



GRADE 6

Reading

May 2019

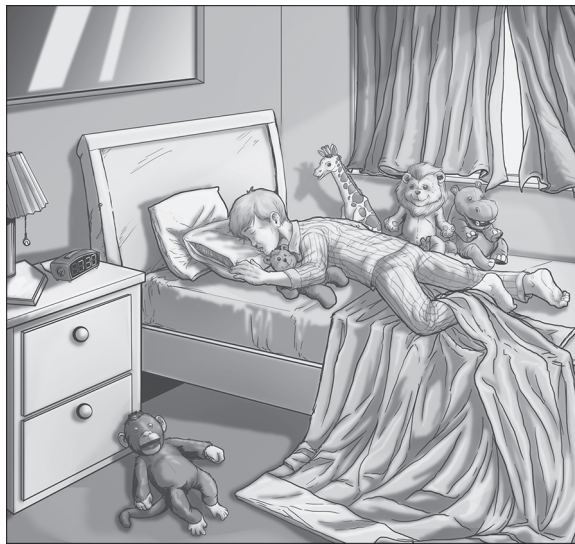
RELEASED

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

A Picture of Peace

- 1 When she was just seven years old, Michelle knew with certainty that she wanted to be a photographer when she grew up. That year she received her first camera, a small disposable one to use on the family vacation. At first she randomly clicked the button, not giving much thought to what she was doing. When her father examined her blurred images and aimless shots, he advised Michelle to look through the lens and think about what the resulting picture would look like. The next day Michelle saw a family of ducks, and remembering what her father had said, she lay down on the ground and waited for a duckling to waddle near her. That picture still hangs on her bedroom wall.
- 2 Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.
- 3 "Mom, I don't think I'm ever going to get this shot!" Michelle complained, putting her camera equipment on the kitchen table and sighing with exasperation.
- 4 "Still no luck?" Mom asked. "Why don't you use one of your previous photographs? You have some captivating pictures on the computer."
- 5 "I can't—the contest rules specifically say the photos have to be taken with a traditional camera, not a digital one. We turn in the roll of film, it gets developed, and then we choose which picture we want to enter into the contest, just to make sure everything is fair."
- 6 "I hope the weather clears up by the weekend, then, but I'm wondering why a sunset is so important," Mom mused.
- 7 "The theme of the contest is tranquillity," Michelle explained. "I have pictures of the cat lounging in the sun, light reflecting off the calm water in the pond—images like that. But honestly, I feel most peaceful when I study the colorful display of an evening sunset, and I'm hoping the contest judges will feel the same way when they see a picture of the sunset," Michelle said with another sigh.
- 8 Six-year-old Zach came out of his room when he saw Michelle. "Hi! What are you doing? Are you going to take more pictures? You want to take a picture of me? Look!" Zach put both arms over his head in a muscle-man pose.
- 9 "Not right now, Zach," said Michelle, laughing at his juvenile antics. "I have to do my homework and think about something besides the contest." Zach frowned and went back into his room.

- 10 The next afternoon Michelle felt inspired when she saw clear skies, so she again set up her equipment on the hill behind her house as Zach ambled along beside her. Soon the sky glowed orange, gold, and pink as the sun drifted toward the horizon.
- 11 "This is it, Zach," Michelle whispered hopefully as she carefully lined up her shot. "If the colors show up just right, I think I'll have the winning picture."
- 12 "It's just a silly sunset. They happen all the time. I think you should take one of me . . . see, I can be peaceful." Zach closed his eyes and lay on the grass.
- 13 Michelle grinned. "Maybe tomorrow; I'm waiting till the sun reaches the ground. Right . . . about . . . now." Michelle clicked the camera button. "That was perfect!" she exclaimed triumphantly. "Let's go home."
- 14 The next morning Michelle woke earlier than usual, pleased with her picture-taking accomplishments. Picking up her camera, she paused, noticing that she could take one more picture to complete the roll of film. She walked across the hall to Zach's room and stood outside the door. "Hey, buddy, want me to take your picture now?" When she heard nothing in response, she opened the door and peered inside. Zach, normally as active as a fly in a doughnut shop, was on his stomach sleeping quietly. Stuffed animals were scattered around him, a teddy bear was tucked under one arm, and a blanket was wrapped possessively around one foot. Sunlight cast its beam across his back. Carefully Michelle knelt down and took a picture. "Mom will like this," she thought, as she shut Zach's door quietly.



- 15 A week later Michelle hurried her mother into the photo shop that was hosting the contest. The clerk handed her the envelope with her pictures in it and reminded her: "Remember, there is a one picture maximum, and it must be from this group of photos."

- 16 Michelle nodded as she moved to a table. Her hands trembled as she opened the envelope, and she began to look at her pictures one by one. The cat one was cheery; he certainly looked content. The pond picture was tranquil, too, with its still water. But the sunset picture was the one she was most eager to see. There it was: bright colors layered toward the sky, and the sun delicately balanced on the horizon. It was as near perfection as Michelle had dreamed it would be.
- 17 Then, as she casually glanced at the last photo, she paused. Her eyebrows rose as she studied the photo of Zach. She looked back at her photograph of the sunset, which suddenly seemed less perfect. She deliberated on the better choice until the clerk called for final submissions.
- 18 "Here it is—my winning entry," Michelle announced, handing over the last picture of the bunch.

- 1 Read this sentence from paragraph 14.

Zach, normally as active as a fly in a doughnut shop, was on his stomach sleeping quietly.

The author's use of a simile in this sentence conveys to the reader that Zach usually —

- A has trouble falling asleep
 - B feels sick from eating sweets
 - C has a great amount of energy
 - D likes to sleep late in the morning
-

- 2 What is the main theme of the story?

- F Recognizing an unexpected opportunity can have surprising results.
- G Enjoying an activity is more important than winning.
- H Younger siblings require a lot of patience and kindness.
- J It is more rewarding to work with others on a task than to work alone.

3 Read the dictionary entry.

capture \ˈkɑp-çər\ v
1. to gain control by force **2.** to hold someone's interest **3.** to take an opponent's piece in a game **4.** to preserve a mood, scene, or quality

Which definition most closely matches the way the word capture is used in paragraph 2?

- A** Definition 1
 - B** Definition 2
 - C** Definition 3
 - D** Definition 4
-

4 What is the best summary of the story?

- F** Michelle has been interested in photography since she was seven years old. She decides to enter a photography contest hosted by a local photo shop and must take a picture to express the theme of the contest, which is tranquillity. She takes pictures of a sunset, a cat, a still pond, and her sleeping brother.
- G** Michelle tries to take a photograph of a sunset for a contest. Her little brother is very interested in what she is doing, and he wants her to take a photograph of him. After she is satisfied with her sunset picture, Michelle photographs her brother while he is sleeping.
- H** Michelle has difficulty photographing a sunset for a photography contest she wants to enter. She finally gets a good sunset picture, and she also takes a picture of her sleeping brother. At the last minute she selects the photo she thinks best illustrates the contest theme of tranquillity.
- J** Michelle enters a photography contest that requires the use of a traditional camera. The theme of the contest is tranquillity. After getting the pictures developed at the photo shop, Michelle reviews her photos and selects the one she thinks will help her win the contest.

5 Read this sentence from paragraph 10.

Soon the sky glowed orange, gold, and pink as the sun drifted toward the horizon.

In what way does the imagery in the sentence contribute to the story?

- A It emphasizes how difficult it is to photograph the colors of a sunset.
 - B It explains why Michelle thinks a sunset is a good subject for a photo.
 - C It shows that nature is the best source of inspiration.
 - D It suggests that Michelle is a talented photographer.
-

6 Why are the events in paragraph 14 important to the plot?

- F Michelle takes the photo she will decide to submit for the contest.
 - G Michelle has more film available than she realizes.
 - H Michelle takes a photo that will please her mother.
 - J Michelle keeps her promise to her brother.
-

7 Which sentence from the story best supports the idea that taking great photographs requires some effort?

- A *When her father examined her blurred images and aimless shots, he advised Michelle to look through the lens and think about what the resulting picture would look like.* (paragraph 1)
- B *That picture still hangs on her bedroom wall.* (paragraph 1)
- C *"We turn in the roll of film, it gets developed, and then we choose which picture we want to enter into the contest, just to make sure everything is fair."* (paragraph 5)
- D *"I have to do my homework and think about something besides the contest."* (paragraph 9)

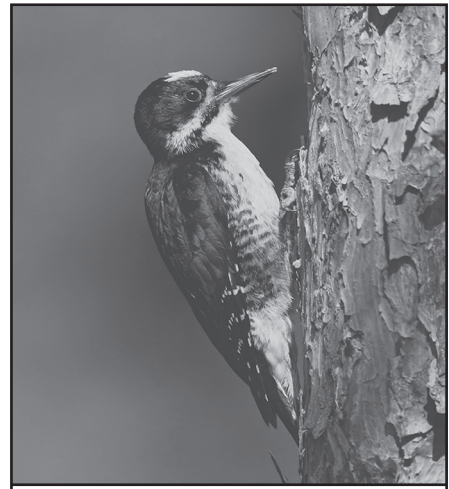
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Fire Birds

- 1 To humans the area where a recent forest fire occurred may seem devastated. Yet for some species of animals, it is a place full of promise for new life. As larger animals like deer and bears leave the forest to find new homes, the black-backed woodpecker often makes the forest its new home. Doing so helps restore life to the damaged forest.

A Special Kind of Bird

- 2 The black-backed woodpecker is a medium-sized bird found in Canada, Alaska, and parts of the northwest United States. Its dark colors make it hard for predators to detect among trees blackened by fire. This woodpecker relies on the environment of the burned forest. It is mainly attracted to the area by a food source: the beetle.



Black-Backed Woodpecker

Robert Royce/BIA/Getty Images

- 3 After a forest fire certain types of beetles are attracted to the smoke and heat. They travel to the forest and move in. Here they dig into and eat the charred wood. Scientists believe that the black-backed woodpecker hears the activity and follows the beetles to the forest. With plenty of beetles to feed on, the woodpecker begins building a new home by drilling and pecking at a burned tree.



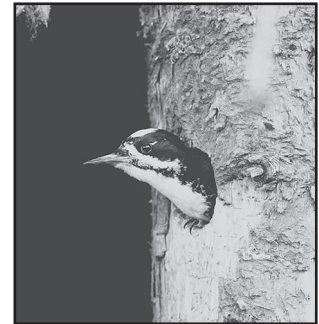
Woodpeckers eat beetles that live in the trees damaged by fire.

© Leemage/Corbis

- 4 The black-backed woodpecker builds a home called a nest cavity. This nest is usually built inside a tree trunk or a fallen log. The bird has a pointy, hard beak designed for drilling into wood. It also has a very thick skull bone and a strong neck. Both help it tolerate the constant pecking that is required to build its nest. Its feet feature sharp nails that allow the woodpecker to cling to the tree while it pecks away at its new home. The woodpecker can move into the nest cavity as soon as it is drilled. It will live in its home until it builds a new nest for itself the following year.

Homes for All

- 5 The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds. "Woodpeckers are pathfinders," says Dick Hutto, a professor at the University of Montana who studies black-backed woodpeckers. "They create the conditions that are going to be improved for birds four, five, six, seven years later. . . ."
- 6 As the black-backed woodpeckers abandon their nests, more and more animals are able to find homes as they return to the forest. More insects come to live in the trees, followed by birds that eat the insects and, eventually, by bigger animals that eat the birds. In this way plant and animal life slowly returns to the forest.



A black-backed woodpecker peeks out of a nest cavity.

Sam Fried/Getty Images

Bringing New Life

- 7 Although natural areas burned by fire may not seem very lively, the black-backed woodpecker's drilling is not the only action taking place. The plentiful ash on the forest floor acts as a natural fertilizer. The ash helps bring about new growth. Plants blossom and provide fruits and seeds for the forest dwellers to eat. Other types of woodpeckers often live in burned forests too. Some finches, robins, and warblers move in, along with western bluebirds and mountain bluebirds. Amazingly even hummingbirds may live in burned forests. They can eat the flower nectar of the new plant growth.
- 8 The black-backed woodpecker does not stay in its new "neighborhood" for the rest of its life. It tends to live in the area for only three or four years. Then the woodpecker moves to another forest more recently affected by a fire. The hard work it has done, however, will benefit other animals for many years to come.

Preserving Habitats

- 9 Often when there is a forest fire, people may want to clean it up by removing some of the burned or dead trees. Some ecologists, however, say that taking away the burned trees is actually taking away the precious habitats of birds and other forest animals. For the black-backed woodpeckers, these trees are more useful burned and dead than when the trees were healthy and alive.
- 10 According to a 2014 article published by the Center for Biological Diversity and the John Muir Project, "Burned forests are not dead zones, but rather teem with life." Terry Rich, who works for the U.S. Fish and Wildlife Service in Idaho, encourages people to visit the forests that have experienced fires in the past. "Go to the burned forests and see what you can see," he says. If you take his advice, you will likely be surprised by the abundance of life you find there.

Third party trademark University of Montana® was used in these testing materials.

- 8** Based on information presented in the selection, what can the reader conclude about the black-backed woodpecker?
- F** It prefers to eat small insects but also consumes a variety of fruits and seeds.
 - G** It is better protected from danger when living in a burned forest than when living in an unburned forest.
 - H** It moves from forests in Canada to forests in the United States each year.
 - J** It leaves the burned forest because other birds invade its habitat.
-

- 9** Read the origin of the word devastate.

from Latin *de-* + *vastare*, meaning "to lay waste"

This information helps the reader understand that devastated in paragraph 1 means —

- A** ruined
 - B** empty
 - C** harsh
 - D** remote
-

- 10** The author wrote this selection most likely to —
- F** describe ways that forest fires affect an area
 - G** explain how burned forests benefit from the black-backed woodpecker
 - H** convince the reader that the black-backed woodpecker is an unusual type of bird
 - J** demonstrate the ways animals survive in different types of forests

- 11** Which sentence from the selection best explains why the black-backed woodpecker is able to build its unique type of home?
- A** *This woodpecker relies on the environment of the burned forest.* (paragraph 2)
 - B** *This nest is usually built inside a tree trunk or a fallen log.* (paragraph 4)
 - C** *It also has a very thick skull bone and a strong neck.* (paragraph 4)
 - D** *The woodpecker can move into the nest cavity as soon as it is drilled.* (paragraph 4)
-

- 12** What can the reader conclude from paragraphs 5 through 8?
- F** The work of the black-backed woodpecker has a lasting impact on the survival of other forest birds and animals.
 - G** The black-backed woodpecker moves to another forest when it has difficulty finding food.
 - H** Plants on the forest floor produce fruits and seeds that attract black-backed woodpeckers to the burned forest.
 - J** The black-backed woodpecker is without a home when people try to clean up a burned forest.
-

- 13** The photograph and caption next to paragraphs 5 and 6 in the selection convey the idea that the nest cavity —
- A** extends beyond the tree
 - B** is fast and easy to construct
 - C** can only be used in certain seasons
 - D** provides a safe environment

Read the next two selections. Then choose the best answer to each question.

Soaring to New Heights

- 1 Texas pole-vaulter Charlotte Brown is reaching new heights. As a sophomore in high school, 15-year-old Brown competed in the pole vault at a state track-and-field meet in Texas in 2013. She finished eighth with a vault of 10 feet 6 inches. What makes this accomplishment even more notable is that Brown is legally blind. Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively. Her coach would roll out some dark artificial turf alongside Brown's running lane. This allowed Brown to be able to run in a straight line. She also had to count her steps in order to know when to plant the pole and listen carefully as her coach told her when to jump.



Brown checks her position as she prepares to vault in a 2013 competition.

© Eric Gay/Associated Press

- 2 In 2014, as a junior, Brown found herself in familiar circumstances. She had made it back to the state championships in the pole vault. Over the course of the year, though, Brown's vision had worsened. She could no longer discern the contrast between the dark turf and the runway. This meant that she had to develop new methods that would allow her to continue competing. Her coach now uses a whistle to keep her centered, and Brown uses a beeper that alerts her when to plant her pole.
- 3 Even though her eyesight has diminished, Brown continues to think positively. "The bright side is, I'm already totally blind. I can't get any blinder. What I figure out now will work the rest of my vaulting career," she said after finishing fourth at the state meet with a jump of 11 feet.

- 4 "I think a disability is something that stops you or limits you from being able to do the things that you want to do," Brown says. "I think everyone struggles with something in life. This was my something." As she thinks about the future, Brown clearly doesn't consider her blindness a disability. She is keeping an open mind about continuing competitive pole vaulting in college. She has even considered competing in the Olympics. She also envisions a career in teaching or coaching. With these goals in mind, Brown will surely continue to soar to new heights.



Brown competes at the 2014 state track-and-field meet in Austin, Texas.

© Eric Gay/Associated Press

See It Through

by Rachele Honcharik

- 1 If there is one trait I have taken from my mother, it is her courage. Like most mothers, my mom wants the best for me. She encourages me to seize every opportunity and use it to its fullest potential. She has encouraged me to reach for those opportunities that may even seem impossible. After all, she does this every day.
- 2 When friends meet my mom for the first time they are often taken aback, and when they get me alone for a second, they scold me for not telling them my mom is in a wheelchair. It shocks them, and initially they don't want this emotion to show on their faces when they shake her hand and say hello.
- 3 In my defense, I never think to mention that my mom is in a wheelchair. She has been paralyzed from the waist down for most of her life, and all of mine. To me, though, she is just a regular mom. Like many of my friends' moms, she has always been there for me. When there were those moments as a child when I just needed to be held, I knew I could crawl onto my mother's lap and find comfort in her safe arms. When I needed a cheerleader on the sideline of my soccer games, she was always there. Mother, friend, confidante, teacher, nutritionist, chef, caregiver, banker, coach, consultant, and advisor—my mom has always been there for me. And when it was time to move out of the house, she was there helping me pack, hoping that everything I had learned from home would carry over into the next phase of my life. Like I said, just a regular, great mom.
- 4 On family vacations, my mother never sits out on an activity. Whether it means long arguments with hotel owners to create handicap accessible ramps or strapping herself to some stranger's lap in order to zip-line over the mountains of Costa Rica, we're all right there, helping her be a part of everything. Of course, there are some things that she can't do. She couldn't hike the volcano in Hawaii with the rest of the family or go cliff-jumping in Mexico. But she always tries. She goes as far as she can. No matter how good or bad the chances are of something working out in her favor, she always tries.
- 5 I have learned from watching my mom that if I don't have the courage to try, even if the chances of failure are great, I will also never succeed. My choices are infinite, and not just because of the opportunities I've had. They are without bounds because my mother showed me how to live outside of limits.

"See It Through" by Rachele Honcharik is excerpted from *Bookmarked: Teen Essays on Life and Literature from Tolkien to Twilight*, edited by Ann Camacho, copyright © 2012. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

**Use “Soaring to New Heights” (pp. 14–15) to answer questions 14–18.
Then fill in the answers on your answer document.**

14 Which sentence best expresses the main idea of paragraph 2?

- F** Brown adapted her technique as her vision worsened.
 - G** Brown believed that being a junior in high school was easy.
 - H** Brown succeeded at pole vaulting despite her disability.
 - J** Brown competed in the Texas state championships twice.
-

15 The photograph and caption below paragraph 1 help the reader understand that —

- A** Brown requires special tools to compete
 - B** Brown needs to confirm her placement on the track
 - C** Brown is becoming more successful at pole vaulting
 - D** Brown appreciates the support of her coach
-

16 Which sentence from the selection best highlights that the author is impressed with Brown?

- F** *Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively.*
- G** *She had made it back to the state championships in the pole vault.*
- H** *She has even considered competing in the Olympics.*
- J** *With these goals in mind, Brown will surely continue to soar to new heights.*

17 In paragraph 3, what does the word diminished mean?

- A** Changed constantly
 - B** Been reduced
 - C** Caused defeat
 - D** Produced confusion
-

18 The organization of paragraphs 1 and 2 contributes to the author's main idea by —

- F** comparing Brown with the other athletes she competes against
- G** explaining how Brown overcame her challenges over time
- H** highlighting the competitions Brown has participated in
- J** showing the cause of Brown's disability and its effects on her activities

Use “See It Through” (p. 16) to answer questions 19–24. Then fill in the answers on your answer document.

19 What is one message the author conveys in the selection?

- A** Plan ahead for difficult times.
 - B** Be honest with those you love.
 - C** Take risks in order to be successful.
 - D** Treat others as you would like to be treated.
-

20 The author admires her mother mostly because her mother —

- F** offers advice on a variety of topics
 - G** exposes the author to many new experiences
 - H** has been in a wheelchair for the author’s entire life
 - J** lives in a way that demonstrates perseverance
-

21 What is the most likely reason the author does not tell her friends that her mother is paralyzed?

- A** She does not want people to judge her mother because of her disability.
- B** She prefers to let her mother explain her own situation to others.
- C** She does not think it is an important characteristic of her mother.
- D** She thinks that most people already know her mother uses a wheelchair.

22 The author compares her mother with other mothers in order to show that —

- F** her mother is more supportive than other mothers
 - G** her mother does many of the positive things that other mothers do
 - H** other mothers help the author as much as her own mother does
 - J** other mothers do not understand the difficulties her mother experiences
-

23 Which sentence from the selection best establishes how the author’s mother approaches her situation?

- A** *Like most mothers, my mom wants the best for me.*
 - B** *She has been paralyzed from the waist down for most of her life, and all of mine.*
 - C** *She couldn’t hike the volcano in Hawaii with the rest of the family or go cliff-jumping in Mexico.*
 - D** *No matter how good or bad the chances are of something working out in her favor, she always tries.*
-

24 Paragraph 4 shows that the author’s family —

- F** comforts the mother when she is unable to participate
- G** supports the mother in her efforts to enjoy life to the fullest
- H** wants to prevent the mother from taking unnecessary risks
- J** thinks the mother should try activities designed specifically for people in wheelchairs

Use “Soaring to New Heights” and “See It Through” to answer questions 25–28. Then fill in the answers on your answer document.

- 25** The authors of the two selections most likely think their subject is someone who exhibits —
- A** bravery
 - B** humor
 - C** sympathy
 - D** forgiveness
-

- 26** Read this sentence from “Soaring to New Heights.”

Her coach now uses a whistle to keep her centered, and Brown uses a beeper that alerts her when to plant her pole.

Which phrase from “See It Through” illustrates that the mother also accomplishes tasks in a creative way?

- F** *mention that my mom is in a wheelchair*
- G** *a cheerleader on the sideline of my soccer games*
- H** *strapping herself to some stranger’s lap in order to zip-line*
- J** *mother showed me how to live outside of limits*

27 One **difference** between “Soaring to New Heights” and “See It Through” is that only “See It Through” —

- A** shows how problems caused by a physical challenge become less important over time
 - B** illustrates how certain activities can enhance the quality of a person’s life
 - C** tells of the athletic accomplishments of a person who has limited mobility
 - D** describes a personal experience of living with someone who is disabled
-

28 What does Charlotte Brown in “Soaring to New Heights” have in common with the author’s mother in “See It Through”?

- F** They both want people to ignore the fact that they sometimes need assistance.
- G** They both believe that their situation will improve someday.
- H** They both are unwilling to use special accommodations.
- J** They both refuse to let their circumstances limit their goals.

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

A Walk Through My Rain Forest

by Isaac Olaleye

A walk through my rain forest is haunting.
Its greatness makes me feel very small.
What I see
Of its brilliant beauty
5 Is more than can be described.

I walk into a hidden, green paradise—
Paradise within paradise.
Every corner reveals
Unexpected wonders!

10 Its ponds are crowded
By a blizzard of butterflies.
Everywhere there is music—
The sounds of rivers,
A rustling of leaves,
15 An outpouring of mockingbirds,
And the forlorn cooing of turtledoves.

The rain forest is the home
Of exotic plants: resurrection lily
Snakewood and zigzag begonia.

20 The rain forest is my home,
A palace of fragrance and tastes
That delight the senses.
Where the rain forest begins
And ends
25 Is pure paradise.
When I turn to leave,
The trees wave
Good-bye!

"A Walk Through My Rain Forest," © Isaac Olaleye

29 Which line from the poem best helps the reader imagine the flowers and fruits of the rain forest?

- A** Is more than can be described.
 - B** Its ponds are crowded
 - C** A palace of fragrance and tastes
 - D** Is pure paradise.
-

30 In stanza 3, the phrase “Everywhere there is music” indicates that the speaker —

- F** is distracted by the different sounds of nature
 - G** finds the sounds of the rain forest enchanting
 - H** wishes he could imitate the sounds he hears
 - J** can recognize certain birds by the sounds they make
-

31 Read this dictionary entry.

brilliant \ˈbril-yənt\ *adj*
1. showing great intelligence
2. vivid in appearance **3.** full of light **4.** excellent or superior in performance

Which definition best matches the way the word brilliant is used in line 4?

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

32 Throughout the poem, the rain forest is presented as a place that is —

- F** attractive to many visitors
 - G** highly adaptable to change
 - H** without any imperfections
 - J** best experienced early in the morning
-

33 The poem's structure helps the reader —

- A** picture what a trip to the rain forest is like for the speaker
 - B** understand how much time the speaker spends in the rain forest
 - C** examine how the speaker's emotions about the rain forest change
 - D** realize how the speaker feels about the rain forest compared with other places
-

34 Read this line from the poem.

Its greatness makes me feel very small.

This line helps the reader understand that the speaker —

- F** feels unpleasantly overwhelmed by his surroundings
- G** would prefer to visit the rain forest with a group of people
- H** has a deep appreciation for his surroundings
- J** wants to view the rain forest from a higher location

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

Flying into History

- 1 On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

Young Pilot

- 2 At age 25 Lindbergh had already become known as an excellent pilot, at least in St. Louis, Missouri, where he lived at that time. A veteran of barnstorming, or trick flying, Lindbergh had also become the chief pilot for the airmail service between St. Louis and Chicago. But Lindbergh longed for more.
- 3 Lindbergh decided to accept a challenge offered by New York hotel owner Raymond Orteig in 1920. Orteig had challenged pilots to fly from New York to Paris in one trip. Several pilots had tried to make this flight and failed. Still Lindbergh and other pilots were preparing to attempt the challenge. Most were planning to fly large, sturdy planes with multiple engines. Lindbergh believed this was the wrong approach. A lighter, smaller plane, with only one person on board and a single engine, would conserve fuel and have the best chance of completing the trip.

A Dream Becomes Real

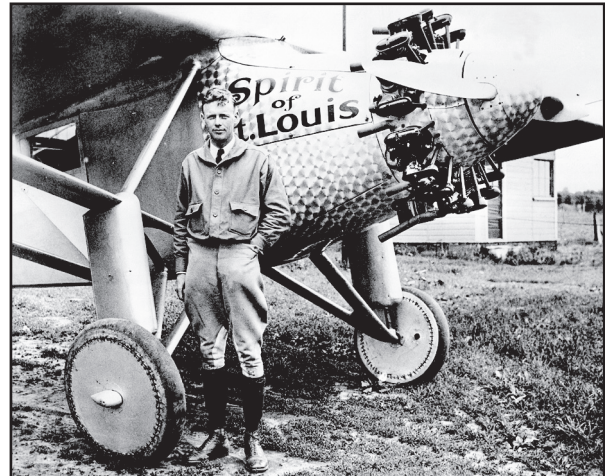
- 4 After speaking with some businessmen in St. Louis, Lindbergh convinced them to support his idea. They provided \$15,000, and Lindbergh searched for a company to make his plane. Wherever he went, aircraft makers rejected his ideas. But at last, a small company agreed to build his plane. They believed in him and completed the project in only two months.



In 1927, Lindbergh flew past the Eiffel Tower in Paris, France.

Sueddeutsche Zeitung Photo/Alamy Stock Photo

- 5 The plane, which Lindbergh named the *Spirit of St. Louis*, had a unique design. Instead of placing the gas tank behind the pilot's seat, as was usually done, Lindbergh had it placed in front of him. He didn't want to be caught between the tank and the engine if the plane went down. However, this meant that Lindbergh would not be able to see out the front window. He didn't mind, though. "There's not much need to see ahead in normal flight," he told the designer. In order to see, Lindbergh had to bank, or tilt, his plane slightly. If necessary, he could use a periscope, an instrument that helped him see objects outside the plane.



Lindbergh with the *Spirit of St. Louis*. This plane can now be seen at the Smithsonian Museum in Washington, D.C.

New York Daily News Archive/Contributor

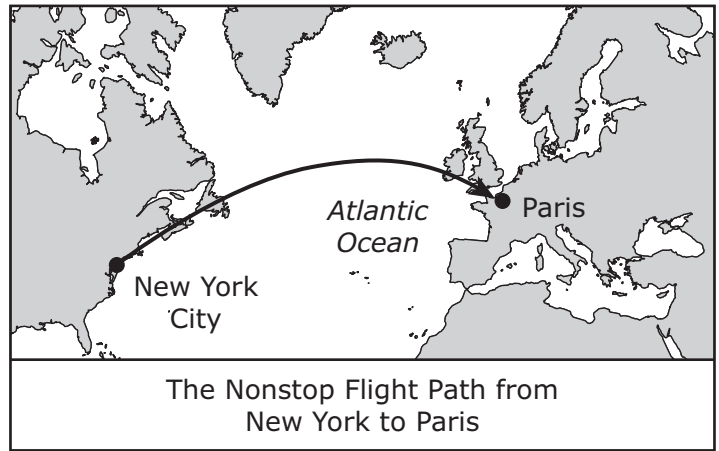
- 6 Having the lightest plane possible was very important. Instead of using a heavy pilot's seat, Lindbergh wedged a lightweight wicker chair into the plane. He packed only the items he considered essential—a raft, a knife, and a flashlight. His plane included a few tools, such as oil pressure and temperature gauges, a clock, and a compass. His efforts to rid the plane of any unnecessary weight also included trimming his flight maps and wearing specially designed lightweight boots.
- 7 Lindbergh made numerous short test flights in his new plane before flying from California to New York in only 20 hours and 21 minutes. With this, he set a new transcontinental record. When he reached New York City, he found several other pilots there, preparing for their flight to Paris. However, bad weather kept them from leaving.
- 8 On May 20, 1927, Lindbergh found a small break in the weather. Just after dawn he filled extra gas tanks with 450 gallons of fuel, placed them inside the plane, and took off. His plane wobbled on bulging wheels down the muddy runway. "The *Spirit of St. Louis* feels more like an overloaded truck than an airplane," he wrote. Although the wind was blowing in the wrong direction and the engine felt weak, Lindbergh urged the plane forward. At the last second, it lifted off. It cleared power lines by only 20 feet.

The Flight

- 9 Armed with only a few sandwiches and some water, Lindbergh was in for a 3,600-mile flight. He was already exhausted because he had not gotten any sleep the night before. He flew very low over land, ocean, and ice, navigating through fog and darkness. His compass and the stars guided him. His body grew stiff, and his legs and feet became cramped. At times he felt himself drifting off to sleep, so he opened the window and gulped in fresh air to make himself alert.
- 10 After 27 hours Lindbergh flew over some fishing boats. "Which way is Ireland?" he shouted, but no one answered. So he continued, gaining energy as he flew over Ireland, England, the English Channel, and France.

- 11 When Lindbergh finally arrived in Paris, the excited crowd lifted him up and carried him. Later royal leaders and the president of the United States presented him with awards. Lindbergh's incredible journey had made him an international star and inspired young dreamers everywhere.

Third party trademarks Spirit of St. Louis® and Smithsonian® were used in these testing materials.



35 Which idea is supported throughout the selection?

- A** Lindbergh was younger than most pilots hoping to fly from New York to Paris.
 - B** Airplanes with multiple engines were safest for crossing the Atlantic Ocean.
 - C** It took Lindbergh years to get the money he needed to build his plane.
 - D** Lindbergh believed a new strategy was needed to fly from New York to Paris.
-

36 Which detail about Lindbergh's flight supports the idea that he flew the plane low in the sky?

- F** Lindbergh used the stars to guide him.
 - G** Lindbergh called out to fishermen for directions.
 - H** The plane traveled through poor weather conditions.
 - J** The plane was equipped with hundreds of gallons of fuel.
-

37 The map of Lindbergh's flight path helps the reader understand —

- A** that the hotel owner wanted Lindbergh to be the first pilot to reach Paris
- B** why people were able to see the plane when Lindbergh flew over the ocean
- C** that Lindbergh had to fly over a large body of water in order to get to Paris
- D** why Lindbergh made so many test flights over land before his flight across the ocean

38 What is the most likely reason the author wrote this selection?

- F** To give the history of pilots who have been honored for their contributions to air travel
 - G** To explain how businesses have impacted the production of planes throughout history
 - H** To provide information about how the design of planes has changed throughout history
 - J** To relate the details of an important event in the history of air travel
-

39 What is the best summary of the section titled "The Flight"?

- A** Charles Lindbergh asked people for directions as he flew over fishing boats on his long flight to Paris, France.
 - B** Charles Lindbergh received awards from royalty and the president of the United States after he flew from New York to Paris.
 - C** Charles Lindbergh was the first pilot to complete the difficult nonstop flight from New York to Paris and became an international hero.
 - D** Charles Lindbergh flew across the Atlantic Ocean with only a compass and the stars to help him navigate through fog and darkness.
-

40 The main idea of paragraphs 4 and 5 is that the *Spirit of St. Louis* was —

- F** rejected by most manufacturers Lindbergh approached
- G** sponsored by local businessmen
- H** completed in a short period of time
- J** constructed specifically to satisfy Lindbergh's requirements



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Readiness	6.8(A)	C
2	2	Supporting	6.3(A)	F
3	1	Readiness	6.2(E)	D
4	2	Readiness	6.6 Fig. 19(E)	H
5	2	Supporting	6.8 Fig. 19(D)	B
6	2	Readiness	6.6(A)	F
7	2	Readiness	6.6 Fig. 19(D)	A
8	3	Readiness	6.10 Fig. 19(D)	G
9	1	Readiness	6.2(A)	A
10	3	Readiness	6.9 Fig. 19(D)	G
11	3	Readiness	6.10 Fig. 19(D)	C
12	3	Readiness	6.10(D)	F
13	3	Supporting	6.13 Fig. 19(D)	D
14	3	Readiness	6.10(A)	F
15	3	Supporting	6.13 Fig. 19(D)	B
16	3	Readiness	6.10 Fig. 19(D)	J
17	1	Readiness	6.2(B)	B
18	3	Readiness	6.10(C)	G
19	2	Supporting	6.3 Fig. 19(D)	C
20	2	Supporting	6.7 Fig. 19(D)	J
21	2	Supporting	6.7 Fig. 19(D)	C
22	2	Supporting	6.7 Fig. 19(D)	G
23	2	Supporting	6.7 Fig. 19(D)	D
24	2	Supporting	6.7 Fig. 19(D)	G
25	1	Readiness	6.19(F)	A
26	1	Readiness	6.19(F)	H
27	1	Readiness	6.19(F)	D
28	1	Readiness	6.19(F)	J
29	2	Readiness	6.8 Fig. 19(D)	C
30	2	Supporting	6.4 Fig. 19(D)	G
31	1	Readiness	6.2(E)	B
32	2	Supporting	6.4 Fig. 19(D)	H
33	2	Supporting	6.4 Fig. 19(D)	A
34	2	Supporting	6.4 Fig. 19(D)	H
35	3	Readiness	6.10(D)	D
36	3	Readiness	6.10 Fig. 19(D)	G
37	3	Supporting	6.12(B)	C
38	3	Readiness	6.9 Fig. 19(D)	J
39	3	Readiness	6.10(A)	C
40	3	Readiness	6.10(A)	J

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
1	Option C is correct	A simile is a figure of speech in which two objects are compared using the word “like” or “as.” In line 14, the author contrasts Zach’s normal behavior—“as active as a fly in a doughnut shop”—with his current behavior—“on his stomach sleeping quietly.” The simile is included to help the reader understand how much energy Zach typically has.
	Option A is incorrect	Although the author does contrast Zach sleeping with his normal, active behavior, this is not meant to suggest that Zach has trouble falling asleep.
	Option B is incorrect	The author compares Zach to “a fly in a doughnut shop” to emphasize how much energy Zach typically has; Zach did not actually eat any doughnuts.
	Option D is incorrect	In paragraph 14, the author describes Michelle waking up “earlier than usual” and then taking a picture of her younger brother, so there is no evidence that Zach is sleeping late.
2	Option F is correct	The theme of the story is that recognizing an unexpected opportunity can have surprising results. Throughout the story, Michelle is trying to capture the perfect picture of a sunset for the photo contest she has entered. However, she unexpectedly loves the photograph she takes of her sleeping brother and ends up submitting it for the contest.
	Option G is incorrect	Michelle clearly enjoys taking photographs, but she is also interested in winning the photography contest, so this is not the story’s theme.
	Option H is incorrect	Michelle is kind and patient toward her younger brother Zach, but the siblings’ relationship is not a central focus of the story and not significant to the theme.
	Option J is incorrect	Although Zach does accompany Michelle when she takes her sunset photograph, the siblings are not really working together, so this is not the story’s theme.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
3	Option D is correct	Definition 4 best matches the way the word <u>capture</u> is used in paragraph 2. In paragraph 2, the author describes how Michelle is attempting to take a picture of a sunset. Her goal is to preserve, or <u>capture</u> , the scene in a photograph.
	Option A is incorrect	The subject of Michelle's photograph is a sunset, which is a natural occurrence that cannot be controlled by force.
	Option B is incorrect	The sunset holds Michelle's interest, but she is not trying to gain or hold anyone's interest at this point in the story.
	Option C is incorrect	Michelle is attempting to take a photograph, not playing a game against an opponent.
4	Option H is correct	Key events from the story are included in this summary. The conflict is described: Michelle is struggling to get the perfect picture of a sunset for the photography contest she has entered. Key details about Michelle's efforts are included, as is the story's resolution.
	Option F is incorrect	Michelle's struggle to get the perfect sunset picture and her decision to enter the photograph of her brother in the contest are key details that are omitted from this summary, making this summary incomplete.
	Option G is incorrect	Some details about Michelle's actions are included in this summary, but the resolution to the story's conflict is omitted.
	Option J is incorrect	Key details about Michelle's struggle to take a perfect sunset photograph and about her photograph of Zach are omitted, making this summary incomplete.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
5	Option B is correct	Imagery is the use of vivid language to represent objects, actions, or ideas. In paragraph 10 the author describes a sky at sunset as glowing “orange, gold, and pink.” This language is included to help the reader understand why Michelle is so excited by the idea of taking a photograph of a sunset for her contest.
	Option A is incorrect	The imagery is used to describe the sunset; it is not used to convey why taking a picture of a sunset is difficult.
	Option C is incorrect	Although the description the author uses does make nature seem inspirational, the author includes other sources of inspiration for Michelle’s photographs as well, such as a cat and Michelle’s brother Zach.
	Option D is incorrect	The language is included to help the reader visualize a sunset and why Michelle wants to photograph it; it does not directly relate to Michelle’s talent as a photographer.
6	Option F is correct	At the beginning of paragraph 14, Michelle thinks she has finished her work for the contest. She notices she can “take one more picture to complete” her roll of film. She decides to take a picture of her sleeping brother that she ends up entering into the photography contest, which is key to the story’s plot.
	Option G is incorrect	Michelle does realize that she has one available frame left on her roll of film. However, paragraph 14 is important to the plot because Michelle uses the final frame to take the picture she will ultimately enter into the contest.
	Option H is incorrect	Although Michelle does take a picture of Zach that she thinks will please her mother, the importance of the picture is that it is the one Michelle ends up entering into the contest.
	Option J is incorrect	Michelle does take Zach’s picture as she said she would, but this is important to the plot because she enters the photograph into the contest, not because it fulfills a promise.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
7	Option A is correct	Michelle's first pictures were "blurred" and "aimless," and her father taught her how to "look through the lens" when taking pictures and to "think about what the resulting picture would look like." The idea that taking photographs requires some effort is supported by this evidence.
	Option B is incorrect	The results of Michelle's effort are described in this sentence, but the actual effort is not depicted.
	Option C is incorrect	Michelle is describing the required steps necessary for getting a photo ready for a contest, not the effort that goes into actually taking a great photograph.
	Option D is incorrect	Michelle is describing effort not directly related to photography.
8	Option G is correct	In paragraph 2, the author explains that the black-backed woodpecker's dark colors "make it hard for predators to detect among trees blackened by fire." Based on this information, the reader can conclude that the bird is better protected from danger when living in a burned forest than when living in an unburned forest.
	Option F is incorrect	Although there is a reference to "fruits and seeds for the forest dwellers to eat" in paragraph 7, readers can conclude that other animals rely on these food sources while the black-backed woodpecker eats beetles.
	Option H is incorrect	Based on information in paragraphs 6 and 8, the reader can conclude only that black-backed woodpeckers move from forest to forest, and not specifically that black-backed woodpeckers move from Canada to the United States.
	Option J is incorrect	Black-backed woodpeckers leave burned forests after three of four years in search of more recently burned forests, not because other birds invade their habitat.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
9	Option A is correct	Based on the Latin root of <u>devastate</u> meaning “to lay waste” and the description of animals fleeing a forest <u>devastated</u> by fire, the reader can conclude that <u>devastated</u> means “ruined.”
	Option B is incorrect	In paragraph 1, the author describes larger animals fleeing a forest <u>devastated</u> by fire, but black-backed woodpeckers and certain types of beetles actually seek out burned forests, so the forests are not empty.
	Option C is incorrect	Although a burned forest may be laid to waste by a fire, it is not necessarily “harsh” because some animals thrive there. This meaning is also not supported by the origin information.
	Option D is incorrect	This meaning is not supported by the origin information. The word <u>devastated</u> is used to refer to the condition of a forest after a fire, not to the remote location of the forest.
10	Option G is correct	The author wrote this selection to explain the many ways burned forests benefit from the black-backed woodpecker. In paragraph 5, the woodpeckers are described as the “home builders of the burned-out forest.” The birds “play a vital role in restoring the forest” by building nests that can be used by other birds when the woodpeckers move out.
	Option F is incorrect	This selection is about burned forests, but the author focuses on the relationship between black-backed woodpeckers and burned forests, not on the ways forest fires affect an area.
	Option H is incorrect	The author describes the black-backed woodpecker and the ways the bird benefits other forest dwellers, but the author does not try to convince the reader that the bird is unusual.
	Option J is incorrect	The author specifically focuses on the role of the black-backed woodpecker in forests devastated by fire; the ways animals survive in different types of forests is not addressed.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
11	Option C is correct	In paragraph 4, the reader learns that the black-backed woodpecker builds its home by drilling into tree trunks or fallen logs. The bird is able to do this because it has “a very thick skull bone and a strong neck.”
	Option A is incorrect	From this sentence, the reader learns the type of environment in which black-backed woodpeckers live, not why they are able to build their unique type of home.
	Option B is incorrect	From this sentence, the reader learns where the black-backed woodpeckers build their homes, not why they are able to do so.
	Option D is incorrect	From this sentence, the reader learns that the black-backed woodpecker drills a nest cavity for its home, but not why the bird has the ability to do this.
12	Option F is correct	According to paragraph 5, black-backed woodpeckers “create the conditions that are going to be improved for birds four, five, six, seven years later. . . .” Further, the author notes in paragraph 8 that the hard work the black-backed woodpecker has done “will benefit other animals for many years to come.” This supports the idea that the black-backed woodpecker’s work has a lasting impact.
	Option G is incorrect	The black-backed woodpecker moves from its home to a recently burned forest because that is where it can most easily find food and trees to nest in, not because it has difficulty finding food.
	Option H is incorrect	The black-backed woodpeckers are attracted to burned forests because of the beetles the birds can find there, not because of fruits and seeds.
	Option J is incorrect	This issue is not addressed until paragraph 9.
13	Option D is correct	In the photograph, a black-backed woodpecker is shown peeking “out of a nest cavity.” The bird appears to be safe and comfortable in its nest.
	Option A is incorrect	In the photograph, the nest cavity is shown as a hole that extends into the tree, not beyond the tree.
	Option B is incorrect	The nest cavity is a hole drilled by the woodpecker, but it cannot be determined from the photograph or caption how quickly or easily the bird constructed the cavity.
	Option C is incorrect	It is not possible to determine which season it is based on the photograph or caption.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
14	Option F is correct	In paragraph 2, the author explains “Brown’s vision had worsened” since her last trip to the state championships. As a result, Brown “had to develop new methods that would allow her to continue competing.”
	Option G is incorrect	Brown’s vision worsened between her sophomore and junior years. This made it more challenging for her to vault, so her junior year was hard, not easy.
	Option H is incorrect	In paragraph 2, the author’s focus is on Brown’s new methods of vaulting, not her success.
	Option J is incorrect	In paragraph 2, the author describes Brown competing at the Texas state championship for a second time. However, the author’s focus is on how Brown adapted her vaulting techniques because of her worsening vision.
15	Option B is correct	In the photograph and caption, it is revealed that Brown needs to confirm her placement on the track.
	Option A is incorrect	In the photograph, Brown is shown holding a pole used for pole vaulting, not a special tool unique to her condition. According to the caption, she is checking her position.
	Option C is incorrect	Based on the photograph and caption, Brown is shown getting ready to vault, but her level of success cannot be determined.
	Option D is incorrect	Although Brown’s coach is depicted as supportive in paragraphs 1 and 2, this cannot be determined from the photograph and caption.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
16	Option J is correct	The author states "Brown will surely continue to soar to new heights" to emphasize that Brown's high level of success is quite impressive and that she will continue to succeed in the future.
	Option F is incorrect	The author is describing the system that Brown uses to compete at pole vaulting but does not reveal any personal feelings about Brown's success.
	Option G is incorrect	The author is providing a detail related to Brown's success, not revealing any personal feeling of admiration about it.
	Option H is incorrect	In this sentence the author reveals that Brown may be able to compete at the highest level of her sport but does not reveal any personal feelings about this achievement.
17	Option B is correct	In paragraph 2, the author explains that Brown's vision "had worsened." In paragraph 3, Brown describes herself as "totally blind." Based on this context, the reader can conclude that the meaning of <u>diminished</u> is "been reduced."
	Option A is incorrect	Brown's vision did change from her sophomore to her junior year, but in paragraph 3 Brown states that she "can't get any blinder." As a result, the reader can conclude that Brown's <u>diminished</u> vision has not "changed constantly."
	Option C is incorrect	Although Brown has had to develop new methods of vaulting as a result of her <u>diminished</u> vision, the author does not refer to her being defeated.
	Option D is incorrect	Although competing at pole vaulting with <u>diminished</u> vision is likely challenging, there is no evidence to support the conclusion that Brown's eyesight causes her to be confused.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
18	Option G is correct	The author organizes the information in paragraphs 1 and 2 mainly by explaining how Brown overcame her challenges over time. As a sophomore, Brown and her coach developed a system that allowed her to run in a straight line. By the time Brown was a junior, her vision had worsened, so Brown devised new methods that allowed her to compete.
	Option F is incorrect	In paragraphs 1 and 2, the author does not make any comparisons between Brown and other athletes.
	Option H is incorrect	There are references to the Texas state championships in both paragraphs 1 and 2, but the author organizes the paragraphs by explaining the methods Brown uses to pole vault competitively at these events, not the events themselves.
	Option J is incorrect	The author neither explains the cause of Brown's disability nor organizes paragraphs 1 and 2 around a cause-and-effect relationship between Brown's disability and the impact it has on her activities.
19	Option C is correct	The author of "See It Through" conveys the message that people should take risks in order to be successful. The author explains that "courage" is the number one trait she has gotten from her mother, and this courage has helped her "try, even if the chances of failure are great."
	Option A is incorrect	Although the author's mother may face difficulties because she is in a wheelchair, the author focuses on courage and taking risks.
	Option B is incorrect	Based on the selection, the author clearly loves her mother, but the message the author conveys is more about courage and taking risks than about honesty.
	Option D is incorrect	The author and her mother care for each other and have always been there for each other, but the message the author conveys centers around the mother's courage and willingness to take risks.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
20	Option J is correct	The author clearly expresses admiration for her mother’s perseverance. In paragraph 1, the author states that her mother reaches for seemingly impossible opportunities every day. Throughout the selection, the author emphasizes that “No matter how good or bad the chances are of something working out in her favor,” her mother “always tries.”
	Option F is incorrect	Based on the selection, it seems that the author’s mother teaches her daughter more through examples and actions rather than advice.
	Option G is incorrect	The author has shared a variety of experiences with her mother, but it is her mother’s demonstration of perseverance in any circumstance that the author admires.
	Option H is incorrect	The author’s mother has been in a wheelchair for all of the author’s life, but to the author she is “just a regular mom,” so that is not the source of the author’s admiration.
21	Option C is correct	The author states in paragraph 3 that she never thinks “to mention that” her mom is in a wheelchair. The author thinks of her mom as “just a regular mom” who, like many of the author’s friends’ moms, “has always been there” for her. This is likely why the author does not tell her friends that her mother is paralyzed.
	Option A is incorrect	The author does not seem concerned about people judging her mother because of her disability. She simply does not think of her mother as having a disability.
	Option B is incorrect	The author does not mention her mother explaining her own situation to others.
	Option D is incorrect	The author explains that her friends are often “taken aback” when they meet her mother because they do not know her mother uses a wheelchair.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
22	Option G is correct	In paragraph 3, the author compares her mother to her friends' mothers. Just like other mothers, the author's mother does many positive things, such as comforting the author, cheering for her, and providing her with what she needs.
	Option F is incorrect	The author's mother is very supportive, but the author does not make a comparison between her mother and other mothers who are less supportive.
	Option H is incorrect	The author does not describe getting help from other mothers.
	Option J is incorrect	The author does not address whether other mothers understand the difficulties her mother experiences.
23	Option D is correct	The author includes information in the selection to support that the author's mother approaches every situation with determination and a positive attitude. Whether it's riding a zip-line in Costa Rica, hiking up a volcano in Hawaii, or cliff-jumping in Mexico, the author's mother "always tries" and always "goes as far as she can."
	Option A is incorrect	This is a description of how the author's mother feels about the author, not how the author's mother approaches her own situation.
	Option B is incorrect	This is a description of the author's mother's situation, not her approach to handling it.
	Option C is incorrect	The fact that the author's mother could not partake in these activities is not important. The author's mother at least attempted these difficult feats, which illustrates how she approaches her situation with perseverance.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
24	Option G is correct	In paragraph 4, the author describes how, on family vacations, her mother “never sits out on an activity.” Whatever the family is doing, they are all “right there,” encouraging the author’s mother to “be a part of everything.”
	Option F is incorrect	Rather than comfort her mother when she is unable to participate in family activities, the author and the rest of her family do whatever they can to help the author’s mother participate.
	Option H is incorrect	In paragraph 4, the author explains how she and her family do whatever it takes to help her mother participate in family adventures, even when they might seem risky.
	Option J is incorrect	Although the author does acknowledge in paragraph 4 that there are certain activities her mother cannot participate in, she does not mention any activities designed specifically for people in wheelchairs.
25	Option A is correct	In both selections, the authors feature people who exhibit bravery. In “Soaring to New Heights,” the author describes Charlotte Brown, who competes in the sport of pole vaulting despite being blind. In “See It Through,” the author refers to her mother’s courage and how her mother tries to do the seemingly impossible every day.
	Option B is incorrect	The authors of the two selections do not reference humor or portray the subjects of the articles as humorous.
	Option C is incorrect	In “See It Through,” the author focuses much more on her mother’s courage than on her ability to be sympathetic. In “Soaring to New Heights,” the only indication of sympathy is when Charlotte says, “I think everyone struggles with something in life.”
	Option D is incorrect	The authors of the two articles do not reference forgiveness in any way.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
26	Option H is correct	In "Soaring to New Heights," the author explains how Charlotte and her coach utilize certain methods to help Charlotte participate in pole vault events. In paragraph 4 of "See It Through," the author explains how her mother participates in family adventures such as riding a zip-line by relying on her family and on inventive methods such as "strapping herself to some stranger's lap."
	Option F is incorrect	This phrase from "See It Through" is used to explain that the author's mother is in a wheelchair, not to illustrate the inventive way she accomplishes tasks.
	Option G is incorrect	Cheering for her daughter on the sideline of a soccer game is not an illustration of accomplishing a task in a creative way.
	Option J is incorrect	This phrase from "See It Through" is used to explain that the author's mother taught her daughter an important lesson; the phrase is not used to illustrate the creative way the author's mother accomplishes tasks.
27	Option D is correct	In "See It Through," the author lives with the disabled person she is describing—her mother. In "Soaring to New Heights," no such personal experience is described, so this is a difference between the selections.
	Option A is incorrect	Although both authors write about physical challenges people face, these challenges are not portrayed as problems, nor are they described as becoming less important over time.
	Option B is incorrect	Both authors illustrate how certain activities can enhance the quality of a person's life. Charlotte Brown enjoys pole vaulting, and the author's mother enjoys activities such as zip lining. This is not a difference between the selections.
	Option C is incorrect	In "See It Through," the author talks about some of her mother's accomplishments, but the focus is not on athletic accomplishments. Also, in "Soaring to New Heights," Charlotte Brown does not have limited mobility.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
28	Option J is correct	In both selections, the authors write about people who face circumstances that could limit their goals. However, neither person lets these circumstances become limitations in any way. Charlotte Brown competes in pole vaulting despite being blind, and in "See It Through," the author describes her mother as living "outside of limits" and reaching for seemingly impossible opportunities "every day."
	Option F is incorrect	Neither Charlotte Brown nor the author's mother indicates any preference for people ignoring their occasional need for assistance.
	Option G is incorrect	Both Charlotte Brown and the author's mother seem to accept their circumstances and strive to make the most of their lives even though their situations will not improve.
	Option H is incorrect	Charlotte Brown relies on special methods to continue pole vaulting, and the author's mother is willing to rely on special accommodations such as being strapped to a stranger's lap in order to be able to participate in family adventures.
29	Option C is correct	The inclusion of this description best helps the reader imagine the flowers and fruits of the rain forest, since flowers have fragrance and fruits have taste.
	Option A is incorrect	The speaker's description in line 5 of the rain forest as something "more than can be described" is not specific to flowers and fruits.
	Option B is incorrect	The speaker's description in line 10 of crowded ponds relates to butterflies rather than flowers and fruits.
	Option D is incorrect	The speaker's reference in line 25 to "pure paradise" is a reference to the rain forest in general, not flowers and fruits specifically.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
30	Option G is correct	In stanza 3, the speaker states, "Everywhere there is music." The speaker goes on to describe "The sounds of rivers,/A rustling of leaves,/An outpouring of mockingbirds,/And the forlorn cooing of turtledoves," indicating that the speaker finds the sounds of the rain forest enchanting.
	Option F is incorrect	In stanza 3, the speaker is captivated by the wonders of the rain forest, so it is not accurate to say he finds the sounds distracting.
	Option H is incorrect	The speaker describes specific sounds of the rain forest, but he does not indicate a desire to imitate these sounds.
	Option J is incorrect	Although the speaker does refer specifically to the sounds of mockingbirds and turtledoves, this is only one part of the music that is "Everywhere."
31	Option B is correct	The poet conveys that the rain forest delights the senses by including references to specific sights such as a "green paradise" and a "blizzard of butterflies." Based on this context, the reader can conclude that "vivid in appearance" best matches the way the word <u>brilliant</u> is used in line 4.
	Option A is incorrect	In this phrase, the poet is describing the beauty of the rain forest, so "showing great intelligence" is not the meaning of <u>brilliant</u> in this context.
	Option C is incorrect	Although the poet does describe certain aspects of the rain forest's appearance, there is no reference to an abundance of light.
	Option D is incorrect	The word <u>brilliant</u> is used to describe the beauty of the rain forest, not to suggest that the forest is performing in any way.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
32	Option H is correct	The speaker describes the “greatness” of the rain forest and refers to it as a “paradise” full of “unexpected wonders” and “music.” Throughout the poem, the speaker portrays the rain forest as a place without flaws or imperfections.
	Option F is incorrect	The speaker does not mention visitors other than himself in the poem.
	Option G is incorrect	The speaker portrays the rain forest at one moment in time, so the idea that the rain forest is adaptable to change is not explored.
	Option J is incorrect	The speaker describes the experience of being in the rain forest, but he does not refer to a specific time of day.
33	Option A is correct	The poet structures the poem to help the reader know what a trip through the rain forest is like for the speaker. The speaker’s walk is introduced in stanzas 1 and 2. In stanza 3, the speaker visits the pond and then continues on to view exotic plants. Finally, the rain forest ends and the speaker turns to leave.
	Option B is incorrect	The rain forest seems like a familiar place to the speaker, but it cannot be determined from the structure of the poem how much time the speaker spends there.
	Option C is incorrect	The speaker’s emotions are not made clear by the structure of the poem, and it seems that the speaker feels enchanted throughout the experience.
	Option D is incorrect	The speaker clearly has fond feelings for the rain forest, but a comparison of these feelings to how he feels about other places is not revealed through the poem’s structure.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
34	Option H is correct	In the first stanza, the speaker's reference to the "greatness" of the rain forest suggests the deep appreciation and awe the speaker feels for his surroundings.
	Option F is incorrect	The speaker refers to feeling "very small," but this conveys his appreciation for his surroundings, not a feeling of being unpleasantly overwhelmed.
	Option G is incorrect	The speaker is amazed by the "greatness" of the rain forest but does not indicate a preference for visiting it with other people.
	Option J is incorrect	In this line, the speaker seems to be looking up at the great rain forest that surrounds him but does not express a desire to view the forest from a higher location.
35	Option D is correct	Lindbergh realized he would need a new strategy to cross the Atlantic Ocean in a single flight. While most pilots believed that "large, sturdy planes with multiple engines" were best suited for the Atlantic crossing, Lindbergh believed that a "lighter, smaller plane . . . would conserve fuel and have the best chance of completing the trip." In paragraph 6, the author describes the steps Lindbergh took to build such a plane.
	Option A is incorrect	The author mentions that Lindbergh was an excellent pilot by age 25 but does not provide the ages of other pilots hoping to make the flight from New York to Paris.
	Option B is incorrect	Although most pilots planned to fly planes with multiple engines on this flight, there is no evidence to support the idea that multiple-engine planes were the safest.
	Option C is incorrect	In paragraph 4, the author explains that Lindbergh was given \$15,000 for his flight but does not mention how long it took the young pilot to raise this money.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
36	Option G is correct	In paragraph 9, the author explains that Lindbergh “flew very low over land, ocean, and ice.” The author supports this idea by including a detail about Lindbergh shouting out to fishing boats for directions as he flew over them.
	Option F is incorrect	In paragraph 9, the author explains that Lindbergh relied on the stars to guide him, but he would not have to be flying low in order to see the stars.
	Option H is incorrect	The author mentions that Lindbergh experienced bad weather before and during his flight, but poor weather conditions can affect a plane at any altitude.
	Option J is incorrect	In paragraph 8, the author explains that Lindbergh had “extra gas tanks with 450 gallons of fuel” but does not connect this fact directly with the plane flying low in the sky.
37	Option C is correct	By looking at the map of Lindbergh’s flight plan, the reader can see that he flew over a large body of water—the Atlantic Ocean.
	Option A is incorrect	Hotel owner Raymond Orteig challenged pilots to fly from New York to Paris, but there is no connection between this fact and the map.
	Option B is incorrect	The map is included to help the reader understand that Lindbergh flew over the ocean, but it cannot be determined from the map why people could see the plane.
	Option D is incorrect	The many factors that made a transatlantic flight difficult and required Lindbergh to make numerous test flights are not shown on the map.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
38	Option J is correct	The author wrote the selection to describe an important event in the history of air travel: the first nonstop flight across the Atlantic. The outcome of Lindbergh's flight is introduced in paragraph 1, and in the remainder of the selection the author explains Lindbergh's strategy, the details of the flight, and the recognition he received.
	Option F is incorrect	In the selection, the author provides a detailed account of only one specific pilot and his contributions to air travel.
	Option G is incorrect	Although the author does include details about Lindbergh receiving \$15,000 from St. Louis businessmen and how a small company built the <i>Spirit of St. Louis</i> , the focus of the selection is on Lindbergh's historic flight, not on how businesses have impacted the production of airplanes.
	Option H is incorrect	The author does include details related to Lindbergh's plane, such as how he had the fuel tank placed in front of him, but the author does not describe how the design of planes has changed throughout history.
39	Option C is correct	Key points from the section "The Flight" are included in this summary, such as the difficulty of the nonstop flight and the reaction to Lindbergh's success.
	Option A is incorrect	In paragraph 10, the author includes a detail about Lindbergh asking "'Which way is Ireland?'" as he flew over some fishing boats on his way to Paris, but this is one detail, not a summary of the section.
	Option B is incorrect	In paragraph 11, the author explains how "royal leaders and the president of the United States" presented Lindbergh with awards, but this is one detail and not a summary.
	Option D is incorrect	In paragraph 9, the author describes how Lindbergh flew across the Atlantic Ocean with only a compass and the stars to guide him, but this is one detail and not a summary.

2019 STAAR Grade 6 Reading Rationales

Item#	Rationale	
40	Option J is correct	In paragraphs 4 and 5, the author focuses on the construction of the <i>Spirit of St. Louis</i> and how the plane was made to satisfy Lindbergh's specific requirements. In paragraph 4, the author explains the challenge Lindbergh faced finding a company that would make him the exact plane he wanted. In paragraph 5, the author describes the unique design of the plane.
	Option F is incorrect	In paragraph 4, the author explains that Lindbergh's ideas were rejected by many aircraft manufacturers, but this is a supporting detail rather than the main idea.
	Option G is incorrect	The author mentions in paragraph 4 that "some businessmen in St. Louis" provided Lindbergh with \$15,000, but this is a supporting detail rather than the main idea.
	Option H is incorrect	In paragraph 4, the author mentions that the <i>Spirit of St. Louis</i> was built in "only two months." However, this is a supporting detail rather than the main idea.