lines 24 through 39; she is worried and frightened that she will not escape the snowflake and get home.
	Option G is incorrect	Although Hormiguita does approach the sun, cloud, and wind with polite requests for help, the intent is not to create a respectful mood in lines 24 through 39; she is focused on escaping the snowflake and getting home.
	Option H is incorrect	There is no embarrassment indicated in Hormiguita's requests in lines 24 through 39, so she is not attempting to be humble; she is focused on escaping the snowflake and getting home.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
11	Option D is correct	From line 22, the reader can infer that Hormiguita is so focused on how much fun it is to chase leaves that she forgets her task and gets lost in the forest.
	Option A is incorrect	It can't be inferred that Hormiguita needs to find food in the forest, since she was sent just outside the anthill. This is implied when Mother Ant tells her to bring in food from outside (line 16) and when Father Ant warns her to not wander away from the anthill (in line 17).
	Option B is incorrect	Although Hormiguita thinks about food after chasing the leaf, she does not feel hungry; she thinks of food in relation to her responsibility to bring food back to the anthill.
	Option C is incorrect	Although Hormiguita is reluctant to work when she begins chasing leaves, it can't be inferred that she goes to the forest to avoid work. Instead, she gets so caught up with chasing leaves that she ends up there.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
12	Option F is correct	In scene 2, the sun, cloud, and wind's responses to ignore Hormiguita's pleas because they'd rather play helps develop the plot because it makes her realize how choosing to play instead of working is the reason she got stuck. This is what inspires her to become "one of the hardest workers" (line 54).
	Option G is incorrect	Although the sun, cloud, and wind contribute to the weather, their responses to Hormiguita do not cause her to become more aware of the weather; instead, she learns to focus more on working than on playing.
	Option H is incorrect	The responses of the sun, cloud, and wind do not cause Hormiguita to learn caution; rather, they help her learn that she must focus on her work instead of playing.
	Option J is incorrect	The responses of the sun, cloud, and wind do not cause Hormiguita to realize the value of trusting others; she learns that she must take care of her responsibilities.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
13	Option C is correct	The appearance of the water in line 40 contributes to the resolution of the story because, by melting the snowflake, the water helps Hormiguita get back home.
	Option A is incorrect	The appearance of the water does not provide an explanation for Hormiguita being away so long; rather, it frees her, allowing her to get home and tell her parents what happened.
	Option B is incorrect	Although Hormiguita's parents explain an ant's job, they do this in scene 1, before the appearance of the water. The water's appearance in line 40 simply allows Hormiguita to get back home.
	Option D is incorrect	Although the water did help Hormiguita and the sun, cloud, and wind did not, the sun, cloud, and wind did not have any reaction to the water's appearance in line 40.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
14	Option G is correct	Based on scene 3, the reader can predict that Hormiguita's parents will be pleased to know that Hormiguita now understands how important it is to take care of her responsibilities. As the narrator states in line 54, "From that day on, Hormiguita was one of the hardest workers in the ant colony."
	Option F is incorrect	Nothing in scene 3 indicates that Hormiguita's parents will place such a restriction on her after she tells them about her adventures, especially since she became such a hard worker, as indicated in line 54.
	Option H is incorrect	Nothing in scene 3 indicates that her parents feel it's necessary to teach her about being safer in the forest.
	Option J is incorrect	Hormiguita's parents have stressed the importance of working instead of playing. Therefore, there is no reason to predict that they would grant Hormiguita more time to play.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
15	Option D is correct	In the quoted text from line 12, the author uses specific language from Mother Ant to support the theme that everyone's efforts are needed to achieve a common goal. In this case, the common goal is taking care of the responsibilities of being an ant.
	Option A is incorrect	Taking care of the responsibilities of being an ant is the theme of the drama; the theme is not about parents and children doing things together.
	Option B is incorrect	The theme is taking care of the responsibilities of being an ant, not about having little time for rest.
	Option C is incorrect	Although Hormiguita's parents try to teach her about the importance of work, Hormiguita mostly learns from her own experience. Therefore, learning from parents' wisdom is not a major theme of the drama.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
16	Option H is correct	In the dialogue in scene 2, Sun, Cloud, and Wind are presented as selfish, caring little about the needs of others.
	Option F is incorrect	Although Sun, Cloud, and Wind don't help Hormiguita in scene 2, there is no evidence to suggest that they are annoyed by requests from animals.
	Option G is incorrect	Sun, Cloud, and Wind speak individually to Hormiguita, but they do not speak to one another. The dialogue in scene 2 does not suggest that they are trying to impress one another.
	Option J is incorrect	Although Sun, Cloud and Wind respond to and interact with Hormiguita in scene 2, they are focused on themselves and are not interested in spending time playing with animals.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
17	Option C is correct	The reader can conclude that Taylor wants his art to affect its environment. In paragraph 5, he says by attracting swimmers, his sculptures will “give the reefs a rest.” Taylor also wants his art to be affected by its environment, even referring to the marine life changing his sculptures as “the artist.”
	Option A is incorrect	Taylor creates unique designs and welcomes the marine life as an integral part of his art. He does not base his art on the nearby reefs.
	Option B is incorrect	Taylor is not concerned about his art lasting for a long time. More important to him is the protection of the natural reefs.
	Option D is incorrect	Although Taylor is delighted that marine life, such as sponges, has created fascinating changes to his sculptures, as described in paragraph 9, there is no evidence to suggest he thinks marine life creates better art than he can.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
18	Option H is correct	The word <u>fragile</u> in paragraph 5 is closest in meaning to delicate, or easily broken or damaged. The reefs are so <u>fragile</u> , or delicate, that divers “accidentally [harm] the reefs and the marine animals that live there.”
	Option F is incorrect	The word <u>fragile</u> in paragraph 5 does not refer to the size of the reef, though the article does refer to the size of the reef in other ways.
	Option G is incorrect	The reefs may be mysterious because they are not what people see every day, but the word <u>fragile</u> in paragraph 5 describes the reefs as delicate and easily damaged.
	Option J is incorrect	Although the reefs are popular, the word <u>fragile</u> describes their delicate structures, which are easily damaged.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
19	Option D is correct	The author most likely includes the photograph because it emphasizes the lifelike appearances of Taylor's sculptures. In paragraph 1, she describes them as "life-sized sculptures of people," and in paragraph 8, she explains how they're made from molds of actual people.
	Option A is incorrect	The photograph shows just one of the sculptures in one of Taylor's sculpture parks, and the size of the park is not indicated.
	Option B is incorrect	Although Taylor appears to be inspired by marine life in a way that makes him want to protect it, this photograph—of a realistic sculpture of children—does not display any inspiration from marine life.
	Option C is incorrect	Leading people away from reefs is Taylor's intention, but the photograph does not include any nearby reefs.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
20	Option F is correct	The organizational pattern used in the selection is best categorized as descriptive because the author explains that Taylor's art is created by using molds and human models (paragraph 8) and that it's displayed a certain way to draw divers away from reefs (paragraph 5).
	Option G is incorrect	Although the author points out the size of Taylor's 2 sculpture parks, 65 and 485 sculptures large, in paragraph 2, she does not compare his sculpture parks with other sculpture parks.
	Option H is incorrect	Although the author explains the sculptures were made using molds and human models (paragraph 8), she does not use a cause-and-effect pattern explaining why he used people for his sculpture park.
	Option J is incorrect	The advantages of Taylor's sculptures are that they may protect the reefs by drawing divers away and that they may be changed by marine life; however, disadvantages are not discussed in the selection.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
21	Option C is correct	Fenn is a lover of the outdoors and nature and wants to share this love with others. This sentence from paragraph 2 supports the idea that he wants his treasure to inspire others to get outside and enjoy nature.
	Option A is incorrect	The fact that he accumulated the treasure over a lifetime is a detail of Fenn's life, but it is not the inspiration for his treasure hunt.
	Option B is incorrect	The description of the box and its general location in paragraph 2 does not hint at Fenn's reason for creating the treasure hunt.
	Option D is incorrect	The sentence from paragraph 3 verifies the lure Fenn's treasure has for some people, but it does not identify Fenn's reason for creating the treasure hunt.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
22	Option G is correct	The author's most likely purpose for writing this selection is to tell about an unusual treasure hunt and how one man "decided to use his riches as a tool to inspire others" (paragraph 2). Throughout the selection, the author describes details about Fenn and the box he hid, how he spread the word about the treasure, and how thousands of people have searched for the treasure using elusive clues from his poem as their guide.
	Option F is incorrect	The author's purpose for writing this selection is not to explain what people need in order to participate in the hunt, as that might give away the location of the treasure.
	Option H is incorrect	Although the author explains that Fenn's inspiration for the treasure hunt was to get people outdoors to enjoy nature, the author's purpose for writing this selection is simply to let people know about this treasure hunt opportunity.
	Option J is incorrect	Although the author points out that hundreds of thousands of people have visited the Rocky Mountains just to search for the treasure, the author's purpose for writing this selection is not to explain why the Rocky Mountain region is often visited. The author never discusses this specifically.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
23	Option C is correct	Although Fenn has provided vague clues about where he left the treasure, in paragraph 4, the author shares that Fenn “has told nobody, not even his wife” of the treasure’s whereabouts. Keeping the location of the treasure a secret ensures that people will continue to get outdoors and hunt for the treasure, enjoying nature along the way.
	Option A is incorrect	Fenn is hopeful the treasure will be found eventually, but he also hopes that it will take a long time, so that more people will be encouraged to get outdoors to look for it.
	Option B is incorrect	Although Fenn receives a lot of correspondence from people regarding the treasure—100 emails a day, according to paragraph 4—he does not seem to be overwhelmed by it. Rather, he seems excited.
	Option D is incorrect	Fenn has “told nobody, not even his wife,” but there is no evidence in paragraphs 4 and 5 that suggests he has not told his wife because he doesn’t trust her.

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Item #	Rationale	
24	Option J is correct	In paragraph 5, the word <u>cryptic</u> is closest in meaning to unclear, or difficult to understand. The clues to the treasure's location are hard to figure out because they are <u>cryptic</u> ; they are unclear and are carefully disguised in the poem.
	Option F is incorrect	The word <u>cryptic</u> does not mean unusual; rather, it means unclear and not immediately recognizable.
	Option G is incorrect	If something is described as <u>cryptic</u> , that does not mean it is lengthy. The word <u>cryptic</u> means unclear.
	Option H is incorrect	The word <u>cryptic</u> does not mean artistic; it means unclear.

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Item #	Rationale	
25	Option B is correct	The idea that people can experience the beauty of nature is present in both selections. For example, in "Dive into a Sunken Museum," the author describes the underwater sculptures as "beautiful" (paragraph 4); in "A Modern-Day Treasure Hunt," the author refers to "the beauty of the great outdoors" (paragraph 6).
	Option A is incorrect	In "Dive into a Sunken Museum," the artist states that one reason for his underwater sculptures is to protect the reefs from being accidentally harmed by divers; in "A Modern-Day Treasure Hunt," the person who created the treasure hunt did so to encourage people to be outdoors enjoying nature. Neither selection supports the idea that it is people's responsibility to take care of the environment.
	Option C is incorrect	Although both selections refer to people trying activities, perhaps for the first time, neither "Dive into a Sunken Museum" nor "A Modern-Day Treasure Hunt" deals specifically with the importance of people teaching themselves new skills.
	Option D is incorrect	In "Dive into a Sunken Museum," monetary wealth is not discussed; in "A Modern-Day Treasure Hunt," Fenn accumulated wealth over the years and is sharing it through the treasure hunt, but the actual purpose of the treasure hunt is to encourage people to be outdoors enjoying nature.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
26	Option H is correct	A difference in the way the two authors create understanding involves the inclusion of other people's thoughts about the subject's works. In "Dive into a Sunken Museum," the author quotes a child who visited the Grenada sculpture park as saying he loved the sculptures. In "A Modern-Day Treasure Hunt," although the author states that many people have gone in search of the treasure, no specific reactions are included.
	Option F is incorrect	Although the author of "Dive into a Sunken Museum" portrays how the sculptures interact with marine life, she does not detail how the subject interacts with other people.
	Option G is incorrect	In both selections, the authors explain people's actions in response to the subject's works. For example, in "Dive into a Sunken Museum," people swim around the sculptures instead of the reefs (paragraph 5); in "A Modern-Day Treasure Hunt," people venture into the Rocky Mountains to search for the treasure (paragraph 1).
	Option J is incorrect	In both "Dive into a Sunken Museum" and "A Modern-Day Treasure Hunt," the authors emphasize how the main subject feels about nature. For example, Taylor wants to protect the reefs (paragraph 5), and Fenn loves nature so much he wants to inspire others to get outdoors (paragraph 2).

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
27	Option B is correct	In "Dive into a Sunken Museum," Taylor wants and needs people to know where to find his sculpture parks so that they can visit them; in "A Modern-Day Treasure Hunt," Fenn wants his treasure's location to remain hidden. This is a major way Taylor's sculptures differ from Fenn's treasure.
	Option A is incorrect	This is a way that Taylor's sculptures are similar to, not different from, Fenn's treasure. Both Taylor and Fenn intentionally chose natural environments as locations for their creations.
	Option C is incorrect	This is a way that Taylor's sculptures are similar to, not different from, Fenn's treasure. Both Taylor and Fenn want people to interact with their creations.
	Option D is incorrect	This is a way that Taylor's sculptures are similar to, not different from, Fenn's treasure. Nontraditional venues are selected for Taylor's sculpture park and for Fenn's treasure hunt.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
28	Option J is correct	The focus of both selections is similar in that they each feature a person trying to draw visitors to a location. "Dive into a Sunken Museum" portrays Taylor's underwater sculpture park, which attracts divers and people on glassbottom boats (paragraph 3). "A Modern-Day Treasure Hunt" portrays Fenn's treasure, which attracts "hundreds of thousands of people" to the Rocky Mountains (paragraph 1).
	Option F is incorrect	Although "Dive into a Sunken Museum" demonstrates how Taylor has used his artistic talent to help protect reefs by creating sculptures that keep people away from reefs (paragraph 5), in "A Modern-Day Treasure Hunt," Fenn is not trying to protect nature with his treasure; rather, he is encouraging people to get outdoors to enjoy nature (paragraph 2).
	Option G is incorrect	Only Fenn, in "A Modern-Day Treasure Hunt," intentionally creates a puzzle by hiding the treasure for people to find. Taylor, in "Dive into a Sunken Museum," intentionally attracts divers to the sculpture park.
	Option H is incorrect	In "Dive into a Sunken Museum," Taylor does not want his sculpture park to remain a secret, but Fenn in "A Modern-Day Treasure Hunt" will not tell anyone, even those people closest to him, where the treasure is. Instead, he puts written clues in a poem.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
29	Option A is correct	Lines 17 through 19 contribute to the falling action in the poem by indicating that March’s work is complete and that it’s time for March to “[welcome] April showers in” (line 17), gather “her dwindling winds” (line 18), and start her “long journey home” (line 19).
	Option B is incorrect	Although the winds are described as “dwindling” in strength, lines 17 through 19 provide no indication that the winds have no remaining strength.
	Option C is incorrect	Line 17 mentions the arrival of April, but no information is provided about the length of time April is around.
	Option D is incorrect	Although lines 17 through 19 indicate that April takes the place of March, there is no mention of March and April working together to end winter.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
30	Option J is correct	Lines 13 and 14 relate to the winds carrying away the clouds to allow for April's sun and showers to begin spring, suggesting that March creates opportunities for a new season.
	Option F is incorrect	Although line 14 refers to the rain crying, this is part of what March is doing to create opportunities for spring to begin.
	Option G is incorrect	Although the poem suggests the power of winter, there is no suggestion in lines 13 and 14 that March is jealous of this power.
	Option H is incorrect	In lines 13 and 14, there is a suggestion of strength, not clumsiness, in March's winds.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
31	Option A is correct	The word <u>dwindling</u> in line 18 implies that the winds are calming down, or “lessening,” as March prepares to end her work.
	Option B is incorrect	The word “soaking” is more appropriate for describing April showers than March winds.
	Option C is incorrect	The word “straying” suggests that the winds move with no sense of direction or destination; March has a definite purpose as she “awakens earth and flowering things” (line 12).
	Option D is incorrect	Although the March winds may not always be appreciated, the word <u>dwindling</u> does not mean the winds are “troubling.”

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
32	Option J is correct	Personification is a type of figurative language where human characteristics are applied to something that is not alive. The poet most likely uses personification throughout the poem because attributing human actions to March makes March's effect on the weather clearer and more dramatic for the reader. For example, line 11 describes "that high pitch whistling song she sings."
	Option F is incorrect	Although the poem hints at March's excitement for the new season to begin, the personification of March is more welcoming than impatient. For example, "she welcomes April showers in" (line 17).
	Option G is incorrect	March's farewell is positive and purposeful, not sad, "knowing she'll be back this way" (line 20).
	Option H is incorrect	Although the poet personifies, or attributes, human traits to the weather, the personification does not show any effect on people.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
33	Option C is correct	Lines 11 and 12 detail March's role in the preparation for spring, the time of renewal and growth, which is the theme of the poem.
	Option A is incorrect	Lines 11 and 12 do not suggest any costs of seasonal weather changes; rather, they celebrate the change, which is part of the poem's theme.
	Option B is incorrect	Lines 11 and 12 do not discuss negative features of the seasons, and this is not a theme of the poem, which is celebratory of the seasons.
	Option D is incorrect	Although spring is the focus, there is no ranking of seasonal importance in the poem; rather, it is matter of fact about the importance of the changing seasons.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
34	Option H is correct	In paragraph 13, the word <u>drew</u> is used to mean “to pull from a holding place.” The beetle has her wings tucked in, so when the rat questions how she got to the finish line so quickly, she pulls, or draws, her “tiny wings from her sides.”
	Option F is incorrect	In paragraph 13, the word <u>drew</u> is not used to mean “went steadily or gradually;” this would imply that the beetle slowly removed her wings, which is incorrect.
	Option G is incorrect	In paragraph 13, the word <u>drew</u> is not used to mean “sketched with lines;” this would imply that the beetle sketched out her wings.
	Option J is incorrect	In paragraph 13, the word <u>drew</u> is not used to mean “chose by chance;” this would imply that the beetle chose her wings.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
35	Option C is correct	This line from paragraph 9 best shows that the rat overestimates his abilities. In this line, he speaks to the beetle as if the beetle has no chance to beat the rat.
	Option A is incorrect	In this sentence from paragraph 2, the rat scorns the beetle, but there is no reference to the rat's confidence.
	Option B is incorrect	This sentence from paragraph 3 describes the rat showing off for the beetle, but it does not specifically demonstrate the rat's overconfidence.
	Option D is incorrect	This sentence from paragraph 11 shows the rat's determination to win the race, but it does not demonstrate the rat's overconfidence.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
36	Option F is correct	This story can be identified as a myth because it uses impossible events—talking animals and a special race between animals to determine a winner—to explain something natural: how the beetle’s colorful coat came about.
	Option G is incorrect	Although a story setting with only animals might be one clue that a story is a myth, this characteristic by itself is not enough to identify the story as a myth.
	Option H is incorrect	Although a story setting that does not include humans could be a clue that a story is a myth, this characteristic alone does not identify this story as a myth.
	Option J is incorrect	The time period by itself does not identify this story as a myth; many kinds of stories can take place a very long time ago.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
37	Option C is correct	This summary includes the three key characters (the rat, beetle, and parrot) and all the key ideas in the story—the rat brags to the beetle, a parrot suggests they race and offers the award of a gorgeous coat, the rat and beetle race to the top of a cliff, and the beetle wins.
	Option A is incorrect	This summary includes the three key characters and the key idea that the parrot suggests the race. However, it includes unnecessary details, such as the rat running out of the hole, and omits necessary details, such as the race between the rat and the beetle.
	Option B is incorrect	Although this summary includes the three key characters and some key ideas, such as the beetle winning the race, it omits necessary details. For example, it does not include the bragging and overconfidence exhibited by the rat.
	Option D is incorrect	This summary includes the three key characters and some key ideas, such as the beetle winning the race; however, it includes unnecessary details, such as the palm tree, and omits significant details. For example, it does not include the initial interaction between the rat and the beetle.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
38	Option F is correct	The main message conveyed by the author in this story is that appearances can be deceiving. Since the rat bases all his assumptions about the beetle solely on the beetle's appearance when they first meet, he does not consider that the beetle could have wings.
	Option G is incorrect	Neither the rat nor the beetle is aware of any limitations throughout the story, so this is not the main message conveyed by the author.
	Option H is incorrect	The beetle is not inspired by a bright-colored coat to win the race. The beetle wins because she can fly, and the rat cannot. Therefore, this is not the main message conveyed by the author.
	Option J is incorrect	Although the beetle is polite to the rat, neither the beetle nor the rat is trying to please anyone. Therefore, this is not the main message conveyed by the author.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
39	Option B is correct	Since both the rat and the beetle want to win the new coat, the parrot's actions in paragraph 6, in which he proposes a race and offers a prize, affect the rising action of the story. It creates the reason for the race to occur.
	Option A is incorrect	No reason is given in paragraph 6 for the beetle's desire for a new coat, so this is not a way the parrot's actions affect the rising action of the story.
	Option C is incorrect	In paragraph 6, both the rat and the beetle seem pleased with the offer from the parrot, but the idea of trust is not present. Therefore, this does not affect the rising action of the story.
	Option D is incorrect	There is no indication that the parrot's offer of a new coat will be a lesson for either the rat or the beetle, so this does not affect the rising action of the story.

2022 STAAR Grade 6 Reading Rationales

Item #	Rationale	
40	Option J is correct	Based on the end of the story, the reader can predict the rat will realize his foolishness for assuming he could beat the beetle. Learning that the beetle has wings and has won the race by flying proves to the rat that he should never assume that he is better than others.
	Option F is incorrect	Although the rat has realized his error in assuming he would win, there is no indication that he will try to become friends with the beetle and the parrot. It seems more likely that the rat is embarrassed and will simply go on with his life, having learned a valuable lesson.
	Option G is incorrect	As the story makes clear, there is nothing in the rules of the race to prevent the beetle from flying rather than crawling, so it's unlikely that the rat will ask to race again.
	Option H is incorrect	Although the rat at times slows down in the race—such as in paragraph 11 when he asks himself, “What’s the use of hurrying?”—the rat does not lose the race because he didn’t work hard. He loses because the beetle has wings and can fly.