

STAAR Spring 2026 Grade 6 Reading Language Arts Rationales

Item Position	Rationale	
1	Option D is correct	In paragraph 6, the author notes that the strategic-thinking skills used in chess “are the same ones needed to be successful learners in classrooms.” In paragraph 7, the author discusses how chess players must consider the consequences of their actions, which is a skill students can apply in social situations. The author uses these examples to demonstrate how chess has similarities to situations students may experience in everyday life.
	Option A is incorrect	In paragraph 6, the author explains that playing chess might help students recognize the connection between actions taken by leaders and the consequences of those actions. However, there is no textual evidence in paragraph 6 or 7 to support the idea that chess inspires students to become leaders.
	Option B is incorrect	Although the author describes in paragraph 6 how chess can help with reading comprehension, there is no information in paragraph 6 or 7 to suggest that students must read many books in order to excel at chess.
	Option C is incorrect	In paragraph 7, the author explains how chess might help students “mature emotionally.” However, the author does not mention in either paragraph 6 or 7 that emotions can interfere with playing chess.

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Item Position	Rationale
2	For SCR items, please refer to the scoring guide.

Item Position	Rationale	
3	Option D is correct	The sentence from paragraph 1 represents a logical fallacy because the author states that “everyone” can enjoy chess. It is impossible to guarantee that everyone will enjoy the game. This fallacy is an exaggeration the author uses to persuade school leadership to start a chess club.
	Option A is incorrect	In an appeal to authority, an author uses a statement or opinion of an expert or cites an authoritative source to support a claim. In the sentence from paragraph 1, the author does not attribute the opinion that everyone can enjoy chess to an expert or source. Therefore, the sentence cannot be considered an appeal to authority.
	Option B is incorrect	A stereotype is a generalized statement about a specific group of people. Because the author refers to “everyone” in paragraph 1, a specific group is not being singled out; therefore, this is not a stereotype.
	Option C is incorrect	An anecdote is a short, interesting story about an incident or a person. The sentence “Chess is a game everyone can enjoy” is a statement in which the author makes a generalized claim, but this statement is not a story.

Item Position	Rationale	
4	Option C is correct	To persuade school leaders to form a chess club, the author lists many different life skills that playing chess can teach young people, including concentration (paragraph 4), strategic thinking (paragraphs 5 and 6), and foresight (paragraph 7). The author includes this information to highlight the fact that society places value on young people having strong life skills.
	Option A is incorrect	Although some young people may be talented chess players, having many talents is not an idea that the author emphasizes in the selection.
	Option B is incorrect	Although chess can be competitive, the author emphasizes the importance of players developing relationships with one another and learning good sportsmanship (paragraph 3). The value of winning is not mentioned in the selection.
	Option D is incorrect	Although it is likely that young people can play chess by themselves and may be able to do so without help, this is not an idea the author mentions in the selection.

Item Position	Rationale	
5	Option C is correct	The author's main claim in the selection is that school leaders should consider adding a chess club as an extracurricular activity. Furthermore, the author addresses school leaders in paragraph 8 with the question, "Aren't patience, perseverance, and good sportsmanship qualities that all teachers and principals want their students to demonstrate?" Therefore, the audience being addressed is school leaders, because they are the ones who would make the decision to add a new extracurricular activity.
	Option A is incorrect	In paragraph 7, the author highlights the idea that playing chess may improve students' conflict-resolution skills. However, the author is using this information as support for the overall argument and not to persuade teachers who want to help students resolve conflicts.
	Option B is incorrect	Although students' academic improvement is a potential benefit of chess, parents would not be the decision makers regarding the clubs offered at a school.
	Option D is incorrect	There is no mention of local officials or community members in the selection. Instead, the author explains the many benefits students can gain from playing chess with the goal of persuading school leaders to add a chess club to their school's activities.

Item Position	Rationale	
6	Option D is correct	In paragraphs 3 through 8, the author explains the benefits that are a result of playing chess, such as increased concentration (paragraph 4) and the ability to think strategically (paragraphs 5 and 6) and to anticipate outcomes (paragraphs 6 and 7). The author uses a cause-and-effect structure most likely to support the claim that schools should have a chess club.
	Option A is incorrect	In paragraph 3, the author does explain that chess is both competitive and fun. However, this information does not represent the author's most likely purpose for using a cause-and-effect structure in paragraphs 3 through 8.
	Option B is incorrect	Although the author does mention that conflict resolution is a benefit of playing chess (paragraph 7), that is not the most likely reason the author uses a cause-and-effect structure in paragraphs 3 through 8.
	Option C is incorrect	In paragraph 6, the author highlights the cause-and-effect relationship between playing chess and improved reading comprehension. However, the author does not mention that students will learn to enjoy reading more, so this information does not provide the most likely reason for the cause-and-effect structure in paragraphs 3 through 8.

Item Position	Rationale	
7	Option A is correct	In paragraph 2, the author describes the layout of the chessboard, the number and types of chess pieces, and the rules of the game. This provides some background information for the reader, who may be unfamiliar with chess, so that the reader can better understand the topic.
	Option B is incorrect	Although the author explains what a chessboard looks like in paragraph 2, the author does not describe the details that go into making the board.
	Option C is incorrect	The author concludes paragraph 2 by saying that “the winner is the player who can best plan and strategize against the other.” However, this is the only mention of strategy in the paragraph. Therefore, the reader can conclude that the author’s most likely purpose for including paragraph 2 is not to explain the importance of strategy to defeat an opponent.
	Option D is incorrect	Although the author mentions some of the rules and the long history of chess, the author does not explain the ways that the rules have changed over time.

Item Position	Rationale	
8	Option C is correct	The author supports the main claim of the selection through the use of quotations and studies. In paragraphs 4, 7, and 8, the author includes quotations to show the value of chess in players' lives. In paragraph 6, the author cites a study that demonstrates increased academic performance in students who received chess instruction.
	Option A is incorrect	Although the author uses logic and reasoning, it is to support the main claim that chess should be an extracurricular activity, not to suggest that chess is popular.
	Option B is incorrect	The author uses quotations from current chess players, rather than personal anecdotes about playing chess in the past, to support the main claim that chess should be an extracurricular activity.
	Option D is incorrect	Although the author mentions how chess can help students mature emotionally, the author does not appeal to the reader's emotions in order to tell a story.

Item Position	Rationale	
9	Definition 1 is correct	In paragraph 6 of the story "The Cardboard Catastrophe," Garrett's teacher explains that he will need a number of complex parts and strong engineering skills to build his machine. The context helps the reader understand that the word <u>involved</u> means to be "very complicated."
	Definition 2 is incorrect	The context in paragraph 6 of the story "The Cardboard Catastrophe" helps the reader understand that the word <u>involved</u> means that the process of building the machine will be very complicated, not that the process will be included in something.
	Definition 3 is incorrect	Although Garrett is committed to a cause—building the machine—the context in paragraph 6 of the story "The Cardboard Catastrophe" does not support this definition.
	Definition 4 is incorrect	In the context of paragraph 6 of the story "The Cardboard Catastrophe," the word <u>involved</u> is used to describe the very complicated process it will take for Garrett to build his machine. There is no context to support this definition.

Item Position	Rationale	
10	Option D is correct	A simile is a figure of speech in which two things are compared using the word <i>like</i> or <i>as</i> . In paragraph 8 of the story "The Cardboard Catastrophe," the author's comparison of the machine to a jellyfish with tentacles hanging to the floor highlights how messy and less than promising Garrett's machine looks.
	Option A is incorrect	Although the author of the story "The Cardboard Catastrophe" compares the machine to a jellyfish, an animal that can float in water, the author does not use the simile to suggest that the machine can float, since that would defeat its purpose of folding T-shirts.
	Option B is incorrect	In paragraph 3 of the story "The Cardboard Catastrophe," the author explains that Garrett was inspired by "a video on the internet of a machine," not by a jellyfish.
	Option C is incorrect	Although some people consider jellyfish to be beautiful creatures, the simile in paragraph 8 of the story "The Cardboard Catastrophe" is intended to highlight the messiness of the finished product rather than to suggest that the machine is beautiful.

Item Position	Rationale	
11	Option B is correct	In paragraphs 1 through 4 of the story "The Cardboard Catastrophe," the author sets up the main conflict: Garrett wants an easier way to fold his many T-shirts but cannot afford an expensive machine. Therefore, Garrett decides to build the machine himself.
	Option A is incorrect	In paragraph 4 of the story "The Cardboard Catastrophe," Garrett's mom does not take seriously his idea to purchase an expensive machine to fold his laundry. However, the reason for Mom's unwillingness to purchase the machine is that it is expensive, not that Garrett has played pranks previously.
	Option C is incorrect	Although readers might infer from the types of T-shirts Garrett has that his hobbies include going to concerts, playing sports, and doing community service, none of these activities contributes to the development of the plot of the story "The Cardboard Catastrophe."
	Option D is incorrect	Garrett's device is difficult to build. However, these details are shared later, in paragraph 6 of the story "The Cardboard Catastrophe."

Item Position	Rationale	
12	Option A is correct	In paragraph 6 of the story "The Cardboard Catastrophe," Ms. Messing explains to Garrett that what he is trying to build is complex. She expresses concern about the difficulty, gives him a box of parts to help him build his machine, and bids him good luck. This investment of time suggests that she will likely ask him about the outcome of his project.
	Option B is incorrect	Although Ms. Messing gives Garrett guidance, the author provides no evidence in the story "The Cardboard Catastrophe" to suggest that Ms. Messing will help him fix his machine or that he will try to fix it.
	Option C is incorrect	Even though Ms. Messing provides Garrett with some materials to build his machine, the author provides no evidence in the story "The Cardboard Catastrophe" to support the idea that Ms. Messing will supply him with additional materials.
	Option D is incorrect	It is Garrett who finds the video that inspires his machine design, not Ms. Messing. Therefore, the author provides no evidence in the story "The Cardboard Catastrophe" to support the idea that Ms. Messing would send videos of other machine designs.

Item Position	Rationale	
13	Option A is correct	In the selection from <i>The Automobile</i> , the factory fire destroyed all but one of Olds's models. Because this model went on to become the first mass-produced automobile (paragraph 3), the fire was a significant event in the history of the automobile.
	Option E is correct	The fact that the Curved Dash Olds increased in popularity shows the growth of the American car industry, which is an important idea in the selection from <i>The Automobile</i> .
	Option B is incorrect	The detail about Olds's first car running off steam is a minor detail and not important to include in a summary of the selection from <i>The Automobile</i> .
	Option C is incorrect	The fact that a song was written about the Curved Dash Olds is a minor detail in the selection from <i>The Automobile</i> .
	Option D is incorrect	The appearance of the Curved Dash Olds is a detail that is not significant enough to include in a summary of the selection from <i>The Automobile</i> .

Item Position	Rationale	
14	Option A is correct	In paragraph 2 of the selection from <i>The Automobile</i> , the author says that Olds's first cars "were expensive and did not sell well." This led Olds to experiment with cheaper models. In paragraph 3, the author describes how car sales increased rapidly when the price was "within the reach of middle-class Americans." This information supports the conclusion that the automobile industry grew as cars became affordable to more people.
	Option B is incorrect	In the selection from <i>The Automobile</i> , the author points to a more accessible price as the main driver of growth in the automobile industry. The author does not discuss the need to transport goods in the selection.
	Option C is incorrect	The rapid growth of the American automobile industry is an important idea in the selection from <i>The Automobile</i> , but the author does not suggest that consumer demand outpaced industry supply.
	Option D is incorrect	Although the author of the selection from <i>The Automobile</i> discusses the challenges of inventing and producing new car models, there is no mention of the automobile industry prioritizing older car models in order to change people's opinions.

Item Position	Rationale	
15	Option C is correct	In the selection from <i>The Automobile</i> , the author uses a cause-and-effect organizational structure to show how Olds developed the Curved Dash Olds and how it became historically significant as the first car to be mass produced and popularly sold.
	Option A is incorrect	Although the author mentions that the first car Olds produced was expensive (paragraph 2) and that the Curved Dash Olds, a later model, was more affordable for the middle class (paragraph 3), the author uses the organizational structure of paragraphs 2 and 3 of the selection from <i>The Automobile</i> to show the cause and effect of how the Curved Dash Olds became popular.
	Option B is incorrect	In paragraph 3 of the selection from <i>The Automobile</i> , the author discusses the features of the Curved Dash Olds. However, the author does not rank these features by order of importance.
	Option D is incorrect	In paragraph 3 of the selection from <i>The Automobile</i> , the author shares an advantage of the Curved Dash Olds—its affordability for middle-class Americans—and a description of its subsequent popularity, with even a song being written to celebrate that model. However, the author uses the cause-and-effect structure to show that people were excited, rather than concerned, about the new car.

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16	Option A is correct	The controlling idea of the selection from <i>The Automobile</i> is that the first American cars were created through a process of development that happened over time. The Duryea brothers created the first cars (paragraph 1), and then Olds developed a number of different models until he found one that was affordable to many Americans (paragraphs 2 and 3).
	Option B is incorrect	Although the author of the selection from <i>The Automobile</i> discusses price barriers, he does not mention distrust or suspicion toward new cars.
	Option C is incorrect	Although the author of the selection from <i>The Automobile</i> provides details about early “American carmakers” (paragraph 1), he does not suggest that these inventors viewed themselves as businesspeople.
	Option D is incorrect	In paragraph 3 of the selection from <i>The Automobile</i> , the author describes the Curved Dash Olds, saying that “it looked something like a buggy, with bicycle wheels.” This is one small detail and not the controlling idea of the selection.

Item Position	Rationale	
17	Option A is correct	In the story "The Cardboard Catastrophe," Garrett's teacher gives him leftover parts to build his machine (paragraph 6), whereas in the selection from <i>The Automobile</i> , Olds was "backed by a millionaire" to produce his first cars in a factory (paragraph 2).
	Option B is incorrect	In the story "The Cardboard Catastrophe," Garrett's machine does not have to be saved from disaster. Instead, it is Olds in the selection from <i>The Automobile</i> who managed to save one of his car models from a factory fire.
	Option C is incorrect	Although family members are mentioned in both selections, none of the characters in the story "The Cardboard Catastrophe" or the selection from <i>The Automobile</i> receives help from other family members.
	Option D is incorrect	In the story "The Cardboard Catastrophe," there is no indication that Garrett hopes to use his machine for other tasks. In the selection from <i>The Automobile</i> , Olds produced different machines, or car models. However, the different models were all used for the same purpose.

Item Position	Rationale	
18	Option B is correct	In the story "The Cardboard Catastrophe," Garrett receives materials and direction from his teacher to build his folding machine, and in the selection from <i>The Automobile</i> , Olds received funding from a millionaire to produce cars.
	Option A is incorrect	In the story "The Cardboard Catastrophe," Garrett builds a folding machine for himself because he does not like folding his many T-shirts. However, in the selection from <i>The Automobile</i> , Olds built cars to sell to others. Therefore, this is a difference, not a similarity.
	Option C is incorrect	In paragraph 5 of the story "The Cardboard Catastrophe," Garrett does research on a machine for folding T-shirts so that he can build something similar. Conversely, in the selection from <i>The Automobile</i> , Olds built different car models in an effort to make a car that was more affordable. Therefore, this is a difference between the two selections.
	Option D is incorrect	Although a parent is mentioned in both the story "The Cardboard Catastrophe" and the selection from <i>The Automobile</i> , neither author states that someone was inspired by a family member.

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19	Option C is correct	In the story "The Cardboard Catastrophe," Garrett builds only one T-shirt-folding machine before giving up. However, in the selection from <i>The Automobile</i> , Olds created many models before developing one that was commercially successful. This is a difference between Garrett's machine and the Curved Dash Olds.
	Option A is incorrect	In the story "The Cardboard Catastrophe," Garrett's machine is not the first of its kind. In paragraph 3, the author describes how Garrett is inspired by a machine that he saw on the internet. In the selection from <i>The Automobile</i> , the Curved Dash Olds was built based on previous car models. Therefore, this is a similarity, not a difference.
	Option B is incorrect	Although Garrett from the story "The Cardboard Catastrophe" builds his machine by himself, he does not come up with the idea for the machine (paragraph 3). In addition, the author of the selection from <i>The Automobile</i> does not provide details to support the idea that Olds worked with a team on the design of the Curved Dash Olds. Therefore, this is not a difference.
	Option D is incorrect	This statement does not accurately represent a difference between the T-shirt machine and the Curved Dash Olds. In the story "The Cardboard Catastrophe," Garrett wants his machine to be simple to use, but it becomes more complicated than he had anticipated. Furthermore, there is no evidence in the selection from <i>The Automobile</i> to indicate that the Curved Dash Olds was difficult to use. The fact that it became so famous and sold so well suggests otherwise.

Item Position	Rationale	
20	Option B is correct	The author of the selection from <i>The Automobile</i> shows how Olds overcame failure more than once. At first he built cars that were too expensive for many people to buy. Then he nearly lost everything he had in a factory fire (paragraph 2). However, he was able to turn the lone model that survived the fire into a bestseller (paragraph 3), showing how success and failure can be intimately connected. In the story "The Cardboard Catastrophe," Garrett admires a machine that would beautifully solve his problem (paragraph 3), and it inspires him to work hard to build his own version (paragraph 7). Yet despite success in building his machine, it fails to perform its task (paragraph 10).
	Option A is incorrect	In the selection from <i>The Automobile</i> , the reader could conclude that the future holds exciting opportunities for Olds because of how popular the Curved Dash Olds had become. However, the reader could not draw the same conclusion from the story "The Cardboard Catastrophe." At the end of the story, Garrett learns to live with folding his clothes by hand, suggesting that his future would remain much the same as his present.
	Option C is incorrect	Although the author of the selection from <i>The Automobile</i> does present details about the birth of the automobile industry over a hundred years ago, there is no attempt to discuss how life in that time differed from life today. Likewise, the author of the story "The Cardboard Catastrophe" does not draw any distinction between life today and in the past, because the entire story takes place during modern times.
	Option D is incorrect	Garrett, the main character in the story "The Cardboard Catastrophe," is trying to harness technology to solve his problem with folding T-shirts. However, he is unsuccessful in the attempt to build his machine, so his problem remains unsolved. In the selection from <i>The Automobile</i> , the author describes the success of the Curved Dash Olds. Although the automobile solved the problem of transportation for those who could afford one, this idea was not an important part of the selection.

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21	The word <i>critic</i> in paragraph 7 comes from a Greek root that means “able to make judgments.” In paragraph 7, a critic made a judgment about Yani’s paintings, calling them “exciting works of art.”

Item Position	Rationale	
22	Option B is correct	The author says that after Yani’s visits to the zoo, Yani would sit “cross-legged with her eyes closed” (paragraph 9), using her imagination to visualize what she wanted to paint. She painted trees and flowers, birds, and numerous other animals, indicating that the natural elements she witnessed at the zoo were the inspiration for her art.
	Option A is incorrect	Throughout the selection, Yani is shown adhering to the tradition of xieyi painting. The author provides no evidence that Yani strayed from tradition by using unique art supplies.
	Option C is incorrect	In paragraph 11, the author shares the many countries where Yani’s paintings have been exhibited. Therefore, there is no indication that the zoo setting caused her to hesitate to share her paintings.
	Option D is incorrect	Based on the details in paragraphs 8 through 10, the reader can infer that Yani was inspired by her trips to the zoo rather than being distracted by them.

Item Position	Rationale	
23	Option B is correct	Imagery is the use of vivid language to represent objects, actions, or ideas. In paragraph 1, the author brings the studio to life with phrases such as “jars of black liquid ink lined the walls” and “paintings hung from wires that crossed the ceiling.” In paragraph 2, Yani rubbed the paintbrushes on her cheek and picked up the jars of ink. The author’s use of imagery in these paragraphs shows Yani’s curiosity and her keen observation, which gives the reader the impression that Yani was in awe of her father’s studio.
	Option A is incorrect	Although there is detailed descriptions in paragraphs 1 and 2 of the contents of the studio, the author includes these details to show the extent of Yani’s father’s supplies. None of the descriptive words give the impression that the materials were disheveled.
	Option C is incorrect	Even though Yani was experiencing her father’s studio for the first time, the author’s use of imagery is not used to illustrate Yani’s confusion with painting supplies. In fact, at the end of paragraph 2, the author describes Yani “standing right in front of her father’s finished painting, holding a paintbrush and a jar of ink.” Therefore, it is clear that Yani understood what the painting supplies were used for.
	Option D is incorrect	Although paragraphs 1 and 2 take place inside Yani’s father’s studio when Yani snuck in, there is no interaction between Yani and her father until paragraph 4, when he discovered that she had painted over one of his works. The imagery is used to show Yani’s fascination with her father’s studio.

Item Position	Rationale	
24	Option C is correct	Yani's art has an effect on others, as supported by the evidence in the sentence from paragraph 7. In the sentence, the author indicates that not only is Yani's artwork beautiful but that another experienced painter found it so moving that he did not believe his talent could "equal the beauty" of her work.
	Option A is incorrect	In the sentence from paragraph 4, the author indicates that Yani's father saw that she had been painting, but there is no mention in this sentence that her art had an effect on him.
	Option B is incorrect	In the sentence from paragraph 6, the author explains that many people believe that xieyi painters are born with natural talent, not that Yani's work has an effect on others.
	Option D is incorrect	With this sentence from paragraph 9, the author shows the power of Yani's imagination and how she integrated it into her process, but this sentence does not support the idea that Yani's art affects other people.

Item Position	Rationale	
25	Option D is correct	Mood in a text is when the author makes the reader feel a certain way through words or details. In paragraph 9, the author describes how Yani sat cross-legged and still as she patiently visualized the perfect image. By explaining how she sat for as long as it took, the author creates a feeling of calmness and quiet determination. This is built on in the subsequent sentences, when Yani created her artwork with deliberate movements of her brush. Finally, Yani returned to the same position, seated, eyes closed, bringing the act of painting to a close, creating a calm mood.
	Option A is incorrect	Although Yani approached painting independently, the author does not create a mood of mystery in paragraph 9. Instead, the author's careful attention to the detail of how Yani painted each natural element gives the reader a feeling of calm.
	Option B is incorrect	Yani's love for visiting the zoo is expressed in paragraph 8. In paragraph 9, the author's focus is on Yani's painting process, which creates a calm mood.
	Option C is incorrect	Even though Yani painted her natural surroundings, the author does not give insight into her thoughts about nature. The mood in paragraph 9 is calm, not somber.

Item Position	Rationale	
26	Option A is correct	In paragraph 5, the author describes the amazed reactions to Yani's first painting. In paragraph 6, the author explains the process of xieyi painting and society's regard for the talents of xieyi painters. In paragraph 7, one critic admires Yani's work, calling it "uninhibited genius." In paragraph 11, the reader learns that Yani's artwork is on display in shows around the world. All of these details point to the idea that society values the contributions of artists and supports their practice.
	Option B is incorrect	Although in paragraph 9 Yani is shown in deep concentration painting elements of nature, the narrative purpose of that detail is to provide an example of the process Yani used to paint. It is not intended to depict her or other members of the community learning from nature.
	Option C is incorrect	Although Yani followed in her father's footsteps by becoming a xieyi painter, she was not pressured by anyone to follow the family tradition. She became captivated by her father's work after sneaking into his studio on her own (paragraph 1).
	Option D is incorrect	The author provides details in paragraph 6 that suggest that the practice is an established art form. There is no mention in the selection of new art forms being developed.

Item Position	Rationale	
27	Option A is correct	The term <i>point of view</i> refers to the perspective from which the events in a story are told. A third-person omniscient point of view is a narrative perspective in which the narrator can see into the thoughts and feelings of every character in a story or text using pronouns such as <i>he</i> , <i>she</i> , and <i>they</i> . The narrator describes Yani's thoughts about her father's art studio and her inner thought process for painting. The narrator also shares other people's thoughts about Yani's work.
	Option B is incorrect	The selection includes thoughts from both Yani and others about her art and exhibits, but the narrator does not provide details that suggest that Yani's work needed to be improved in some way.
	Option C is incorrect	The narrator discusses the art form of xieyi and how other people felt about xieyi artist Wang Yani. However, Yani's feelings about other xieyi artists are not mentioned by the narrator.
	Option D is incorrect	In paragraph 4, Yani's father found her painting over one of his works and was amazed by her natural talent. Based on those details, as well as the reactions to Yani's work at her early age and the fact that her paintings were exhibited around the world, the reader can conclude that Yani found xieyi art easy, not difficult.

Item Position	Rationale
28	The student response below has been identified by Texas educators as meeting the requirements for a 10-point (maximum score) response based on the rubric criteria. For additional information, refer to the grade 6 scoring guide available on the STAAR Reading Language Arts Resources webpage. The magic of art can have great impacts on someones thoughts, beliefs, and life, and Yani was no exception. Her fathers art studio and encounter with paint shaped who she became in a domino effect of events, and because of her experience as a child and young adult that caused her to become a great artist, producing over four-thousand paintings. Paintings that you start over at the smallest slip. As the first example, the whole reason that she even became enterested is because of her fathers work and job, and it is due to this little childhood painting experience that her father took her paintings to a professional, and they understood how truly great of a painter she was. Because of the encounter, because of the impact art made on her as a child, she became inspired to contenuue what had inspired her into her adult years. This is shown clearly in paragraph five, where it tells the reader, "- her fathers reaction was horror- Yani had destroyed his painting! But when her father showed the painting to his friends in their village of Gongcheng, China, they all agreed-the young girl's work was absolutely amazing!" It is because of this she became a talented painter, and because of this she contenuued painting. Secondly, multiple critics of art shared the same concept that Yanis way of painting couldn't be learned, but given to you as a gift from either god, or some other person. You can't just decide to learn the style. People loved her style, and critics were amazed to learn of her young age and skill, even going so far as to quit their job knowing that they couldn't live up to her, being old, and she is young, and only going to get better. These are such comments on her art that gave Yani confidence that she needed to pursue this career of art and painting, the style of Xieyi painting and the big, perfected brush strokes needed to be succesful at it. It was obvious to all that she was great, and that the painting simply come to her easily, painting in a trance, almost like in a hypnotic state, only to wake and see the marvolous work that her mind and body had made her complete. Her love for animals was refileted in her paintings, and her love for painting was reflected in her attitude. Like in the the text, it states that, "It was like she had beenin a half-hour-long trance- as if somebody else had been paintingand only when Yani opened her eyes would she really see her art for the first time." Knowing all this, know that childhood has a great deal on who you become to be, and that a little artwork scandal can shape you into something great, having done a great deal of impact on you. Yani became famous, producing multiple paintings considered works of art, trying her best to be inspiring to other artists in the next generation, as her father art inspired her.

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29	Option A is correct	Adding this sentence supports sentence 2 because it provides more understanding of why nations were exploring the world and searching for new lands.
	Option B is incorrect	With this sentence, the writer merely repeats information that has already been presented in sentence 2. This is not a helpful addition.
	Option C is incorrect	In sentence 2, the writer indicates that the nations shared certain goals when they set out to find and explore new territories. Inserting this new sentence conveys an opposing view—that the nations had different aims and values. This does not provide support for sentence 2.
	Option D is incorrect	The fact that some explorers have become famous is not directly related to the goals of the nations that sent them, so adding this sentence does not support sentence 2.

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30	Option D is correct	Sentence 4 is a clear and effective sentence. It does not need to be revised.
	Option A is incorrect	By misplacing the phrase “during this time,” the writer misleads the reader about when the wrecks occurred and when the ships could still be found. This is not an effective revision of sentence 4.
	Option B is incorrect	Here the writer creates unneeded repetition by adding the phrase “that occurred” after “these shipwrecks.”
	Option C is incorrect	In this revision, the writer produces an awkward and confusing sentence. The phrases “at the bottom of the sea” and “during this time” are both placed incorrectly, which obscures the point the writer is making in sentence 4.

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31	Option C is correct	By deleting the phrase “that year” from sentence 10, the writer eliminates the repeated indication of when the <i>San José</i> sank. This revision produces a clear and effective sentence.
	Option A is incorrect	Here the writer introduces a new repetition of ideas. The phrases “at the head” and “in the lead” have the same meaning.
	Option B is incorrect	In this revision, the writer suggests that the year 1708 is the location where the <i>San José</i> sank. This does not make sense, so this cannot be an effective replacement for sentence 10.
	Option D is incorrect	This revision does not make any sense. In it, the writer indicates that the year 1708 itself was located at the head of the fleet and that the year sank.

Item Position	Rationale	
32	Option D is correct	A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes. This revision of sentence 12 places the phrase “with British forces” after the word it modifies, “battle.” This corrects the misplaced modifier in the passage and produces an effective sentence.
	Option A is incorrect	Here the writer inserts the phrase “and was” to create an awkward claim about when the <i>San José</i> sank. The phrase “during a battle with British forces” should be placed directly after the verb “sank,” which it modifies.
	Option B is incorrect	Again, in this revision the writer misplaces the phrase “with British forces.” It now seems to apply to the verb “sank,” suggesting that British sailors were aboard the sinking ship. That is not the writer’s intent in sentence 12.
	Option C is incorrect	This is not an effective revision because the phrase “during a battle with British forces” is improperly separated (by the word “and”) from the verb “sank.”

Item Position	Rationale	
33	Option C is correct	An effective concluding sentence brings a paper to a sense of closure. With this sentence, the writer sums up the difficulties and uncertainties that continue to keep scientists from learning more about the historic wreck and the treasures it holds.
	Option A is incorrect	While this claim about the value of museums may be true, it deflects attention from the subject of the paper—the colorful and tantalizing story of the <i>San José</i> . This is not an appropriate concluding sentence for the paper.
	Option B is incorrect	This general observation about learning from and about the oceans has no direct relation to the main ideas of this paper.
	Option D is incorrect	Speculation about the rising price of precious metals has only a slight bearing on the history and possible recovery of the shipwreck and its cargo. This sentence cannot be used as the paper’s concluding sentence.

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Item Position	Rationale
34	For SCR items, please refer to the scoring guide.

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Item Position	Rationale	
35	Option C is correct	A transition is a word, phrase, or sentence that connects topics or ideas. By replacing the transition “Ordinarily” with “Fortunately,” the writer makes clear that she was glad to learn that she could still move her foot properly.
	Option A is incorrect	“Consequently” is not an effective transition to use in this sentence because it implies that the writer’s foot moved normally as a result of the bruise and the wiggling, which is not the case.
	Option B is incorrect	The word “Supposedly” is an inappropriate transition here because it indicates that the writer is not sure whether her foot was really moving as it should.
	Option D is incorrect	Inserting the transition “Usually” in place of “Ordinarily” does not improve sentence 9, since these two words have the same meaning. Neither of them is an appropriate transition in this context.

Item Position	Rationale	
36	Option C is correct	With this revision, the writer correctly places the phrase “or game” directly after the word “practice” to make clear that the adjective “hard” applies to both these nouns. The revised sentence is clear and effective.
	Option A is incorrect	This is not an effective revision because the phrases that follow the preposition “after” are not parallel to each other.
	Option B is incorrect	Here the writer makes a confusing claim about the timing of her hot baths. The repetition of “after a” conveys the idea of a hard practice being followed by a hard game and then a hot bath. This is not what the writer intends.
	Option D is incorrect	The writer mistakenly places the word “after” in a confusing sequence of phrases that does not make sense. This is not an effective revision of sentence 15.

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Item Position	Rationale	
37	Option B is correct	By replacing “it” with “my injured knee,” the writer clearly communicates that she understands the coach’s instructions to take good care of her sore knee by using ice, heat, and rest.
	Option A is incorrect	Substituting “my loyal team” for “it” would indicate that the writer has not listened carefully to her coach’s advice. Coach Sally makes it clear that for now she wants the writer to take good care of her knee so she can play for the team again soon.
	Option C is incorrect	In this context, it is evident that the writer is supposed to focus on caring for her knee, not on her practice time with the team.
	Option D is incorrect	It is not clear what using the phrase “my new assignment” would refer to, so this is not a helpful replacement for “it” in sentence 17.

Item Position	Rationale	
38	Option A is correct	A subordinating conjunction is a word that joins a dependent clause to an independent clause and shows the relationship between the two ideas in a sentence. Replacing "Since" with "While" as the subordinating conjunction in sentence 2 correctly signals the contrast between some missions being over and others continuing. Here the conjunction "while" means "although" or "whereas."
	Option B is incorrect	Using "Unless" as the subordinating conjunction misstates the relationship between the two ideas in sentence 2. This replacement implies that either some missions have ended or some missions continue, but not both.
	Option C is incorrect	Replacing "Since" with "If" mistakenly indicates that some missions continue only because other missions have ended. The use of "If" expresses the same causal connection as the original use of "Since," so it does not correct the error.
	Option D is incorrect	By inserting "Whether" as the subordinating conjunction, the writer expresses uncertainty about the claim that some missions are over. This is not the writer's intent in sentence 2.

Item Position	Rationale	
39	Option C is correct	The subject of sentence 5 is the plural noun “discoveries,” which requires the use of the plural verb form (“raise”). This edit corrects the subject-verb agreement error in the sentence.
	Option A is incorrect	The preposition “by” is used correctly in sentence 5 to indicate that these missions yielded the discoveries. Using the preposition “at” would change the meaning of the sentence.
	Option B is incorrect	The word “frequently” is spelled correctly in the sentence and should not be replaced by “frequentley,” a misspelling.
	Option D is incorrect	No comparison is being made in sentence 5, so the superlative adjective “newest” is not appropriate here. This change should not be made.

Item Position	Rationale	
40	Option B is correct	In sentence 7, the writer reports that the Kepler Space Telescope (mentioned by name in sentence 6) took many photos of other planets. The singular pronoun "it" should be used to refer to the telescope, not the plural pronoun "they."
	Option A is incorrect	"Durring" is not the correct way to spell the word "During," so this change should not be made.
	Option C is incorrect	Using the preposition "through" instead of "outside" changes the meaning of sentence 7, so it cannot be the correct response.
	Option D is incorrect	In this sentence, "solar system" is not being used as a proper noun, a noun that refers to a specific person, place, idea, or event. Therefore, "solar system" should not be capitalized.

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Item Position	Rationale	
41	Option D is correct	It is a mistake to capitalize "universe" in sentence 9 because it is not being used as a proper noun, a noun that refers to a specific person, place, idea, or event. This option provides the needed correction.
	Option A is incorrect	The writer uses sentence 9 to comment on the question posed in sentence 8. In this context, the singular noun "question" is appropriate and should not be replaced by the plural noun "questions."
	Option B is incorrect	Changing "because" to "even though" distorts the meaning of sentence 9. The use of "because" signals that the writer is explaining why no one knows the answer to the question.
	Option C is incorrect	The word "began" is the wrong verb form for the writer to use in this context. It does not fit with her use of the helping verb "are" earlier in the sentence.

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Item Position	Rationale	
42	Option D is correct	In the context of this paragraph, the writer clearly uses sentence 4 to report her remembrance of something that was already in the past. Substituting the verb phrase “had been saving” correctly expresses this idea.
	Option A is incorrect	Replacing the phrase “I suddenly” with “And suddenly” removes the subject of sentence 4 and produces a sentence fragment, or incomplete sentence.
	Option B is incorrect	“Preshous” is not the correct spelling of the word “precious,” which is what the writer intends.
	Option C is incorrect	Inserting a comma here would create a punctuation error in sentence 4. The comma would separate the noun “mementos” from the phrase that applies to, or modifies, it.

Item Position	Rationale	
43	Option A is correct	Sentence 6 is a subordinate clause, a clause that cannot stand alone as a complete sentence. The writer corrects this error by putting the information in sentences 5 and 6 together and then inserting a comma before the subordinate clause. The result is a complete and correctly punctuated sentence.
	Option B is incorrect	In this option, the second punctuated phrase is a sentence fragment, or incomplete sentence. This is not an acceptable way to rewrite sentences 5 and 6.
	Option C is incorrect	This option is a run-on sentence, an error in which two or more main clauses are joined incorrectly.
	Option D is incorrect	Here the writer has created another sentence fragment in the second punctuated phrase ("By all my parents' friends"). This group of words cannot be used by itself to express a complete statement.

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Item Position	Rationale	
44	Option C is correct	Changing "sweat" to "sweet" corrects the spelling error in sentence 8.
	Option A is incorrect	Replacing the plural verb "were" with the singular verb "was" is inconsistent with the plural nouns "notes" and "letters" in sentence 8. Using "was" creates a subject-verb agreement error.
	Option B is incorrect	There is no need for a comma following the word "members" in this sentence.
	Option D is incorrect	Here the word "grandparents" is not being used as a proper noun, a noun that refers to a specific person, place, idea, or event. Therefore, it is inappropriate to capitalize the word.

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Item Position	Rationale	
45	Option D is correct	The clause "As I slowly read the many descriptions of what people had appreciated about me" is a subordinate clause, a clause that cannot stand alone as a complete sentence. The writer needs to insert a comma after "me" because a comma is required after a subordinate clause at the beginning of a sentence.
	Option A is incorrect	By using "As," the writer indicates that this is when he felt encouraged. Changing the preposition "As" to "If" would change the meaning of sentence 9.
	Option B is incorrect	The plural noun "descriptions" is correct in this sentence. Its singular possessive form ("description's") would not make sense here.
	Option C is incorrect	"Appreciated" is the correct spelling for the past-tense form of the verb "appreciate." It should not be changed to "apreciated."