

STAAR Spring 2025 Grade 6 Reading Language Arts Rationales

Item Position	Rationale	
1	Option B is correct	In scene 1, Caitlin responds to Horatio's sourdough starter with skepticism, and she questions what Horatio plans to do with the dough. Horatio responds to Caitlin's skepticism by emphasizing the sourdough starter's significance to his family and vowing to take great care of it. Horatio's commitment to the sourdough starter is one he struggles to keep, which drives the plot development.
	Option A is incorrect	At the beginning of scene 2, Horatio is telling Caitlin about his card collection, which does support the idea that Horatio is interested in other types of activities. However, there is not enough textual evidence in the play to support the idea that Caitlin's responses in scene 1 cause Horatio's interest in other activities.
	Option C is incorrect	In scene 2, Horatio realizes that he has forgotten to take care of the sourdough starter, which may indicate that he has too many other responsibilities. However, there is no textual evidence in the play to support the idea that Caitlin's responses in scene 1 cause Horatio to question his responsibilities.
	Option D is incorrect	In scene 1, Caitlin's skepticism causes Horatio to overpromise on taking care of the sourdough starter. The scene ends with his vow that the starter will live for a century. However, there is no textual evidence in the play to support the idea that Horatio makes a plan to accomplish this goal; in fact, in scene 2, the playwright reveals that Horatio has failed to take care of the starter.

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2	Option A is correct	Throughout scene 2, Horatio demonstrates regret at his carelessness. For example, in line 20, when Horatio realizes his mistake, he looks panicked. In line 26, he hangs his head when he admits "I forgot about it."
	Option B is incorrect	Throughout the play, the playwright demonstrates that Horatio is friends with Caitlin, but there is not enough textual evidence in scene 2 to support the idea that Horatio is able to make friends easily with others from school.
	Option C is incorrect	Although it is clear in the play that Horatio cares for his grandmother and wants to take good care of her sourdough starter, the details in scene 2 support his regret over being careless with the sourdough starter. There is not enough textual evidence in scene 2 to determine Horatio's relationship with his grandmother.
	Option D is incorrect	In scene 1, Caitlin does mention a previous science project that Horatio unsuccessfully attempted. However, there is not enough evidence in scene 2 to determine that Horatio has become interested in science projects and experiments.

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3	Option D is correct	In line 14, Caitlin shows that she thinks that Horatio is overstating the importance of the sourdough starter when she says, "OK, but I'm still not sure what the big deal is. It's just dough." She does not understand yet why Horatio is excited or why an old sourdough starter is important.
	Option A is incorrect	Caitlin demonstrates confusion and frustration in line 3 when she says, "A terrarium? I give up. What is your big new project? You said you had to feed it, so I'm completely stumped." This line does not indicate that she believes that Horatio's treatment of the dough is exaggerated, since she does not know the surprise yet.
	Option B is incorrect	In line 6, when Caitlin asks Horatio if he is making another volcano, she is reminding him of a previous attempt at an experiment that went poorly. Her questions in that line do not show that she thinks Horatio's treatment of the dough is exaggerated; she does not know yet that the surprise is the dough starter.
	Option C is incorrect	In line 12, Caitlin asks Horatio questions that indicate her puzzlement about the dough starter. Her questions imply that she does not understand his interest, but they do not suggest that she thinks that his treatment of the dough is exaggerated.

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4	Option D is correct	At the end of scene 1, Horatio’s declaration in line 15 that he will “nurture it like [his] grandmother did before [him]” and that “this sourdough will live for a century” establishes the plot and the conflict that arises later, so this idea should be included in a summary of scene 1.
	Option A is incorrect	Although this is a detail that the playwright includes to provide characterization, it is a small detail about Horatio’s previous experiment and does not need to be included in a summary of scene 1.
	Option B is incorrect	In line 8, Caitlin displays disgust for Horatio’s new project when she “scrunches her face” upon seeing the sourdough starter, but this reaction is a small detail that helps characterize Caitlin and does not need to be included in a summary of scene 1.
	Option C is incorrect	Although in line 9 Horatio does ask Caitlin if she would like to feed the sourdough starter, this is a small detail and does not need to be included in a summary of scene 1.

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5	Option A is correct	In line 31, Horatio exclaims, "Caitlin, get water, stat! There's no time to lose!" He then digs into the flour bag, which suggests that Horatio will immediately take action and add more flour to the jar.
	Option B is incorrect	Scene 2 begins with Horatio talking about his card collection, but there is no evidence that he is interested in giving it to Caitlin.
	Option C is incorrect	Caitlin makes a promise in line 36 to help Horatio care for the starter if he will bake bread for her, but there is no evidence that Horatio and Caitlin plan to research new baking recipes.
	Option D is incorrect	Although in line 28 Dad does mention his own memories of feeding a sourdough starter when he was young, Caitlin does not show a specific interest in his background. Instead, Caitlin is likely to help Horatio with the flour and water.

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

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7	Option B is correct	<i>Hazard</i> can mean “something that causes danger.” When combined with the prefix <i>bio-</i> , the word <u>biohazard</u> means a “danger to health.” Caitlin uses the word in line 23 to suggest that the living but moldy sourdough starter is dangerous to their health.
	Option A is incorrect	The reader may infer that because the prefix <i>bio-</i> means “life,” the meaning of <u>biohazard</u> has to do with a personal story or narrative. However, the root word <i>hazard</i> refers to something that causes danger.
	Option C is incorrect	The reader may infer that the prefix <i>bio-</i> has to do with the materials, or ingredients, for constructing something. However, the root word <i>hazard</i> means “something that causes danger.”
	Option D is incorrect	The reader may infer that the sourdough starter is an object of affection for Horatio and his family. However, in this context, Caitlin uses the word <u>biohazard</u> to suggest that the sourdough starter may be dangerous now because it is moldy.

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8	Option D is correct	By placing a hand on Horatio’s shoulder and making a playful deal to help him in his efforts to keep the sourdough starter alive, Caitlin shows in line 36 that she is a good friend who will support him even when he makes mistakes.
	Option A is incorrect	Although in line 36 Caitlin shows that she is a devoted friend by offering to help Horatio, the playwright focuses on their friendship and not Caitlin’s history of setting high standards to assist other people.
	Option B is incorrect	The offer Caitlin makes in line 36 to help Horatio in exchange for baked bread is meant to be playful, not to show Caitlin’s motivation for helping him. There is no evidence in the play to support the idea that Caitlin’s agreement with Horatio is based on her viewing this as an opportunity to earn something in return; rather, it is a way to encourage him to fulfill his own goals.
	Option C is incorrect	In line 36, Caitlin smiles at Horatio and encourages him through her words and actions. The playwright does not provide evidence that Caitlin doubts Horatio will be able to recover from his disappointment in himself.

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9	Option D is correct	The controlling idea of the article is that cheerleading is a popular and widespread activity for both contestants and spectators. Many teams participate in the sport, teams can compete in a variety of locations, and the events are covered by media outlets and often offer rewards for winning teams.
	Option A is incorrect	In paragraph 3 of the article, the author mentions that some national and cable broadcasters cover the competitions. This detail supports the idea that cheerleading is a popular activity, but it is not a controlling idea of the article. This detail is not developed anywhere else in the article, so it cannot be considered a controlling idea.
	Option B is incorrect	In the article, the author describes various events that take place at cheerleading competitions that may seem fun to the reader. However, the article focuses on the idea of participating in cheerleading competitions, not on attending them as a fun experience.
	Option C is incorrect	The author suggests in paragraph 8 of the article that cheerleading in competitions takes hard work and discipline: “Cheering for just a few judges—that takes steel nerves.” However, the author does not discuss how cheerleaders must work hard to balance academics and competitions; therefore, it cannot be considered a controlling idea.

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10	Option C is correct	The author organizes paragraphs 4 through 8 using an advantage-disadvantage structure. The author shows that cheerleading takes hard work and that teams may have to overcome obstacles in order to make it to competitions but that there are rewards that make the effort worthwhile. In paragraphs 4 through 6, the author describes the ways in which teams may work to make it to competitions. In paragraphs 7 and 8, the author details the rewards and advantages that come from working hard and competing.
	Option A is incorrect	In paragraph 7 of the article, the author includes information about how cheerleading companies may give away prizes to attract business, but this is a minor detail and does not show the advantages and disadvantages of competing in cheerleading competitions.
	Option B is incorrect	In paragraph 4 of the article, the author mentions that competitions vary in the ways cheerleaders can compete to win. However, paragraphs 4 through 8 do not show the ways in which cheerleading teams strategize to win, nor the advantages and disadvantages of their strategies.
	Option D is incorrect	The author mentions in paragraph 4 of the article that some teams are not always selected for competitions, but this is not because of the lack of contest availability. Furthermore, paragraphs 4 through 8 do not include the advantages or disadvantages of creating more events.

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11	Option B is correct	A metaphor is a figure of speech that makes a comparison between two things that are unrelated but share common characteristics. In the article, the author’s use of the metaphor “steel nerves” in paragraph 8 highlights the determination of the cheerleaders who enter competitions. They must have mental strength to overcome any nervousness or intimidation when they are in front of judges.
	Option A is incorrect	Although the author mentions in the article that there are only a few judges at competitions, there is not enough evidence to support the idea that cheerleaders prefer performing in front of small groups.
	Option C is incorrect	In the article, the author uses the metaphor “steel nerves” in paragraph 8 to emphasize the determination cheerleaders must have during performances, but there is no evidence to suggest that the judges are looking for specific features when judging the performances of cheerleaders.
	Option D is incorrect	In the article, the author’s use of the metaphor is intended to show that cheerleaders must face competition with determination and bravery. Although the reader may infer that judges provide feedback to competitors, the author does not explicitly state this information.

Item Position	Rationale	
12	Option D is correct	A theme is a central message that conveys a universal idea about life. The author of the selection develops the theme that dedication is required in order to find one’s path in life. In paragraph 1, Matt understood that to make his dream a reality, he would need to take writing classes and practice his own writing. In paragraph 2, Matt realized that rejection was part of the process of becoming successful and that he would need to “grow a thick skin” and remain focused. In paragraph 3, the author describes how Matt worked at his typewriter at night.
	Option A is incorrect	In the selection, Matt competed with other writers who were trying to get published and acknowledged that there would be rejections (paragraph 2), but the selection does not focus on the challenges of overcoming one’s failures. Instead, the rest of the selection focuses on Matt’s determination to become a successful writer and the many ways he dedicated himself to achieving this goal.
	Option B is incorrect	Although in the selection Matt learned from other writers by taking writing courses and getting his degree (paragraph 1), he spent many hours by himself working on his writing (paragraph 4). There is not enough textual support to indicate that he would have been successful if he had worked with others.
	Option C is incorrect	In the selection, Matt took advantage of a writing opportunity (paragraph 5), not out of fear that he would regret the decision if he did not do it, but because he wanted to try to publish his best work.

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Item Position	Rationale	
13	Option C is correct	The author of the selection notes that when Matt began his writing career, the best way to become a paid writer was through magazine and book publishers. Matt competed with “thousands of other writers who were trying to get published” (paragraph 2). In 1941 Matt responded to an advertisement for writers to “be paid a flat fee” if their work was selected for publishing (paragraph 5).
	Option A is incorrect	In paragraph 3 of the selection, the author does mention the kinds of stories that Matt wrote, “from romances to horror tales and one-act plays,” but the author does not include information about the styles of stories written by others during the same time period.
	Option B is incorrect	In paragraph 5 of the selection, the author mentions that Matt was motivated by an advertisement from Greenburg Publishers of New York, which prompted him to submit three plays he had written, but the author does not provide support for the idea that many authors moved to New York to pursue their writing careers.
	Option D is incorrect	Although the author mentions in the selection that “five dollars was a nice fee” (paragraph 5), the author does not provide enough context to support the idea that writers were paid a lot of money for their work during this time period.

Item Position	Rationale	
14	Option D is correct	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. The author's use of third-person omniscient point of view in this selection helps the reader understand both Matt's and Cay's thoughts about Matt's work as a writer. The author conveys Matt's thoughts about his career and how to become successful. In paragraph 4, the author describes how "Cay knew from the very beginning" that her husband's dream was to become a writer. She hoped that his hard work would be rewarded.
	Option A is incorrect	Although in the selection the author describes Cay's thoughts about Matt's work as a writer, there is no information provided about what Cay knew about writing professionally. Instead, the author's use of third-person omniscient point of view shows both Matt's and Cay's experiences as Matt worked to become a writer.
	Option B is incorrect	In the selection, the author mentions that Matt understood that even with a college degree, his success as a writer would not be guaranteed. However, the author's use of third-person omniscient point of view extends beyond just Matt's thoughts about becoming a professional writer by also providing insight into Cay's thoughts.
	Option C is incorrect	The selection does include information about Cay's and Matt's feelings, but the author does not describe events in Matt's stories through the use of third-person omniscient point of view. Instead, the author's use of omniscient point of view shows both Matt's and Cay's experiences as Matt worked to become a writer.

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15	Option A is correct	In paragraph 4 of the selection, the author describes the ways in which Cay supported and respected her husband’s effort to become a writer. She “never questioned his dream” and “left him alone when he was writing” so that he could work toward his goal.
	Option B is incorrect	Although the author describes Cay as “thrilled to see [Matt’s] name in print” in paragraph 6 of the selection, the author does not provide evidence that Cay enjoyed reading her husband’s writing.
	Option C is incorrect	In the selection, the author describes Cay as supportive and understanding of Matt’s ambition. She understood the hard work it took to be a successful writer, and she delighted in seeing Matt’s name in print. However, there is no information provided that indicates that she wanted to pursue writing as her own profession.
	Option D is incorrect	In paragraph 3 of the selection, the author mentions that Matt wrote romances and horror tales, and in paragraph 4, Cay is described as supportive of his writing endeavors. However, there is not enough textual evidence to support the idea that she encouraged him to write specific types of stories.

Item Position	Rationale	
16	Option A is correct	The author includes the information in paragraphs 5 and 6 of the selection most likely to describe an accomplishment Matt achieved. In paragraph 5, the author details how Matt got his first work published and how he chose to be paid for his writing. In paragraph 6, the author describes how Matt and Cay felt when they saw his play published in a book.
	Option C is correct	The author includes the information in paragraphs 5 and 6 of the selection most likely to show that Matt and Cay had a positive outlook on the future. The author writes, "They both hoped that that play was the start of a long line of published works" (paragraph 6).
	Option B is incorrect	Although in paragraph 5 of the selection the author refers to three plays that Matt considered submitting, the author's reason for including the information in paragraphs 5 and 6 is to describe the accomplishment Matt achieved when he was published and the hope he and Cay felt about his future. Furthermore, the author mentions in paragraph 3 that Matt "wrote dozens of stories" and, therefore, did not focus his writing on plays.
	Option D is incorrect	Although the reader can infer that Matt enjoyed reading, the author of the selection does not provide details in paragraphs 5 and 6 about magazines that Matt and Cay enjoyed reading. Instead, the author explains how Matt learned of the opportunity that eventually led to his first published play.
	Option E is incorrect	In the selection, the author describes how Matt had a choice between accepting a small payment or a printed copy of his first book and that Matt decided to get the printed copy. Although the fact that Matt considered the small payment of five dollars to be "a nice fee" (paragraph 5) may imply hesitation on his part, the most likely reason the author includes the information in paragraphs 5 and 6 is to describe an accomplishment that Matt achieved and the positive outlook he and Cay felt afterward.

Item Position	Rationale	
17	Option D is correct	The author of the article from <i>Competitive Cheerleading</i> notes that it is cheerleading teams, not individual cheerleaders, who enter competitions, whereas the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> describes how writing is an independent pursuit.
	Option A is incorrect	In the article from <i>Competitive Cheerleading</i> , the author suggests that cheerleaders must be in top form to compete, and in the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> , the author highlights Matt Christopher's determination, effort, and grit to become a writer.
	Option B is incorrect	In paragraph 3 of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> , the author describes how Matt worked into the evening, writing "after long days at the factory." However, there is no evidence in the article from <i>Competitive Cheerleading</i> to suggest that cheerleaders struggle to balance their schedules.
	Option C is incorrect	The author of the article from <i>Competitive Cheerleading</i> explains that not all cheerleading teams are successful, whereas others "might make the cut" (paragraph 2). However, writers can also experience setbacks, as explained by the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> : "rejection was the norm for most hopeful authors. Many who were rejected became so discouraged they quit trying" (paragraph 2).

Item Position	Rationale	
18	Option A is correct	The author of the article from <i>Competitive Cheerleading</i> explains that there are many reasons cheerleading teams may pursue a goal. For example, they may enter a contest simply to “build their skills” (paragraph 2) or to win an award, such as “medals, gift certificates, and other prizes” (paragraph 7). The author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> notes that Matt’s “dream” was to become a writer (paragraph 1). The author suggests that Matt’s persistence was inspired by the goal of seeing his work in print, which finally happened when Matt’s play was published in a book.
	Option B is incorrect	The author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> explains that for Matt, becoming a writer was a significant decision. He took writing classes, dealt with rejection, and spent long hours writing. However, there is no information in the article from <i>Competitive Cheerleading</i> about choosing a career. Therefore, this is not a conclusion supported by both selections.
	Option C is incorrect	In the article from <i>Competitive Cheerleading</i> , the author describes ways cheerleading competitions can be complex—there are “more than 70 national and regional events each year” (paragraph 1)—but cheerleading is never referred to as a hobby. In the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> , writing was Matt’s dream career and much more than a mere hobby.
	Option D is incorrect	Although the reader could infer that both cheerleaders and writers spend time developing their skills, neither the author of the article from <i>Competitive Cheerleading</i> nor the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> addresses the subject of time management.

Item Position	Rationale	
19	Option A is correct	The author of the article from <i>Competitive Cheerleading</i> describes several examples of the types and levels of competitions for cheerleading teams: "College, high school, and youth teams choose from more than 70 national and regional events each year" (paragraph 1). The author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> , however, explains that Matt was competing against thousands of other writers for each writing opportunity and that magazines accepted only a limited number of pieces of writing. Therefore, this is the difference in descriptions between the two selections.
	Option B is incorrect	Neither the author of the article from <i>Competitive Cheerleading</i> nor the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> discuss the emotions cheerleaders and writers feel when they compete against others.
	Option C is incorrect	The authors of both selections imply that when people repeatedly practice a skill, they are more likely to become successful and achieve their goals. However, neither author shows that repetition is the best way for people to master skills.
	Option D is incorrect	Although the author of the article from <i>Competitive Cheerleading</i> suggests that working as a team is important, there are no specific examples given by the author on how encouragement of others can motivate people to win. The author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> does portray Cay as encouraging and supportive of her husband, but the selection does not focus on encouragement as a motivator for winning.

Item Position	Rationale	
20	Option B is correct	The authors of both selections highlight how receiving judgment from others can be stressful. The author of the article from <i>Competitive Cheerleading</i> suggests that cheerleaders need “steel nerves” to face judges (paragraph 8). The author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> notes that “many [writers] who were rejected became so discouraged they quit trying” (paragraph 2).
	Option A is incorrect	The author of the article from <i>Competitive Cheerleading</i> suggests that successful cheerleaders can achieve awards and mentions that “at some contests, all competitors receive a trophy or a T-shirt for participating” (paragraph 7). However, the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> focuses less on extrinsic rewards and more on the intrinsic effect that achieving a goal had on Matt. Additionally, neither the article nor the selection proposes that people or groups should be rewarded just for participating in a contest or competition.
	Option C is incorrect	The authors of both selections imply that hard work and responsibility are required to achieve success, and neither author suggests that luck plays a major part in achieving goals.
	Option D is incorrect	In the article from <i>Competitive Cheerleading</i> , the author mentions that competitions vary in how they are run and what is required to be eligible. However, the author of the selection from <i>Behind the Desk with Matt Christopher: The #1 Sportswriter for Kids</i> does not go into detail about the rules Matt was required to observe when he submitted his work for publication.

Item Position	Rationale	
21	Option C is correct	The author ends the selection by discussing different ways in which people can help support bat conservation efforts. For example, the author states in paragraph 10 that “bat conservation groups have built special gates at cave openings” to prevent the bats from being disturbed. Additionally, people can build bat houses to “give the bats a safe place to live” and to “attract bats because they eat insects” that can destroy crops (paragraph 11). This information supports the conclusion that bat conservation efforts help people and animals.
	Option A is incorrect	The author of the selection portrays the positive aspects of bat populations and shows the importance of protecting their habitats, suggesting that interest in protecting bats is not declining. This is not a conclusion that can be reached from the information in the selection.
	Option B is incorrect	The author of the selection explains that “insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around” (paragraph 7). Additionally, “many farmers now put [bat houses] up to attract bats because they eat insects that can destroy their crops” (paragraph 11).
	Option D is incorrect	The author argues that the bats do need to be protected, but that it is people the bats need protection from, not crops and insects: “bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats” (paragraph 10).

Item Position	Rationale	
22	Option B is correct	The author employs a problem-solution structure in the section “Winged Hunters.” The author begins this section with a question—“How do bats catch insects?” (paragraph 8)—which the author proceeds to answer in paragraph 9: bats use “echolocation to find their prey,” an adaptation that allows them to hunt in darkness to find their food.
	Option A is incorrect	In the section “Winged Hunters,” the author describes how bats use their bodies to hunt: they “use their wings to scoop prey” (paragraph 8) and “use echolocation” to find their prey (paragraph 9). These are physical adaptations bats have developed, not weaknesses, and the author does not list these details in order of importance.
	Option C is incorrect	The author explains that bats’ wings are “almost hairless” and are like hands that are webbed (paragraph 8). The remainder of the section “Winged Hunters” focuses on other adaptations that help bats hunt their prey. The author does not compare bats with birds, so this is not how the section is organized.
	Option D is incorrect	Although the author includes information in this section about how bats hunt at night and about how their physical adaptations help them find prey, this section does not include disadvantages about bats’ hunting methods, and it does not focus on why bats need help from conservationists. The section “The Future” focuses on conservation efforts to help the bats.

Item Position	Rationale	
23	Option A is correct	The author emphasizes the number of bats and the size of the swarm in the introduction section of the selection. These bats can form “a huge cloud of as many as 20 million”; this information helps the reader understand the magnitude of this bat colony.
	Option B is incorrect	Although the author mentions in paragraph 1 that the bats come out of the cave “just before the sun sets,” there is no mention in the introduction section of why the bats fly when it is dark. It is not until paragraph 6 that the author explains that “the bats leave Bracken Bat Cave to hunt insects” at night.
	Option C is incorrect	The author cites biologist Gary F. McCracken in the introduction section, but there is no information included in this section to help the reader understand why he studies bats. Instead, the information in these paragraphs helps the reader understand the quantity and size of the groups of bats emerging from the cave.
	Option D is incorrect	Although the author mentions South Central Texas in the summer, the references to the “summer sky [coming] alive” (paragraph 1) and the “huge cloud” (paragraph 2) that fills the sky, which describe the quantity and size of the groups of bats, are metaphorical.

Item Position	Rationale	
24	Option C is correct	This paraphrase accurately captures the important information from the sentences in paragraph 5. It includes the detail about the size of the bat group leaving the cave being so significant that it can be detected on radar. It also connects the idea of the group size being measurable on radar with the idea that radar is usually used to track storms.
	Option A is incorrect	This paraphrase does synthesize the information about the bats from Bracken Bat Cave being tracked on radar. It also explains how radar can be used. However, it fails to mention that the bats can be tracked on radar because of the huge size of the group.
	Option B is incorrect	This paraphrase synthesizes the information about the bats being seen on radar and mistaken for a weather system. However, it seems to confuse the point by focusing on the importance of weather radar rather than the detail that the size of the group is so large that it is measurable on radar.
	Option D is incorrect	This paraphrase includes information about the bats leaving the cave, how radar can pick up weather systems, and how radar can be used in other ways. However, it does not include the idea about the radar being able to detect the group of flying bats.

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25	Option A is correct	Toward the end of the selection, the author explains the ways in which people have gotten involved to help keep bats safe. For example, “bat conservation groups have built special gates at cave openings” (paragraph 10). The author argues that “more bats mean that there will be fewer insects that can destroy crops” (paragraph 11). These details support the idea that people understand the importance of protecting ecosystems and habitats.
	Option B is incorrect	Although the selection describes techniques bats use to hunt that may be similar to human technology, as well as human technology such as radar, no connection is made between inventors observing bat behaviors and developing technology based on those observations.
	Option C is incorrect	Because of helpful technological advances such as radar, scientists can learn more about bat behavior. However, there is not enough information developed in the selection to support the idea that advances in science help humans learn about nature.
	Option D is incorrect	The author mentions ways in which technology can help people interact with the natural world, such as measuring groups of bats and insects on a radar. Additionally, the author mentions ways in which people try to limit human impact on animal populations, such as the gates at bat caves. However, there is no information in the selection about how people work to limit the impact of technology on animals.

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26	Option B is correct	The author includes this sentence from paragraph 7 to demonstrate that bats need to eat a large number of insects every night and that locating and hunting prey is a priority for the bats.
	Option A is incorrect	The author includes this sentence from paragraph 2 to help the reader understand the huge quantity of bats emerging from the cave. In this sentence, the author is not explaining the bats' priority to find food.
	Option C is incorrect	The author includes this sentence from paragraph 8 to help the reader understand how bats catch insects while they hunt. Although this sentence is about catching food, the author does not suggest that locating food is a priority for the bats.
	Option D is incorrect	The author includes this sentence in paragraph 9 to show how bats have adapted to hunt at night when they cannot see their prey. Although this sentence suggests how the bats find their food, it does not imply that it is a priority to do so.

Item Position	Rationale	
27	Option B is correct	The word <u>roost</u> as the author uses it in paragraph 3 means “to settle down for sleeping.” The author explains that the cave is “large enough to house the 20 million bats” (paragraph 3) and that it is where the bats “rest and sleep safely” during the day (paragraph 4). The word <i>house</i> helps the reader understand the meaning of <u>roost</u> .
	Option A is incorrect	In paragraph 3, the author describes the bat cave as “huge.” However, in this section, the author focuses not on the size of the cave but on the fact that the cave is the bats’ <u>roost</u> —the place where they live, sleep, and find safety. The word <i>huge</i> does not help the reader understand the meaning of <u>roost</u> .
	Option C is incorrect	In paragraph 3, the author describes the cave entrance as “a big hole in the ground,” but the use of the word <i>ground</i> does not explain the meaning of <u>roost</u> . Instead, the author uses the word <i>house</i> to help the reader understand that the bats use the cave as a place for safety and rest.
	Option D is incorrect	A large number of bats live in the cave. However, the author uses the word <i>many</i> in paragraph 3 to compare the cave to a human city with buildings; the word <i>many</i> does not help the reader understand the meaning of <u>roost</u> .

Item Position	Rationale
28	<p>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.</p> <p>Have you ever seen a bat? In the selection "The Bat's Cave: A Dark City " We get informaiton about bats and different activities and things they do over the day, like where they live at, what they eat, and when they sleep. We also get informed about ways people locate them and how people protect them, Wheter it is by making bat houses or by making gates to prevent people to disturb their sleep. Closing off public access to a bat cave in my town is a good idea because it will help protect the bats from people entering the cave or people trying to damage them.</p> <p>One reason that it is a good idea to close public access to the bat cave in my town is that it will protect the bats from people entering and waking up the bats. If they block the entrance it will be harder for people to enter the bat cave. The text says "Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats. " (Pr. 10) This shows me that blocking the entrance with gates can help protect the bats from intruders.</p> <p>Another reason that closing off public accesss to the bat cave is that the bats need protection beause they are very important to farmers and plants that we eat since bats eat insects that usually consume this type of plants. If we dont protect them then insects will eat all of the plants and farmers will lose their harvest. The text says " The bats will eat about 200 tons (181 metri tons) of these bugs in one night. These insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around. " (Pr. 7) This shows me that bats are important beause they help protet plants. If we block public access to the bat cave then bats will be safer.</p> <p>Proteting bats is very important so blocking public access to bat cave is a good idea because it will protect bats from danger. In conlusion closing public access to the bat cave is something they should do because it will help the bats survive and we need bats because they can help farmers protect their farm from insects. If we dont protect bats then they could end up dissapearing.</p>

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

Item Position	Rationale	
30	Option D is correct	In this revision, the writer effectively combines the repeated idea in “Leilani’s mom always” and “she always” into one subject with a complete verb.
	Option A is incorrect	In this sentence, the writer misplaces the phrase “the juicy, yellow pineapple.” By doing so, the writer implies that the pineapple and the pieces are two different things, which results in a confusing sentence.
	Option B is incorrect	In this revision, the writer suggests that Leilani’s mom somehow cubes the pieces of pineapple right on top of a platter of pineapple, which is awkward and misleading.
	Option C is incorrect	The writer continues to repeat information here, as in the original sentence. She also misplaces the phrase “a large platter,” which should go after the preposition “on.”

Item Position	Rationale	
31	Option A is correct	In this paragraph, the writer is describing the special preparation of the pineapple and the eagerness with which she consumed it. With this added sentence, the writer elaborates on why she was so fond of the fruit, which makes this an effective closing sentence for the paragraph.
	Option B is incorrect	Here the writer provides an additional detail about the toothpicks. This detail may be accurate, but it is not a good closing sentence for the paragraph.
	Option C is incorrect	While the information the writer offers in this sentence may be true, it is not connected to the specific ideas in the third paragraph, which makes it an ineffective closing sentence.
	Option D is incorrect	In this sentence, the writer makes a general comment about Leilani and her mom’s hospitality. This comment does not contribute to the reader’s understanding of the writer’s enthusiasm for pineapple, so it is an ineffective way to close the paragraph.

Item Position	Rationale	
32	Option C is correct	This is the most effective closing sentence for the story because in it, the writer looks forward to once again being able to enjoy the sweetness of Hawaiian pineapple, even though she knows it will take some time.
	Option A is incorrect	The fact that Leilani had experience growing a pineapple and was able to offer some tips may be an interesting detail, but it is not an effective way to close Hana’s story.
	Option B is incorrect	Here again, the writer has offered a detail that does not wrap up the story as a whole.
	Option D is incorrect	The writer has already made clear that she and Leilani are longtime friends. Concluding the story with this sentence would give the misleading impression that this gift of a pineapple top has cemented their friendship, which is not the point of the story.

Item Position	Rationale	
33	Option B is correct	With this sentence, the writer improves the introduction to his letter by offering specific details about the purpose of his club.
	Option A is incorrect	In this sentence, the writer says that he will be sharing information about many clubs at his school, which is not his intent in this letter. Therefore, the sentence does not improve the introduction.
	Option C is incorrect	Substituting this sentence does not provide any specific information about the writer’s club and hence does not strengthen the introduction to this letter.
	Option D is incorrect	In this sentence, the writer provides details about his club that are not relevant to the writer’s purpose in this letter. As a result, the sentence does not add to the introduction in a helpful way.

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Item Position	Rationale	
34	Option A is correct	By replacing "it" with "help," in sentence 8, the writer makes clear that he understands that the farm accepts assistance from volunteers, which is why he is writing the letter.
	Option B is incorrect	Replacing "it" with "the site" would imply that the farm's website is accepted from volunteers, which makes no sense.
	Option C is incorrect	Using "them" to replace "it" would not improve this sentence because "them" is just another pronoun that lacks clarity. So the writer would still have given no information about what the farm actually accepts from volunteers.
	Option D is incorrect	Replacing "it" with "a group" would be confusing and would provide no additional clarity of the writer's meaning in this sentence.

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Item Position	Rationale	
35	Option A is correct	In this sentence, the writer combines the ideas in sentences 13 and 14 in a clear and effective manner. The phrase "Due to the fact that" is used to indicate why the students would need to volunteer on a certain day of the week.
	Option B is incorrect	This is not the best way to combine the sentences because the writer misplaces the word "mornings," which should follow "Saturday." This results in an obscure and awkward sentence.
	Option C is incorrect	By repeating the phrase "in school," the writer creates unnecessary redundancy in the new sentence.
	Option D is incorrect	The writer incorrectly places the phrase "which probably need to volunteer on Saturday mornings" so that it applies to the word "days." Since days cannot volunteer, this sentence makes no sense.

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Item Position	Rationale	
36	Option D is correct	By replacing the transition “Instead” with “To be honest,” the writer makes clear that he doesn’t want to mislead Ms. Leoni about the limited experience his group has.
	Option A is incorrect	The word “Fortunately” is an inappropriate transition here because it indicates that the writer is glad that only one member of the group has farm experience.
	Option B is incorrect	“In the end” is not an effective transition to use in this sentence because it implies that the writer is summing up his thoughts regarding the club members’ qualifications, which is not the case.
	Option C is incorrect	Using “Additionally” is not an effective way to transition into this sentence because the writer is not adding any information to what was offered in the preceding sentence. The preceding sentence is, in fact, a question.

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Item Position	Rationale	
37	Option C is correct	In sentence 25, the writer acknowledges the amount of work necessary to run a farm. This added sentence provides the best support because in it, the writer shares specific tasks that he and his group are willing to do to help with that work.
	Option A is incorrect	Adding this sentence would not support sentence 25 because the fact that the writer’s group is agreeable is not directly related to the farmers putting in long, hard days.
	Option B is incorrect	Sharing that the writer is pleased to have found this opportunity is not relevant to the farmers’ “long, hard days,” so it does not provide support for sentence 25.
	Option D is incorrect	Inserting this sentence informs the reader about the group’s possibilities for next year, but it does not provide support for sentence 25.

Item Position	Rationale	
38	Option D is correct	Capitalizing “Honey” corrects the capitalization error in sentence 5. This word is being used both as a proper noun, a word that refers to a specific person, place, idea, or event, and as the first word in a line of dialogue. Therefore, it must be capitalized.
	Option A is incorrect	Changing “chuckled” to “chuckling” would result in a sentence fragment, or an incomplete sentence.
	Option B is incorrect	The adverb “quietly” is correct in this sentence because the word is being used to tell more about how she “chuckled.” The word “quiet” is an adjective that should be used before a noun or a noun phase.
	Option C is incorrect	There is no need for a comma after “daughter” since this is not a compound sentence, or a sentence that joins two complete statements with a comma and a coordinating conjunction such as “and” or “but.”

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Item Position	Rationale	
39	Option D is correct	A fragment is an incomplete sentence. With this option, the writer corrects the fragment in sentence 7 by combining it with sentence 6 to form a complete sentence.
	Option A is incorrect	In this option, the second punctuated phrase is a fragment because it contains only a subject, so it cannot be the correct answer.
	Option B is incorrect	In this sentence, the writer has used the verb form "sharing," which has created a sentence fragment.
	Option C is incorrect	An independent clause is a clause that can stand alone as a complete sentence. In this option, the writer has offered two independent clauses separated by a comma. This creates an unacceptable run-on sentence.

Item Position	Rationale	
40	Option C is correct	The writer is describing how Lindy “grumbled,” so the adverb “irritably” is appropriate in sentence 8. The adjective “irritable” should only apply to a noun or a noun phrase.
	Option A is incorrect	A comma (or other punctuation) is required before the closing quotation marks in sentence 8, so this comma cannot be deleted.
	Option B is incorrect	Changing the past-tense verb “grumbled” to the present-tense verb “grumble” would create an error in the sentence because this story is written in past tense.
	Option D is incorrect	In sentence 8, the writer ends the dialogue with the word “basketball” and then closes the quotation. Additional quotation marks are not needed or appropriate after the period.

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Item Position	Rationale	
41	Option B is correct	The substitution of “semester” corrects the misspelling (“semmester”) in sentence 9.
	Option A is incorrect	By changing the word “possibly” to “hardly,” the writer creates a double negative (“can’t hardly”), which is an error that occurs when two negative words are in the same sentence. This is not grammatically correct.
	Option C is incorrect	The preposition “of” is correct in this sentence. Using the preposition “for” would change and distort the meaning of the sentence.
	Option D is incorrect	In sentence 9, the writer is using the singular noun “world.” The possessive form of this word requires an apostrophe before the letter s. The word “worlds’” is the plural possessive form.

Item Position	Rationale	
42	Option C is correct	A compound sentence is a sentence that joins two complete statements with a comma and a coordinating conjunction such as “and” or “but.” This sentence is not a compound sentence because the words after “and” do not form a complete sentence. Therefore, there is no comma needed after “tag” in this sentence.
	Option A is incorrect	“My” is the correct possessive pronoun to use in this sentence because the writer is referring to himself rather than to everyone in the class.
	Option B is incorrect	Because “Nate” is a singular noun, the writer has correctly placed the apostrophe before the letter s.
	Option D is incorrect	“Courageous” is the correct spelling of the word being used in this sentence.

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Item Position	Rationale	
43	Option D is correct	"Had written" is the verb form of "write" that should be used in this sentence. This form is necessary because the writer is referring to actions that took place before the events described in the paper.
	Option A is incorrect	"Writes" is a present-tense verb, which would be incorrect in this sentence because the writer is describing an event that has already happened.
	Option B is incorrect	"Will write" is the future-tense form of the verb being used in this sentence. This is incorrect because the actions the writer is referring to took place in the past.
	Option C is incorrect	The verb form "is writing" would indicate that Mrs. Ryan is writing on the tags at this very moment. This is clearly not the writer's intent.

Item Position	Rationale	
44	Option D is correct	No change is needed because sentence 6 is complete and contains no grammatical or spelling errors.
	Option A is incorrect	"Had picked" is the correctly formed tense of the verb, so it should not be changed.
	Option B is incorrect	"For" is the correct preposition to use in this sentence. A change to "with" would indicate that Mrs. Ryan had involved the students in the selection of the words.
	Option C is incorrect	"Us" is the correct pronoun because the writer is referring to himself and the other students. The pronoun "you" would be out of place here.

Item Position	Rationale	
45	Option A is correct	By replacing the word “When” with “Although,” the writer corrects and clarifies the relationship between the two attitudes being described in this sentence. The use of “when” implies that his different reactions occurred at the same time, which is puzzling. With this correction, the writer makes clear that his initial, negative reaction was replaced over time by a more positive attitude.
	Option B is incorrect	“Silly” is the correct form of the adjective being used in this sentence because no comparison (as implied by “sillier”) is taking place.
	Option C is incorrect	This change would produce a sentence fragment, or an incomplete sentence.
	Option D is incorrect	A change from “was” to “were” would result in a singular subject (“teacher”) being paired with a plural verb (“were”) in this sentence.