

2016 TEXAS STAAR TEST – GRADE 6 - READING

Total Possible Score: 48
Needed Correct to Pass: For 2016 - 27 For 2017 - 29
Advanced Performance: 42

Time Limit: 4 Hours

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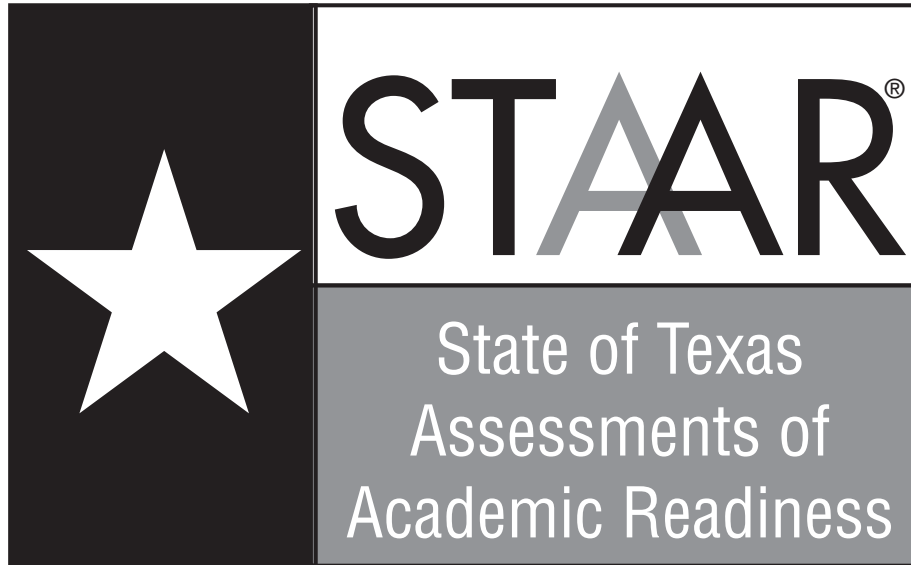
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GRADE 6
Reading

Administered May 2016

RELEASED

READING

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

Monkey Tales

by Dale E. Howard

- 1 I suppose that everyone who has ever lived in India has some stories to tell about monkeys, and my family is no exception. When we lived in Lucknow, in northern India, we saw monkeys almost every day, because they lived all around us. In fact, I always thought it was a little silly that the Lucknow zoo had a monkey house, there being many more monkeys outside than inside it.
- 2 Mother kept a large bowl of fruit on the buffet in the dining room of our home. Depending on the season, the bowl held mangoes or sweet limes, pomegranates or guavas, papayas or custard apples, as well as apples, bananas, and oranges (which were really tangerines, but we called them oranges). In short, the bowl held everything monkeys like, except peanuts.
- 3 One morning Mother came walking in from the back garden, through the veranda and past the kitchen. She had just picked several roses and thought they would look nice in a vase placed beside the fruit bowl. But when she walked into the dining room, there they were! Sitting right next to the bowl and helping herself to its contents was a mother monkey. All around her on the buffet, and across the dining room table, were about a dozen baby monkeys. The monkey mother probably had nieces and nephews besides her own children (monkeys tend to share their young), and there they all were, being quite still and orderly, not chattering and fighting as you might expect.
- 4 The mother monkey looked over each piece of fruit as she took it from the bowl and handed it over so carefully to the baby monkey in front of her. As that little one moved aside, the entire group moved up a place, and the next baby monkey reached out for the morning's meal. They all seemed overwhelmed by their good fortune, for they were behaving themselves. Except that they were eating all of our fruit, which my mother didn't like at all.
- 5 Mother backed quietly out of the dining room doorway and called Maim Beg, our cook, who had been busy making breakfast in the kitchen. The best thing to do, they decided, was to go around the house to the front door, tiptoe quietly through the living room, and shut the door between living and dining rooms. Then, going from the living room to the bedroom door into the dining room, they could shoo the monkeys out of the dining room by way of the veranda.
- 6 The fruit-bowl breakfast wasn't the last we saw of monkeys, of course. Once, when my sister and some friends and I were parading along the back wall of the college compound where we lived, we met a monkey tribe parading along the same wall, but going in the opposite direction. We saw them coming just about the same time they saw us coming, and the question was, who was going to give up the right of way? We thought we would, because the tribe was led by a great big old warrior of a grandpa who snarled and grunted and made feint

attacks at us as he came along the wall, hopping fiercely on all fours. In fact, we fairly fell off the wall trying to get back to the old tree we had used to climb up. And because I was the smallest and at the back of the parade, I was almost run over by everyone else hurrying to get away. Everyone except my sister.

7 Judy had been leading the parade along the wall and so was closest to the grunting grandpa. There was only one thing to do to give the rest of us time to get away. And Judy did it. She bent over until her curled-up hands touched the top of the wall, and she snarled and grunted and feinted a fierce fight right back at grandpa. So, while the rest of us ran down the wall to the tree, there were Judy and grandpa monkey, hooting and hollering and baring their teeth, daring each other to strike the first blow. The rest of us realized what was happening only after we were safely on the ground, and suddenly we were worried for Judy. How would she get down? But Judy managed to back slowly away from grandpa and his followers until she, too, was able to slide down our tree and run with the rest of us across the back lawn to safety.

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1 When the author's mother saw the family of monkeys in her dining room, she most likely felt —

- A amused
 - B cheated
 - C surprised
 - D sympathetic
-

2 Read this sentence from paragraph 6.

In fact, we fairly fell off the wall trying to get back to the old tree we had used to climb up.

The author uses this sentence to show —

- F that the children were not skilled at walking on the wall
 - G how the children's actions resembled those of the monkeys
 - H that the climbing skills of the monkeys were better than those of the children
 - J how afraid the children were of the grandpa monkey
-

3 The author includes paragraph 2 most likely to show —

- A why his mother decided to fill a bowl with fruits that monkeys like
- B why he often encountered monkeys when living in India
- C what similarities his family had with the family of monkeys
- D what tempted the monkeys to come into his family's house

- 4 From the information provided in the selection, the reader can tell that monkeys typically —
- F travel great distances
 - G depend on people for food
 - H live in large family groups
 - J live high in the treetops
-

- 5 Read this dictionary entry.

compound \ˈkäm-,paund\ *n*
1. a word formed by joining other words 2. a grouping of buildings contained inside a bordering structure 3. an object created by combining parts 4. a substance formed by mixing different chemicals

Which definition of the word compound is used in paragraph 6?

- A Definition 1
 - B Definition 2
 - C Definition 3
 - D Definition 4
-
- 6 The description of the mother monkey and the young monkeys in the dining room helps the reader —
- F see why monkeys are common in some areas of India
 - G recognize the similarities between adult monkeys and young monkeys
 - H realize how unusual the monkeys' behavior was
 - J understand why monkeys like to eat fruit

7 Judy's encounter with the grandpa monkey suggests that she was —

- A** hoping to get a close look at the monkeys
 - B** aware that the monkeys could have been dangerous
 - C** concerned about the grandpa monkey's children
 - D** entertained by the grandpa monkey's actions
-

8 What lesson did the author learn while living in India?

- F** Monkeys can cause problems that require creative solutions.
- G** Food can be used to help calm aggressive monkeys.
- H** It is wise to leave monkeys alone while they are eating.
- J** It helps to befriend people who are familiar with the behavior of monkeys.

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

Five Rings Unbroken

- 1 At the opening ceremonies of the Summer and Winter Olympic Games, teams of elite athletes from around the world enter the stadium under the flag of their home nation. They represent their country's finest examples of physical prowess, endurance, and discipline. The athletes are ready to compete. Their faces beam with pride as they smile and wave to the world.
- 2 A flag bearing five interlocking colored rings is lifted. Then the Olympic torch is brought into the arena and touched to a massive cauldron. The warm glow of natural fire brightens the night.



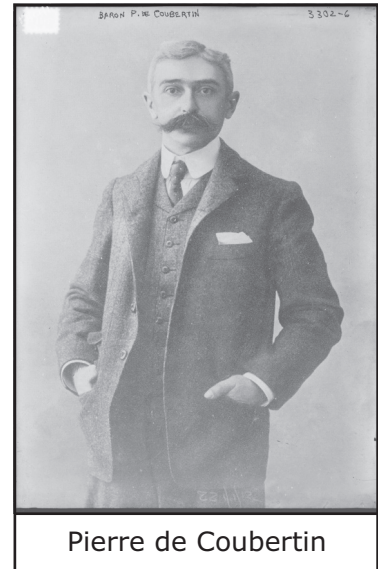
The Olympic flame is lit at the end of the opening ceremony of the 2010 Winter Olympics.

© Eileen Langsley Olympic Images/Alamy

- 3 Without a doubt, if Pierre de Coubertin, creator of the modern Olympics and the Olympic symbol, witnessed the scene described above, he, too, would be smiling. Coubertin helped revive the Olympic Games after they had been banned in ancient Greece more than 1,500 years ago.
- 4 In 1894, Coubertin formed the International Olympic Committee (IOC). The IOC, of which Coubertin was a member, purposefully chose Athens, Greece, as the site of the first modern-day Olympic Games. The committee felt that this was an appropriate choice, since the ancient games began in Greece nearly 3,000 years earlier.
- 5 The goal of the modern Olympic Games was to celebrate excellence and promote peace. Coubertin's Olympic Games had a very humble start, though. Only 245 athletes from 14 nations attended the first gathering in 1896. Despite the small number of participants, the common value of athleticism connected all participants and spectators.

6 Later Olympic Games were even less successful. Fewer countries participated, and other world events distracted viewers. But Coubertin was determined that the Olympic Games would grow in significance. To promote the Olympics' message of unity, Coubertin developed a symbol for the games.

7 The symbol Coubertin designed includes five rings, which signify the continents participants came from—Europe, Asia, North and South America, Africa, and Australia. The colors in the Olympic symbol—blue, yellow, black, green, and red rings on a white background—represent all the countries. Each country competing in the games has at least one of the symbol's colors in its national flag. In this way each continent and country is connected to the games.



Courtesy of Library of Congress LC-DIG-ggbain-17840

8 Coubertin's symbol was presented to the IOC in 1914. The symbol was first used in the 1920 Olympics in Belgium and has been used at every Olympics since. The symbol itself has changed only slightly since its first use. The rings are now shown with three on top and two underneath, whereas originally they were interlocked in a single line. The symbol's message of unity, though, remains the same.

9 Today the Olympic rings are one of the most widely known logos on Earth. A study revealed that people were more familiar with the Olympic symbol than with the logos for the Red Cross and many successful fast-food franchises. Coubertin accomplished his mission to make the Olympic Games an event known around the world.



© PCN Photography/Alamy

- 9** The author included paragraphs 1 and 2 most likely to —
- A** convey the excitement of the opening ceremony of the Olympic Games
 - B** explain the characteristics of the athletes who participate in the Olympic Games
 - C** provide information about the preparations for the opening ceremony of the Olympic Games
 - D** explain where the Summer and Winter Olympic Games take place
-

- 10** Which sentence from the selection supports the idea that the Olympic rings symbolize each participant's home country?
- F** *A flag bearing five interlocking colored rings is lifted.*
 - G** *The symbol's message of unity, though, remains the same.*
 - H** *Each country competing in the games has at least one of the symbol's colors in its national flag.*
 - J** *The rings are now shown with three on top and two underneath, whereas originally they were interlocked in a single line.*
-

- 11** Which idea is supported by information throughout the selection?
- A** The Olympic Games provide an opportunity for people to set aside their differences in order to celebrate a common interest in sports.
 - B** Pierre de Coubertin understood the importance of colorful symbols as a part of athletic competitions.
 - C** Selecting Greece as the location of the first modern Olympic Games was a difficult decision for the International Olympic Committee.
 - D** The International Olympic Committee has full authority to set and uphold rules for the modern Olympics.

12 Why did Coubertin want the Olympic Games to be successful?

- F** He believed sporting events would entertain people from different countries.
 - G** He wanted to increase the popularity of a committee he served on.
 - H** He hoped the Games would inspire young people to become athletes.
 - J** He viewed the Games as a way to promote peace among countries.
-

13 What is the best summary of paragraphs 3 and 4?

- A** The International Olympic Committee was created by Pierre de Coubertin in 1894. The committee was responsible for selecting the location of the modern Olympic Games.
 - B** Pierre de Coubertin would be pleased to know that his Olympic symbol is used in the opening ceremony of every Olympics. He served on a committee that supported the modern Olympic Games and approved the Olympic symbol.
 - C** The International Olympic Committee selected Athens as the site of the first modern Olympic Games. The ancient games were banned in Greece more than 1,500 years ago.
 - D** Pierre de Coubertin is credited with the creation of the modern Olympic Games. He formed the International Olympic Committee, which selected Athens for the first modern Games in honor of its role as the location of the ancient Olympics.
-

14 Which words from paragraph 1 help the reader understand the meaning of the word elite?

- F** *country's finest examples*
- G** *are ready to compete*
- H** *enter the stadium*
- J** *beam with pride*

15 Which idea from the selection emphasizes the impact the Olympic symbol has had on others?

- A** The Olympic symbol has five interlocking rings.
 - B** The Olympic symbol was developed by Coubertin to convey a message of unity.
 - C** The Olympic symbol is one of the most widely known logos on Earth.
 - D** The Olympic symbol was presented to the IOC in 1914.
-

16 The reader can conclude that the opening ceremony is —

- F** the only time that the Olympic symbol is displayed
 - G** when the best athletes competing in the Olympic Games are identified
 - H** an important celebration that takes place during the Olympic Games
 - J** when the members of the International Olympic Committee are selected
-

17 The author wrote this selection most likely to —

- A** compare the modern Olympics with the ancient Olympics
- B** provide information about the origin of the Olympic symbol
- C** describe the requirements for participating in the Olympics
- D** explain why the Olympics would benefit from having a new symbol

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

Red Crab Invasion

- 1 Christmas Island is an Australian territory in the Indian Ocean. The island is actually a plateau at the top of a mountain that is mostly underwater. Only 1,500 or so people lived on the island as of 2010. But Christmas Island is a special place.
- 2 The island boasts an array of exotic plants and animals, some of which are found nowhere else in the world. Among this great diversity are more than 100 kinds of crabs. The red land crab makes up the largest population of the land crab species. These crabs spend most of their lives on land; however, once a year almost 120 million of them are driven by instinct to make a treacherous trip to the ocean. The crabs let nothing stand in their way, swarming in red waves over the streets and homes of the island.
- 3 The migration begins during the rainy season in October and November. The process can last as long as a few weeks, and the crabs can travel several miles to the ocean and back. They travel a nearly identical path year after year. During that journey they risk getting run over by cars, suffering dehydration, or being attacked by other animals. But the crabs will navigate over or around anything in their path.

- 4 The male red crabs are the first to begin the journey. They leave their burrows in the rain forest near the peak of the plateau and scurry toward the ocean. At the beginning of this migration, it appears as though the mountain is erupting with crabs. The crabs make their way down the side of the plateau and cross the path of the people living there. The roads become crab-crossing zones, with traffic halting frequently while the small



Red crabs cross a road during their migration.

© Minden Pictures/SuperStock

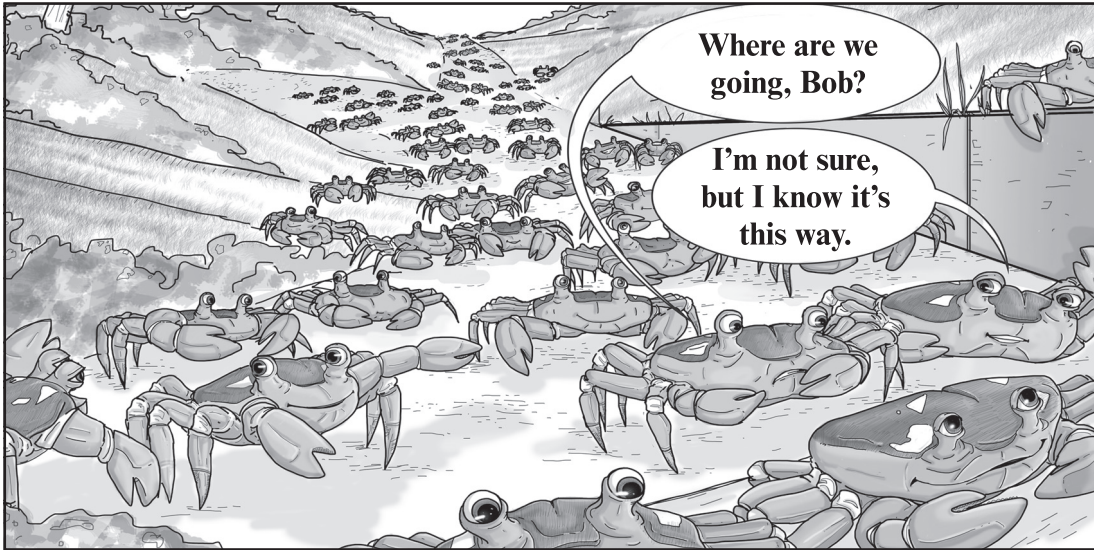
crustaceans race toward the beach. Homes in the crabs' path can become overrun with the little red creatures. And schools on the island experience the spectacle of thousands of crabs scuttling over walls and through hallways and classrooms as they try to reach their destination.



Children play in a school gym during the red crab migration.

Jurgen Freund

- 5 Soon after the males begin their descent, the female crabs join them. The females take a similar path to the ocean. Then the males and females mate near the water. After mating, the males return to higher ground, but the females wait by the shore to lay their eggs. After almost two weeks, the females make their way to the edge of the ocean, where they release their eggs. Each female red crab can produce up to 100,000 eggs. The female crabs then travel back to their burrows in the forest, leaving their eggs unprotected. This might be the most dangerous time in the breeding cycle for the species. Predators prowl the shoreline during this time, awaiting a tasty meal of crab eggs.
- 6 The baby crabs hatch in the ocean and live their first few weeks in the water. There they are vulnerable to fish and birds. Many do not survive, but those that do undergo a change as they leave the ocean. They shed the outer layer of their shells as part of a process called molting, which they do many times over the course of their lives. Then the tiny crabs travel to the forest where they will grow to adulthood and take part in the next migration.
- 7 The red crab migration forces people on the island to make some accommodations for the crustaceans. Roads are closed, and the routes of the crabs are reported on the radio. The annual migration has become a part of life for the locals. Also it is a way for the remote island to attract visitors. Many tourists travel to Christmas Island to witness the red crab migration, boosting the local economy. For visitors and residents alike, the sights and sounds of millions of crabs scrambling over land provide a fascinating experience.



Where are we going, Bob?

I'm not sure, but I know it's this way.

Monarch Magic

I watch with awe as you spring
Free from the prison you enclosed yourself in;
Cracking the capsule of crystal that captures
Your beautiful body and budding wings.
5 You push through, and nature sings.

Like sails catching a sudden gust
Those frail folded flaps unfurl;
The sun toasts them dry of their newborn dew.
They shimmer brightly in a new world;
10 White dots and black stripes on rust.

Before long you enjoy freedom won,
Vitalized with rest from tiresome struggle
You leave behind your chrysalis husk
That kept you safely wrapped in a bundle
15 And race toward the distant sun.

I know just where you will go,
As you ride the breeze to the horizon.
You will meet millions and travel south
In an orange blanket that smothers the sky
20 Destined to find home in Mexico.

You will soon rob this land of your grace
And leave it dull as pale elephant skin
For many months of biting wintry weather
While you dance in warm sun rays
25 Spreading your magic in that new place.

But someday I will meet your kin
That will bring beauty back to my tree,
Sipping sweet nectar from its new blossoms
And hanging crystalline ornaments
30 Like this one clung to its limb.



Use “Red Crab Invasion” (pp. 12–14) to answer questions 18–23. Then fill in the answers on your answer document.

18 Which idea is best expressed in the cartoon at the end of the selection?

- F Red crabs shed their shells many times during their life.
- G More than 100 crab species live on Christmas Island.
- H Red crabs rely on their instincts during their migration.
- J Female red crabs can produce as many as 100,000 eggs.

19 Read the origin of the word navigate.

from Latin *navis* (ship) + *agere* (drive)

This information helps the reader understand that navigate in paragraph 3 means —

- A overcome problems
- B accomplish a difficult goal
- C desire a leading role
- D find the way to a destination

20 The author included paragraph 1 in the selection most likely to —

- F provide background information about the home of the red crabs
- G explain why it is important for the red crabs to reach the ocean
- H provide reasons for visiting Christmas Island during the red crab migration
- J explain why Christmas Island is a perfect place for red crabs to live

- 21** Which sentence from the selection supports the idea that Christmas Island is a special place?
- A** *The red land crab makes up the largest population of the land crab species.*
 - B** *The island boasts an array of exotic plants and animals, some of which are found nowhere else in the world.*
 - C** *Only 1,500 or so people lived on the island as of 2010.*
 - D** *Christmas Island is an Australian territory in the Indian Ocean.*
-

- 22** In paragraph 2, the word treacherous means —
- F** quick
 - G** unexpected
 - H** dangerous
 - J** questionable
-

- 23** Which detail from the selection supports the idea that the island benefits from the red crabs?
- A** Millions of red crabs live in the rain forest that grows on the island.
 - B** The red crabs lay their eggs along the shore of the island.
 - C** The red crab migration attracts many visitors who spend money on the island.
 - D** The red crabs cover roadways during their migration.

Use "Monarch Magic" (p. 15) to answer questions 24–27. Then fill in the answers on your answer document.

24 Read lines 6 and 7 from the poem.

Like sails catching a sudden gust
Those frail folded flaps unfurl;

The poet uses the simile in these lines to describe —

- F the damage the wind has done to the butterfly's wings
- G the quickness and fullness of the butterfly's spreading wings
- H the colors of the butterfly's new wings
- J the size of the butterfly's wings compared to a ship's sails

25 The poet includes stanzas 1 through 3 most likely to —

- A describe the actions of the butterfly as a beautiful event
- B highlight the speaker's memories of observing the butterfly
- C emphasize the effect the butterfly has on its surroundings
- D show that the speaker is watching more than one butterfly

26 Which lines from the poem best express the speaker’s anticipation of a future event?

- F** Cracking the capsule of crystal that captures
Your beautiful body and budding wings.
- G** But someday I will meet your kin
That will bring beauty back to my tree,
- H** You leave behind your chrysalis husk
That kept you safely wrapped in a bundle
- J** They shimmer brightly in a new world;
White dots and black stripes on rust.

27 Why does the poet include a simile in line 22?

- A** To emphasize the delicateness of the butterflies
- B** To identify another animal that inhabits the area
- C** To describe how the butterflies become less attractive over time
- D** To express the idea that the area will be less beautiful without the butterflies

**Use “Red Crab Invasion” and “Monarch Magic” to answer questions 28–31.
Then fill in the answers on your answer document.**

- 28** An important difference between the migrations mentioned in “Red Crab Invasion” and “Monarch Magic” is that only the butterflies —
- F** breed during their journey
 - G** migrate to escape harsh weather
 - H** are seen by people while migrating
 - J** travel in a group

29 Read these lines from "Monarch Magic."

You will meet millions and travel south
In an orange blanket that smothers the sky

Which sentence from "Red Crab Invasion" illustrates a similar idea?

- A *After mating, the males return to higher ground, but the females wait by the shore to lay their eggs.*
 - B *During that journey they risk getting run over by cars, suffering dehydration, or being attacked by other animals.*
 - C *At the beginning of this migration, it appears as though the mountain is erupting with crabs.*
 - D *Among this great diversity are more than 100 kinds of crabs.*
-

30 Which organizational pattern do the author and the poet use to describe the migration of an organism?

- F The events of the migration are presented in sequential order.
 - G The events of the migration are ordered from most important to least important.
 - H Problems that the organism encounters during the migration are listed, and then solutions are given.
 - J Opinions about the organism are presented, and then these opinions are supported by factual information.
-

31 How are the migrations described in "Red Crab Invasion" and "Monarch Magic" similar?

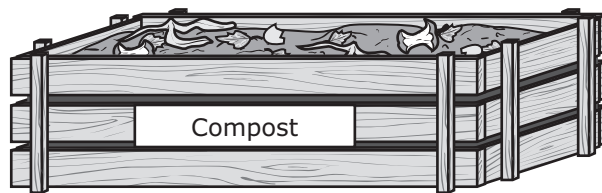
- A Both migrations are initiated by the male of the species.
- B Both migrations cross a border into another country.
- C Both migrations occur during a rainy season.
- D Both migrations are part of a cycle.

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

Composting

Dear Principal Collins,

- As president of the Truman Middle School Beautification Club, I am very concerned about the environment. I realize that some of my past ideas about making the school more eco-friendly may have been viewed as a little extreme by some and unrealistic by others. (Although I still believe wholeheartedly that you should find space in the budget to replace our school’s toilets with low-flow, water-saving ones.) However, our club has a simple, low-cost, environmentally friendly idea that will pay for itself in just a few months.
- When you hear the word “composting,” the first thing that probably comes to your mind is a distinct odor—a cross between rotting banana peels and old coffee grounds. And yes, if not properly maintained, a compost pile can smell bad and attract pests. In fact, compost piles can develop a variety of problems, but in most cases the causes and solutions can be identified easily. (Please refer to the table I’ve included.) If tended to regularly, a compost pile can transform food scraps and other organic materials into wonderfully fresh, nutrient-filled dirt.

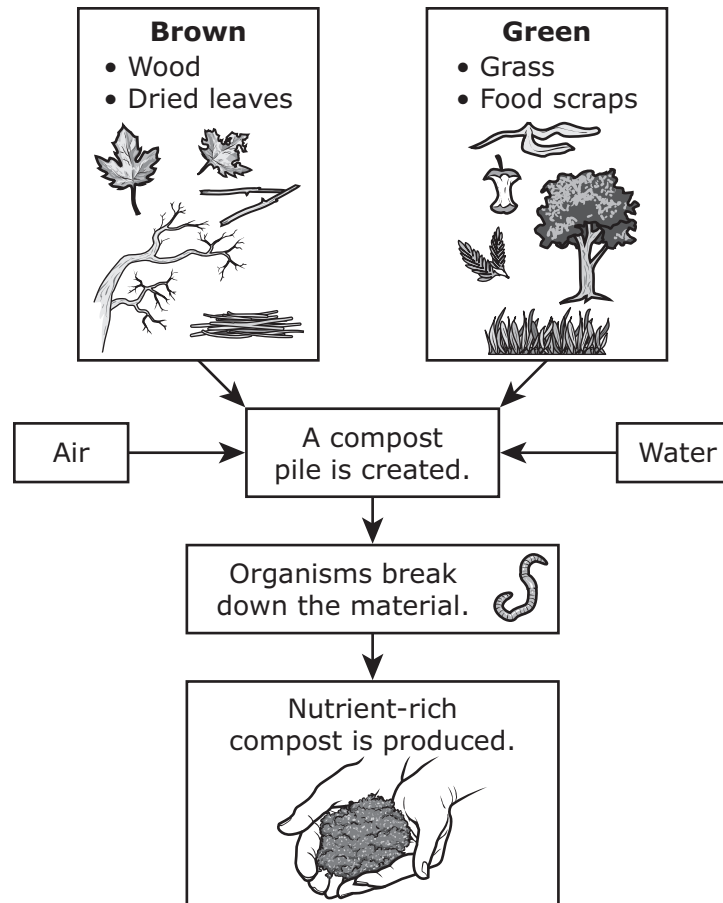


Common Problems with Compost Piles

Problem	Possible Cause	Possible Solution
Bad odor	Not enough air, too much green material, or too wet	<ul style="list-style-type: none"> • Mix the pile • Add more brown material • Use less water
Breaking down materials too slowly	Not moist enough	<ul style="list-style-type: none"> • Add water • Mix the pile
Attracting flies or other pests	Improper materials added	<ul style="list-style-type: none"> • Use the right types of food scraps • Add a lid
Not warm enough	Too much brown material	<ul style="list-style-type: none"> • Add more green material
Warm only in center	Pile is too small	<ul style="list-style-type: none"> • Mix more composting materials into the pile

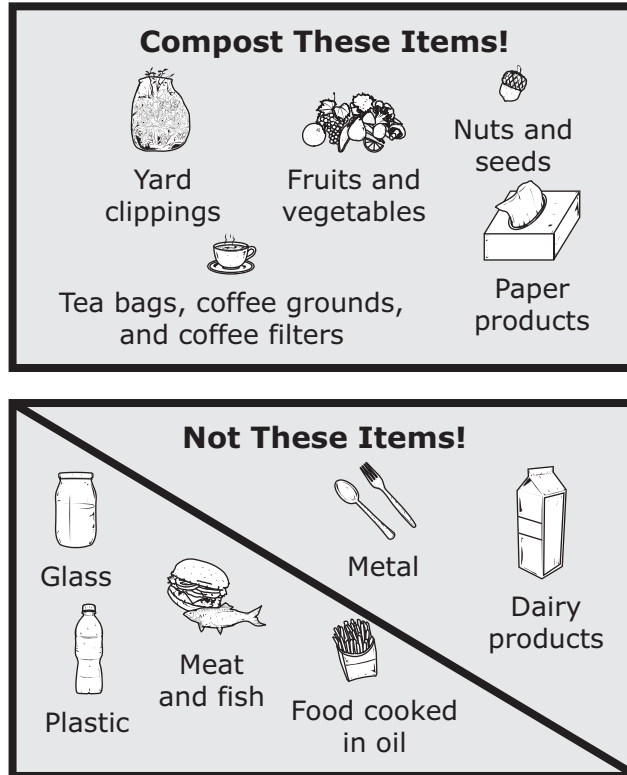
- As I’m sure you know, composting turns kitchen and yard waste into something usable once it is added to soil. A chemical reaction happens when things like

grass clippings, orange peels, and newspapers are layered in a certain way. When these materials break down, the resulting substance is compost. Our club created the diagram below, and pending your approval, we'd enlarge the diagram and post it in the cafeteria.



- 4 Composting has a surprising variety of benefits for the soil. But the positive effects of composting go well beyond that. When compost is made, trash in landfills is reduced. This is important because landfills and garbage dumps have limited space, but the amount of trash we throw out continues to expand. According to the Texas Commission on Environmental Quality, homes and businesses add about 31 million tons of garbage to landfills each year. If our school implements our composting idea, we could send less trash to the landfills. If students see us composting at school, they will want to start a compost pile at home as well, further reducing the waste in landfills.
- 5 Composting would also give us the opportunity to create something useful—rich soil for growing plants and vegetables. We wouldn't have to purchase fertilizer anymore for the plants on our school grounds to grow healthy and strong. Instead, the Truman Beautification Club could produce compost and then use it in our vegetable gardens, flower beds, and around our trees.
- 6 Composting could be very economical for the school when you consider that expenses on ground maintenance and trash disposal would decrease. The savings generated by composting could be spent on other resources, such as books and technology—or even low-flow toilets.

- 7 Ms. Wilson, the cafeteria manager, supports the idea of composting because she sees just how much food is wasted every day. According to research, much of a school's trash is made up of organic waste. That is a lot of pizza crusts that could be making compost! Students eating in the cafeteria could be encouraged to compost with easy-to-understand signs, like the ones below, that show them what to do with their trash.



- 8 We could also strengthen our sense of community if we involve parents, grandparents, and neighbors in our efforts. They could add items to the compost pile. Master gardeners and local businesses could donate their time or supplies. In time our school's compost could be sold in fund-raisers to support other eco-friendly projects.
- 9 Thank you for your consideration of our idea to implement a composting program at Truman.
- 10 The Beautification Club would be happy to get started immediately on making flyers about the simple steps for starting a compost pile.

Sincerely,

Katie Blanco

- 32** Paragraphs 5, 6, and 8 help support the author’s argument by —
- F** explaining that community members will help make composting a success
 - G** indicating that the school does not have the funds to pay for supplies
 - H** suggesting that the school will benefit financially from composting
 - J** showing that fertilizer is needed on school grounds in order for plants to grow
-

- 33** What is the meaning of distinct in paragraph 2?
- A** Able to improve
 - B** Rare and harmful
 - C** Likely to change
 - D** Strong and definite
-

- 34** In paragraph 4, Katie includes specific information from the Texas Commission on Environmental Quality in order to —
- F** add credibility to her argument that the amount of trash in landfills is a problem
 - G** show support for the activities sponsored by an environmental agency
 - H** evaluate the effectiveness of groups that want to reduce the amount of trash in landfills
 - J** give an example of how a government agency can help the environment

35 Which of the author’s arguments is based on faulty reasoning?

- A** *Composting has a surprising variety of benefits for the soil.*
 - B** *If tended to regularly, a compost pile can transform food scraps and other organic materials into wonderfully fresh, nutrient-filled dirt.*
 - C** *If our school implements our composting idea, we could send less trash to the landfills.*
 - D** *If students see us composting at school, they will want to start a compost pile at home as well, further reducing the waste in landfills.*
-

36 Based on the author’s comments in her letter, the reader can conclude that the Beautification Club has —

- F** taught its members’ parents how to make a compost pile
 - G** attempted to raise money for other school improvement projects
 - H** suggested other ways that the school could be more eco-friendly
 - J** worked with members of the community on various projects in the past
-

37 Which words from paragraph 6 help explain the meaning of economical?

- A** *other resources*
- B** *savings generated*
- C** *consider that*
- D** *could be spent*

- 38** Which sentence from the letter shows that Katie has considered an opposing viewpoint?
- F** *As I'm sure you know, composting turns kitchen and yard waste into something usable once it is added to soil.*
 - G** *A chemical reaction happens when things like grass clippings, orange peels, and newspapers are layered in a certain way.*
 - H** *As president of the Truman Middle School Beautification Club, I am very concerned about the environment.*
 - J** *And yes, if not properly maintained, a compost pile can smell bad and attract pests.*
-

- 39** What does the author's inclusion of the sample signs after paragraph 7 reveal about her?
- A** She realizes that the cafeteria manager will need instructions on what to serve.
 - B** She wants visitors to the school to know that the Beautification Club sponsors the composting.
 - C** She does not think students at her school will want to participate in composting.
 - D** She understands that guidance will be necessary in order to make composting a success at her school.

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

from
**Charlie Joe Jackson's
Guide to Extra Credit**

by Tommy Greenwald

- 1 The conference didn't start off all that bad. Ms. Ferrell told my parents how smart she thought I was, and how funny, and how they should be proud of my winning personality.
- 2 "He's a true original," was how she put it.
- 3 "Harrumph,"¹ harrumphed my dad, who didn't seem all that impressed.
- 4 "Well, we do think he's a funny, great kid," said my mom, looking on the bright side as usual. "But he needs to find a way to know when to be funny and when to be serious."
- 5 "There's plenty of time to be serious," I argued. "I have my whole adult life to be serious."
- 6 "Charlie Joe, enough!"
- 7 That was Dad.
- 8 He took a deep breath. "Ever since you got into middle school your grades have been getting worse and worse. It's time to buckle down. It would be bad parenting if we just sat here while you threw your talents away."
- 9 Before I could decide if I wanted to argue or not, Ms. Ferrell reached into her desk and pulled out some sort of pamphlet.
- 10 "I do have an idea that you might want to consider."
- 11 I glanced nervously at the pamphlet. I was pretty sure it wasn't exactly an invitation to video game school.
- 12 My dad took a look at the front. "Camp Rituhbukkee," he said, smiling. "Am I pronouncing that correctly?"
- 13 Ms. Ferrell nodded. "Indeed."
- 14 I gagged. "Camp *Read-A-Bookie*? Are you serious?"
- 15 "It's a wonderful summer camp," Ms. Ferrell said. "With equal emphasis on sports and academics."

¹To harrumph is to clear the throat in a self-important way.

- 16 My dad thumbed through the brochure. "Looks interesting."
- 17 I was too horrified to form any actual words. This was my *summer* they were messing with!
- 18 Ms. Ferrell looked at me. "Now, Charlie Joe, I know what you're going to say about the idea of going to a place like this. But I wouldn't suggest it if I didn't think you would enjoy it. Yes, it's got some classwork, but it's also a typical summer camp, with games and dances and all of that kind of stuff."
- 19 Poor, clueless Ms. Ferrell. She didn't understand that "games and dances" were just as much of a turn-off as "classwork."
- 20 But my dad was into it. "I really like the looks of this place, I have to say." He held out the brochure to me and grinned like an evil wizard. "Want to take a look?"
- 21 "No, thanks," I said, but he gave it to me anyway. It was filled with kids reading and writing and doing other school-type things. There was one kid in a canoe but he was wearing glasses and an oversized life jacket, and he looked like he would have been much happier with a dictionary than a paddle.
- 22 I tossed the brochure on the table and looked at my mom, begging her to speak up on my behalf, but I knew it was useless. The train to Camp Rituhbukkee was leaving the station, and my mom wasn't about to lie across the tracks to stop it.
- 23 But I was.
- 24 "What if I get straight A's this quarter?" I blurted out before realizing it.
- 25 No one said anything. I think they were all in shock.
- 26 "It's the last quarter of the year. How about if I get straight A's, you guys can't send me, okay?"
- 27 "That sounds fair," said my mom, always ready to make a deal.
- 28 My dad snorted out a laugh. "Straight A's? You've never gotten straight A's in your life."
- 29 Good point, I had to admit.
- 30 "You say it all the time, if I only worked harder and concentrated on my schoolwork, I could get really good grades," I pointed out.
- 31 "That's a big *if*," Ms. Ferrell said. "The quarter started over a week ago, and you're already off to a shaky start."
- 32 "I know it's a big *if*," I answered, suddenly very determined to pull this off. "But if I can do it, I should be able to do whatever I want this summer, like sleep and watch TV and play with the dogs and hang out with friends like a normal kid, and not have to go to some stupid camp that's really more like school."

- 33 The three adults in the room all looked at each other.
- 34 "Straight A's?" Dad said.
- 35 "Straight A's with one B," I said, remembering my hopelessness at Science. "I should be allowed one free B."
- 36 "A freebie!" my mom said, cracking herself up.
- 37 "Charlie Joe, if I'd known what it would take to get you to apply yourself in school, I would have shown your parents the brochure for this camp a long time ago."
- 38 My dad got up out of his chair and walked over to the window, where he could see a bunch of kids getting off the school bus. Pete and Timmy were there, doing typical middle school things like jumping on each other, punching each other in the arm, and laughing.
- 39 Finally my dad turned around and looked at my mom, who nodded.
- 40 "It's a deal," he said.

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- 40** Paragraphs 1 through 8 contribute to the plot by —
- F** hinting at how Charlie Joe will resolve his problem
 - G** describing the qualities that others enjoy about Charlie Joe
 - H** providing the reason for Charlie Joe’s conflict
 - J** establishing Charlie Joe’s discomfort in the setting
-

- 41** Read this sentence from paragraph 20.

He held out the brochure to me and grinned like an evil wizard.

The author uses a simile in this sentence to reveal that Charlie Joe’s father —

- A** is excited to have found a solution even if his son does not like it
 - B** has an unusual ability to make his son agree to things he dislikes doing
 - C** is pretending that he likes the camp so that his son will also like it
 - D** knows that his son will try to find an alternative to going to the camp
-
- 42** Why do paragraphs 23 and 24 mark a turning point in the story?
- F** Charlie Joe’s parents want to get his opinion about going to summer camp.
 - G** Charlie Joe understands that he should have worked harder in class.
 - H** Charlie Joe’s parents decide that the summer camp sounds like a good idea.
 - J** Charlie Joe recognizes that only he can save his plans for a fun and relaxing summer.

- 43** Based on paragraphs 18 and 19, the reader can conclude that Charlie Joe thinks Ms. Ferrell —
- A** does not understand what kinds of activities kids really enjoy
 - B** has found a way that may make his classwork more fun
 - C** does not really believe that he can improve his grades
 - D** is treating him unfairly by suggesting he attend summer camp
-

44 What is the best summary of the story?

- F** Charlie Joe attends a conference with his parents and his teacher. His father says that Charlie Joe's grades have worsened and must be improved. The teacher hands Charlie Joe's father a brochure about a camp, and Charlie Joe realizes it is an educational camp. Because of this, he does not want to go.
 - G** One day at school, Charlie Joe and his parents attend a conference with Charlie Joe's teacher. At first Ms. Ferrell describes Charlie Joe's good qualities, but Charlie Joe's father is concerned about his academic performance. Ms. Ferrell suggests that Charlie Joe attend a summer camp that is educational but also fun.
 - H** Charlie Joe meets with his parents and teacher for a conference at school. Charlie Joe does not want to go to summer camp. Instead, he says he will get good grades. His parents are not sure whether to accept his offer, so they try to determine whether Charlie Joe is serious.
 - J** During a parent and teacher conference, Charlie Joe's teacher suggests that Charlie Joe attend an educational summer camp. Charlie Joe's father thinks the camp is a good idea, but Charlie Joe does not want to go. He bargains to make excellent grades rather than attend the camp. His parents agree to this offer.
-

45 Which sentence best explains why Charlie Joe's father considers sending Charlie Joe to Camp Rituhbukkee?

- A** *Finally my dad turned around and looked at my mom, who nodded.*
- B** *"You've never gotten straight A's in your life."*
- C** *"It would be bad parenting if we just sat here while you threw your talents away."*
- D** *My dad thumbed through the brochure.*

- 46** The first-person point of view helps the reader understand —
- F** that Charlie Joe’s dad is serious about sending him to camp
 - G** why Charlie Joe’s mom will not help him
 - H** the way Ms. Ferrell views Charlie Joe
 - J** Charlie Joe’s reasons for not wanting to go to the summer camp
-

- 47** What does the conversation between Charlie Joe and his parents in paragraphs 26 through 30 suggest?
- A** Charlie Joe thinks that being able to avoid going to summer camp will be an easy task.
 - B** Charlie Joe’s mother believes that the summer camp will not offer any benefit to Charlie Joe.
 - C** Charlie Joe feels inspired to do better in school because of his parents’ faith in his abilities.
 - D** Charlie Joe’s father doubts that Charlie Joe will be able to achieve the goal he has set for himself.
-

- 48** Read this sentence from paragraph 22.

The train to Camp Rituhbukkee was leaving the station, and my mom wasn’t about to lie across the tracks to stop it.

The author uses figurative language in this sentence to show that —

- F** Charlie Joe does not want to go to a camp so far away from home
- G** Charlie Joe’s mom will not save him from having to go to camp
- H** Charlie Joe’s mom realizes that the camp may be dangerous
- J** Charlie Joe does not want to act against his mother’s wishes



**STAAR
GRADE 6
Reading
May 2016**



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Supporting	6.7 Fig. 19(D)	C
2	2	Readiness	6.8(A)	J
3	2	Supporting	6.7 Fig. 19(D)	D
4	2	Supporting	6.7 Fig. 19(D)	H
5	1	Readiness	6.2(E)	B
6	2	Supporting	6.7 Fig. 19(D)	H
7	2	Supporting	6.7 Fig. 19(D)	B
8	2	Supporting	6.3 Fig. 19(D)	F
9	3	Readiness	6.9 Fig. 19(D)	A
10	3	Readiness	6.10(A)	H
11	3	Readiness	6.10(D)	A
12	3	Readiness	6.10(A)	J
13	3	Readiness	6.10(A)	D
14	1	Readiness	6.2(B)	F
15	3	Readiness	6.10(A)	C
16	3	Readiness	6.10 Fig. 19(D)	H
17	3	Readiness	6.9 Fig. 19(D)	B
18	3	Supporting	6.13 Fig. 19(D)	H
19	1	Readiness	6.2(A)	D
20	3	Readiness	6.9 Fig. 19(D)	F
21	3	Readiness	6.10 Fig. 19(D)	B
22	1	Readiness	6.2(B)	H
23	3	Readiness	6.10(A)	C
24	2	Supporting	6.4(A)	G
25	2	Supporting	6.4 Fig. 19(D)	A
26	2	Supporting	6.4 Fig. 19(D)	G
27	2	Supporting	6.4(A)	D
28	1	Readiness	6.19(F)	G
29	1	Readiness	6.19(F)	C
30	1	Readiness	6.19(F)	F
31	1	Readiness	6.19(F)	D
32	3	Supporting	6.11 Fig. 19(D)	H
33	1	Readiness	6.2(B)	D
34	3	Supporting	6.11 Fig. 19(D)	F
35	3	Supporting	6.11(B)	D
36	3	Supporting	6.11 Fig. 19(D)	H
37	1	Readiness	6.2(B)	B
38	3	Supporting	6.11 Fig. 19(D)	J
39	3	Supporting	6.13 Fig. 19(D)	D
40	2	Readiness	6.6(A)	H
41	2	Readiness	6.8(A)	A
42	2	Readiness	6.6(A)	J
43	2	Readiness	6.6 Fig. 19(D)	A
44	2	Readiness	6.6 Fig. 19(E)	J
45	2	Readiness	6.6 Fig. 19(D)	C
46	2	Supporting	6.6(C)	J
47	2	Readiness	6.6 Fig. 19(D)	D
48	2	Readiness	6.8 Fig. 19(D)	G

STAAR Grade 6 Reading Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

Informational

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; **Readiness Standard**
 - (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; **Readiness Standard**
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. **Readiness Standard**
- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (C) compare and contrast the historical and cultural settings of two literary works. **Supporting Standard**
- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. **Supporting Standard**

(9) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) compare and contrast the stated or implied purposes of different authors writing on the same topic. **Supporting Standard**

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

(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence. **Supporting Standard**

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

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. **Readiness Standard**

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; **Supporting Standard**
 - (B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures. **Supporting Standard**
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; **Readiness Standard**
 - (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; **Supporting Standard**
 - (C) describe different forms of point-of-view, including first- and third-person. **Supporting Standard**

- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. **Readiness Standard**
- (13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (A) explain messages conveyed in various forms of media;
Supporting Standard
 - (B) recognize how various techniques influence viewers' emotions.
Supporting Standard

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

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.
Readiness Standard (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; **Readiness Standard**
 - (B) explain whether facts included in an argument are used for or against an issue; **Supporting Standard**
 - (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; **Readiness Standard**
 - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. **Readiness Standard**
- (11) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (B) identify simply faulty reasoning used in persuasive texts. **Supporting Standard**
- (12) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. **Supporting Standard**
- (13) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (A) explain messages conveyed in various forms of media; **Supporting Standard**

- (B) recognize how various techniques influence viewers' emotions.
Supporting Standard

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

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.
Readiness Standard (Expository) / **Supporting Standard** (Persuasive)