

## 6th Grade STAAR Standards-Based Questions

### Reusable Questions Aligned to Assessed TEKS

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#### How to Use This Document

##### These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

##### Color-Coding Guide:

- **Readiness Standards** = Most heavily weighted on STAAR
- **Supporting Standards** = Lower weight on STAAR

## REPORTING CATEGORY 1: READING

### STRAND 1: VOCABULARY (TEKS §2)

#### ● 2(A) — Use Resources to Determine Meaning

#### SUPPORTING STANDARD

##### Standards-Based Questions:

- *What resource would help you understand this word?*
- *What information about this word can you find in the dictionary entry?*
- *How is this word pronounced, and how many syllables does it have?*

### Teacher Scaffolding Moves:

- Model selecting appropriate resources (glossary, dictionary, thesaurus)
- Show how to read a dictionary entry (pronunciation, part of speech, origin)
- Provide practice with print and digital resources

### ● 2(B) — Use Context to Clarify Meaning

#### READINESS STANDARD — High Priority

#### Standards-Based Questions:

- *What clues in the surrounding sentences help you understand this word?*
- *How does the [definition/example/comparison] in this section clarify the word's meaning?*
- *What does the author provide to help you understand this unfamiliar word?*

#### Teacher Scaffolding Moves:

- Explicitly name context clue types: definition, example, analogy, contrast
- Model circling the unknown word and underlining context clues
- Use sentence stems: "The text says \_\_, so the word probably means \_\_"

**STAAR Connection:** Context clues questions are frequent. Students must locate and use textual evidence to determine meaning.

### ● 2(C) — Greek and Latin Roots

#### SUPPORTING STANDARD

**Focus Roots:** mis/mit, bene, man, vac, scrib/script, jur/jus

#### Standards-Based Questions:

- *What does the root [root] mean in this word?*
- *How does knowing the root help you determine the word's meaning?*

- *What other words share this same root, and what do they have in common?*

### Teacher Scaffolding Moves:

- Pre-teach root meanings explicitly
- Create word family charts (e.g., scrib/script: describe, transcribe, prescription, manuscript)
- Show how roots combine with prefixes/suffixes

### Root Reference Chart for Students:

Root	Meaning	Example Words
mis/mit	send	mission, transmit, dismiss
bene	good, well	benefit, benevolent, beneficial
man	hand	manual, manipulate, manufacture
vac	empty	vacant, evacuate, vacation
scrib/script	write	scribble, describe, manuscript
jur/jus	law, right	jury, justice, justify

## STRAND 2: COMPREHENSION SKILLS (TEKS §5)

### ● 5(C) — Make and Confirm Predictions

#### SUPPORTING STANDARD

#### Standards-Based Questions:

- *Based on [text feature/title/genre], what do you predict will happen?*
- *What evidence confirms or changes your prediction?*
- *How does [this event/detail] support or challenge what you predicted?*

**Teacher Scaffolding Moves:**

- Model prediction based on genre characteristics (e.g., "In mysteries, I predict...")
- Show how to use text features (headings, images, bold text) to predict
- Create prediction tracker: Prediction | Evidence For | Evidence Against | Confirmed/Revised

● **5(E) — Make Connections****READINESS STANDARD — High Priority****Standards-Based Questions:**

- *How does this connect to your own experience?*
- *What does this remind you of from another text we've read?*
- *How does this relate to something happening in the world?*

**Teacher Scaffolding Moves:**

- Model specific, meaningful connections (not superficial)
- Teach connection types: Text-to-Self, Text-to-Text, Text-to-World
- Use stems: "This reminds me of \_\_\_ because \_\_\_"
- Show how connections deepen understanding, not just random associations

**STAAR Connection:** Connections questions often ask how personal experience helps interpret character actions or themes.

● **5(F) — Make Inferences****READINESS STANDARD — Highest Priority****Standards-Based Questions:**

- *What can you determine about [character/situation] based on the evidence?*
- *What does the author suggest through [detail/dialogue/description]?*
- *How does [this evidence] help you understand [character's feelings/author's message]?*
- *What conclusion can you draw from [these details]?*

**Teacher Scaffolding Moves:**

- **NEVER use the word "infer" in the question**
- Model "reading between the lines" think-alouds
- Model and use inference equation:  $x = \text{In-Fer (Text + Knowledge)}$
- Show the difference between stated (explicit) and unstated (implicit) information

**STAAR Connection:** The most frequently assessed standard. Questions ask students to determine character traits, motivations, relationships, and themes using textual evidence.

**Example STAAR Pattern:**

- "What can the reader conclude about [character] based on [paragraph/section]?"
- "The reader can infer that..."
- "Based on the selection, what does [detail] suggest about...?"

● **5(G) — Evaluate Details for Key Ideas**

**READINESS STANDARD — High Priority****Standards-Based Questions:**

- *Which details are most important for understanding [this section/the author's point]?*
- *How does this detail contribute to the main idea?*
- *What is the key idea of this section, and which details support it?*

**Teacher Scaffolding Moves:**

- Model sorting details: Essential vs. Interesting vs. Supporting
- Show how to distinguish main idea from supporting details
- Use graphic organizers: Key Idea at top, supporting details below
- Teach that key ideas answer "What is this mostly about?"

**STAAR Connection:** Often paired with summarizing. Students must identify which details are central to meaning.

## ● 5(H) — Synthesize Information

### READINESS STANDARD — High Priority

#### Standards-Based Questions:

- *How do these ideas work together to create new understanding?*
- *What new insight emerges when you combine [section A] with [section B]?*
- *How has your thinking changed after reading the entire text?*
- *What conclusion can you draw when you consider all of this information together?*

#### Teacher Scaffolding Moves:

- Define synthesis: combining ideas to create NEW understanding (not summary)
- Model: "Before I thought \_\_, but now I understand \_\_"
- Show how synthesis = addition that creates something beyond the parts
- Use Venn diagrams to show overlapping ideas creating new insight

**STAAR Connection:** Higher-order thinking questions that require students to integrate multiple text sections or compare ideas across texts.

## STRAND 3: RESPONSE SKILLS (TEKS §6)

## ● 6(C) — Use Text Evidence

### READINESS STANDARD — Highest Priority

#### Standards-Based Questions:

- *What evidence from the text supports your response?*
- *Which specific details show [your claim/idea]?*
- *Where in the text do you find support for this answer?*

### Teacher Scaffolding Moves:

- Model selecting relevant vs. irrelevant evidence
- Teach quotation vs. paraphrase
- Show how to introduce evidence: "According to the text..." "The author states..." "In paragraph \_\_\_, the text shows..."
- Practice using line/paragraph numbers to cite precisely

**STAAR Connection:** EVERY multiple-choice question requires text evidence. ECR scoring heavily weighs sufficient, relevant evidence.

### ● 6(D) — Paraphrase and Summarize

#### READINESS STANDARD — High Priority

#### Standards-Based Questions:

- *How would you restate this section in your own words?*
- *What are the most important points in this section, in order?*
- *How would you summarize this text while keeping the main ideas and logical order?*

#### Teacher Scaffolding Moves:

- Define difference: **Paraphrase** = same length, own words | **Summary** = shorter, main ideas only
- Model "Somebody Wanted But So Then" for narrative summary
- Use summary frames: "This text is mainly about \_\_\_. First, \_\_\_. Then, \_\_\_. Finally, \_\_\_."
- Show what to leave out: minor details, examples, repetition

**STAAR Connection:** Summary questions often appear as "Which sentence BEST summarizes..." or in ECR where students must demonstrate understanding through summary.

## STRAND 4: LITERARY ELEMENTS (TEKS §7)

### ● 7(A) — Infer Multiple Themes

#### SUPPORTING STANDARD

##### Standards-Based Questions:

- *What message about life does the author convey through this story?*
- *How do the character's choices and consequences reveal a life lesson?*
- *What other message emerges from this text?*
- *What universal truth does this story suggest?*

##### Teacher Scaffolding Moves:

- **NEVER** ask "What is the theme?" — This names the skill
- Model how theme is *shown* through character actions, conflict, and resolution
- Teach theme vs. topic: Topic = one word (friendship), Theme = complete idea (true friendship requires sacrifice)
- Use theme stems: "The author suggests that..." "This story shows that..."

**STAAR Connection:** Theme questions ask students to identify what the story suggests or reveals about life, human nature, or universal experiences.

### ● 7(B) — Analyze Character Responses and Plot

#### READINESS STANDARD — Highest Priority

##### Standards-Based Questions:

- *How does the character's [thought/feeling/belief] lead to [action/decision]?*
- *What happens in the plot as a result of the character's response?*
- *How does the character's reaction to [situation] move the story forward?*
- *How would the plot change if the character had responded differently?*

##### Teacher Scaffolding Moves:

- Define: **Internal response** = thoughts, feelings, beliefs | **External response** = actions, dialogue, decisions
- Model cause-effect chain: Internal Response → External Response → Plot Event
- Use graphic organizer: Event → Character's Internal Response → Character's External Response → Plot Consequence
- Show how character responses create conflict or resolve it

**STAAR Connection:** Very frequent. Questions ask how character's reactions, decisions, or responses drive plot development or create consequences.

### Example STAAR Pattern:

- "How does [character's] reaction to [event] affect the plot?"
- "The character's decision to \_\_\_ is important to the plot because..."
- "Based on [character's] response, the reader can conclude..."

## ● 7(C) — Analyze Plot Elements

### READINESS STANDARD — High Priority

#### Standards-Based Questions:

- *How does this event create tension or build the conflict?*
- *What makes this moment the turning point of the story?*
- *How does this event move the story toward resolution?*
- *How does the flashback help you understand the present conflict?*

#### Teacher Scaffolding Moves:

- **NEVER just ask students to label plot elements** — Ask what they *do*
- Define each element's function:
  - **Rising Action** = events that complicate the conflict
  - **Climax** = turning point, moment of highest tension
  - **Falling Action** = consequences of climax
  - **Resolution** = how conflict ends

- **Flashback** = reveals background that explains present
- Model: "This is the climax because this is the moment when..."

**STAAR Connection:** Questions focus on WHY a moment matters to the plot, not just identification.

## ● 7(D) — Analyze Setting's Influence

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *How does the [time period/place/culture] shape what the character can or cannot do?*
- *What conflict exists because of where or when this story takes place?*
- *How would the character's situation be different in a different setting?*
- *What does the setting reveal about the character's challenges?*

#### Teacher Scaffolding Moves:

- Show setting creates constraints and opportunities
- Model: "Because this takes place in [setting], the character must/cannot..."
- Connect historical/cultural setting to character choices
- Use comparison: "If this took place [now/then/here/there], the conflict would be different because..."

**STAAR Connection:** Setting questions ask how time, place, or culture influences character actions, creates conflict, or limits options.

## STRAND 4: GENRE (TEKS §8)

### ● 8(A) — Demonstrate Knowledge of Literary Genres

### SUPPORTING STANDARD

**Focus Genres:** realistic fiction, adventure stories, historical fiction, mysteries, humor, myths

### Standards-Based Questions:

- *What characteristics of [genre] do you notice in this text?*
- *How does this text fit the [genre] genre?*
- *What would you expect to find in [genre], and do you see it here?*

### Teacher Scaffolding Moves:

- Create genre characteristic charts
- Teach genre markers:
  - **Realistic Fiction** = believable characters, modern setting, real-life problems
  - **Adventure** = journey, danger, excitement, often exotic setting
  - **Historical Fiction** = real time period, may include real events/people, researched details
  - **Mystery** = crime/puzzle, clues, detective/investigator, solution revealed
  - **Humor** = exaggeration, wordplay, absurdity, satire
  - **Myth** = gods/goddesses, explains natural phenomena or customs, ancient origin

## ● 8(B) — Analyze Meter and Structure in Poetry

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *How does the line break affect the meaning or create emphasis?*
- *What does the rhythm contribute to the poem's feeling or message?*
- *Why might the poet have structured the poem this way?*
- *How does the rhyme scheme (or lack of rhyme) affect how you read the poem?*

#### Teacher Scaffolding Moves:

- Read poems ALOUD to demonstrate meter and rhythm
- Show how line breaks create pauses and emphasis
- Mark stressed/unstressed syllables to show meter
- Connect structure to meaning: "The short lines create a rushed feeling that matches..."

## ● 8(C) — Analyze Playwright's Craft

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *What do you learn about the character from what they say and how they say it?*
- *How do the stage directions reveal character or advance the plot?*
- *What would change if this were narrated instead of performed?*
- *How does the dialogue show the relationship between characters?*

#### Teacher Scaffolding Moves:

- Read plays aloud with different voices
- Act out scenes to show how staging creates meaning
- Highlight stage directions and discuss what they reveal
- Compare script format to prose narrative

## ● 8(D)(i) — Controlling Idea/Thesis with Evidence

### READINESS STANDARD — High Priority

#### Standards-Based Questions:

- *What is the author's main claim or controlling idea?*
- *How does the evidence in this section support the author's thesis?*
- *What type of evidence does the author use, and how does it strengthen the claim?*

#### Teacher Scaffolding Moves:

- Define: **Controlling idea** = main point, what the author wants you to know/believe
- Model distinguishing thesis from topic
- Teach evidence types: facts, statistics, examples, expert opinions, anecdotes
- Show how evidence "proves" or supports the controlling idea

**STAAR Connection:** Informational text questions often ask students to identify the central idea and explain how evidence supports it.

## ● 8(D)(ii) — Text Features for Background Information

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *What background information does the [introduction/foreword/preface] provide?*
- *How do the [references/acknowledgements] help you understand the author's research or perspective?*
- *Why would the author include this feature before the main text?*

#### Teacher Scaffolding Moves:

- Pre-teach text feature vocabulary
- Model reading features BEFORE main text
- Show how features provide context, credibility, or purpose

## ● 8(D)(iii) — Organizational Patterns

### SUPPORTING STANDARD

**Focus Patterns:** definition, classification, advantage/disadvantage

#### Standards-Based Questions:

- *How is this information organized?*
- *Why might the author have chosen this organizational pattern?*
- *How does the [definition/classification/advantage-disadvantage] structure help you understand the topic?*

#### Teacher Scaffolding Moves:

- Name and define each pattern:
  - **Definition** = explains what something is, characteristics, examples
  - **Classification** = groups things into categories

- **Advantage/Disadvantage** = weighs pros and cons
- Use signal words to identify patterns:
  - Definition: "is defined as," "means," "refers to"
  - Classification: "types," "categories," "kinds"
  - Advantage/Disadvantage: "benefits," "drawbacks," "on the other hand"
- Create graphic organizers matching each pattern

### ● 8(E)(i) — Identify the Claim

#### READINESS STANDARD — Highest Priority

##### Standards-Based Questions:

- *What position does the author take on this issue?*
- *What does the author want you to believe or do?*
- *What is the author arguing for or against?*

##### Teacher Scaffolding Moves:

- Define: **Claim** = the author's position, what they're arguing
- Model finding the claim (often in introduction or conclusion)
- Show how to distinguish claim from evidence or background information
- Use claim stems: "The author argues that..." "The author believes..."

**STAAR Connection:** Argumentative text questions require identifying the central argument before analyzing how it's supported.

### ● 8(E)(ii) — Explain How Author Uses Evidence

#### READINESS STANDARD — Highest Priority

##### Standards-Based Questions:

- *What type of evidence does the author use to support the argument?*

- *How does this evidence strengthen the author's claim?*
- *Why might the author have chosen this particular evidence?*

### Teacher Scaffolding Moves:

- Name evidence types explicitly:
  - **Facts** = proven, verifiable information
  - **Statistics** = numerical data
  - **Examples** = specific instances
  - **Expert testimony** = quotes from authorities
  - **Anecdotes** = personal stories
- Show how each type serves different purposes
- Model: "The author uses [evidence type] to show that..."

**STAAR Connection:** Very frequent in argumentative passages. Students must identify evidence types and explain how they function to support claims.

### ● 8(E)(iii) — Identify Intended Audience

#### SUPPORTING STANDARD

#### Standards-Based Questions:

- *Who is the author trying to persuade?*
- *How can you tell this is written for [specific audience]?*
- *What clues in the language or content reveal the intended reader?*

#### Teacher Scaffolding Moves:

- Teach audience clues: vocabulary level, background knowledge assumed, tone, examples used
- Model: "The author assumes the reader knows \_\_\_, so the audience is probably..."
- Show how audience affects word choice and content

### STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §9)

## ● 9(A) — Explain Author's Purpose and Message

### READINESS STANDARD — Highest Priority

#### Standards-Based Questions:

- *Why did the author write this text?*
- *What does the author want you to understand or believe?*
- *How do you know the author's purpose is to [inform/persuade/entertain]?*

#### Teacher Scaffolding Moves:

- Teach the three purposes: Inform, Persuade, Entertain (+ variations)
- Show how purpose shapes choices: structure, tone, evidence, language
- Model finding purpose clues in genre, title, and content
- Define **message**: what the author wants you to take away

**STAAR Connection:** Purpose questions appear across all genres. Students must identify why the author wrote the text and what they want readers to know/believe/feel.

## ● 9(B) — Analyze Text Structure's Contribution

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *How does the [chronological/compare-contrast/cause-effect/problem-solution] structure help the author achieve their purpose?*
- *What would change if the author had organized this differently?*
- *Why is this organizational structure effective for this topic?*

#### Teacher Scaffolding Moves:

- Name structure types and their purposes:
  - **Chronological/Sequence** = shows order, process, timeline
  - **Compare-Contrast** = shows similarities and differences
  - **Cause-Effect** = explains why something happened

- **Problem-Solution** = presents issue and resolution
- **Description** = creates clear picture
- Teach signal words for each structure
- Connect structure to purpose: "Because the author wants to inform about a process, chronological structure makes sense"

## ● 9(C) — Analyze Print and Graphic Features

### SUPPORTING STANDARD

#### Standards-Based Questions:

- *How does the [chart/graph/image/bold text/caption] support the author's purpose?*
- *What information does this feature add that the text alone does not?*
- *Why did the author include this graphic feature?*

#### Teacher Scaffolding Moves:

- Name common features: headings, bold/italic text, images, charts, graphs, diagrams, captions, sidebars
- Model reading features for information
- Show how features clarify, emphasize, or provide visual evidence
- Practice integrating text and features

## ● 9(D) — Analyze Figurative Language

### SUPPORTING STANDARD

**Focus:** metaphor, personification

#### Standards-Based Questions:

- *How does the [metaphor/personification] help you understand [concept/character/idea]?*
- *What does this comparison reveal that literal language would not?*
- *Why did the author use figurative language here instead of stating it directly?*

### Teacher Scaffolding Moves:

- **NEVER** ask "What does this metaphor mean?" — Ask what it *does*
- Define clearly:
  - **Metaphor** = comparison without "like" or "as" (life is a journey)
  - **Personification** = giving human qualities to non-human things
- Model: "The author compares \_\_\_ to \_\_\_ to show that..."
- Focus on PURPOSE: creates vivid image, conveys emotion, clarifies abstract idea

### ● 9(E) — Identify Literary Devices (Point of View)

#### SUPPORTING STANDARD

**Focus:** omniscient and limited point of view

#### Standards-Based Questions:

- *How does knowing [this character's/all characters'] thoughts affect your understanding?*
- *What information do you have that the character does not?*
- *How would this scene be different from another character's point of view?*
- *What does the narrator's knowledge reveal about the point of view?*

### Teacher Scaffolding Moves:

- Define point of view types:
  - **Omniscient** = narrator knows ALL characters' thoughts/feelings
  - **Limited** = narrator knows ONE character's thoughts/feelings
  - **First person** = character tells story ("I")
  - **Third person** = outside narrator ("he/she")
- Show how POV creates dramatic irony, suspense, or sympathy
- Model: "We know [information], but the character doesn't, which creates..."

### ● 9(F) — Analyze Language's Contribution to Mood and Voice

## SUPPORTING STANDARD

### Standards-Based Questions:

- *What feeling does this section create, and which specific words contribute to that feeling?*
- *How would you describe the author's tone or attitude based on the language?*
- *How does the author's word choice affect the mood?*

### Teacher Scaffolding Moves:

- Define:
  - **Mood** = reader's feeling (suspenseful, joyful, somber)
  - **Voice** = author's personality/style (formal, playful, serious)
  - **Tone** = author's attitude toward subject
- Provide mood/tone word banks
- Model: "The author uses words like \_\_, \_\_, and \_\_ to create a [mood] feeling"

## ● 9(G) — Rhetorical Devices vs. Logical Fallacies

## SUPPORTING STANDARD

### Standards-Based Questions:

- *What technique does the author use to persuade in this section?*
- *Is this reasoning sound, or does it contain a flaw?*
- *How does the author try to convince you here?*

### Teacher Scaffolding Moves:

- Define:
  - **Rhetorical device** = persuasive technique (repetition, rhetorical question, appeal to emotion)
  - **Logical fallacy** = flawed reasoning (bandwagon, hasty generalization, false cause)
- Teach common examples of each
- Model identifying and naming the technique

## REPORTING CATEGORY 2: WRITING

### Revising and Editing (Multiple Choice)

#### ● 10(B)(i) — Purposeful Structure

### READINESS STANDARD

**Focus:** introduction, transitions, coherence within and across paragraphs, conclusion

#### Standards-Based Questions:

- *Which sentence would BEST introduce this topic?*
- *What transition would improve the connection between these paragraphs?*
- *Which sentence does NOT belong in this paragraph?*
- *What would make this conclusion more effective?*

#### Teacher Scaffolding Moves:

- Teach transition types: addition, contrast, cause-effect, sequence, conclusion
- Model coherence: all sentences in a paragraph relate to one idea
- Show strong introduction characteristics: hook, context, thesis
- Show strong conclusion characteristics: restate main idea, final thought, call to action

#### ● 10(B)(ii) — Depth of Thought with Specific Facts and Details

### READINESS STANDARD

#### Standards-Based Questions:

- *Which sentence adds the most specific support to this paragraph?*
- *What detail would BEST develop this idea?*
- *Which revision adds depth to this statement?*

#### Teacher Scaffolding Moves:

- Show vague vs. specific details
  - Model adding facts, examples, descriptions, explanations
  - Teach: specific details answer who, what, when, where, why, how
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## ● 10(C) — Revise for Clarity, Development, Organization, Style, Word Choice, Sentence Variety

### READINESS STANDARD

#### Standards-Based Questions:

- *Which revision improves the clarity of this sentence?*
- *What change would improve the word choice?*
- *Which sentence should be moved to improve organization?*
- *How could this sentence be revised for better style?*

#### Teacher Scaffolding Moves:

- Define each revision focus:
  - **Clarity** = easier to understand
  - **Development** = more detailed, complete
  - **Organization** = logical order
  - **Style** = voice, tone, variety
  - **Word choice** = precise, vivid, appropriate
  - **Sentence variety** = different lengths and structures

## ● 10(D)(i) — Complete Complex Sentences, Subject-Verb Agreement

### READINESS STANDARD

#### Standards-Based Questions:

- *Which revision corrects the sentence fragment?*
- *What is the error in this sentence? (run-on/splice/fragment)*

- *Which verb agrees with the subject in this sentence?*

### Teacher Scaffolding Moves:

- Define:
  - **Fragment** = incomplete sentence (missing subject or verb)
  - **Run-on** = two sentences incorrectly joined
  - **Comma splice** = two sentences joined with only a comma
- Teach subject-verb agreement rules
- Model identifying and correcting each error type

## ● 10(D)(ii) — Consistent, Appropriate Use of Verb Tenses

### READINESS STANDARD

#### Standards-Based Questions:

- *Which verb tense is correct in this sentence?*
- *What is the error in verb tense?*
- *Which revision maintains consistent verb tense?*

#### Teacher Scaffolding Moves:

- Teach tense consistency within paragraphs
- Show when tense shifts are appropriate (flashback, general truths)
- Model correcting tense errors

## ● 10(D)(ix) — Correct Spelling (Commonly Confused Terms)

### READINESS STANDARD

**Focus:** its/it's, affect/effect, there/their/they're, to/two/too

#### Standards-Based Questions:

- *Which word is spelled correctly in this sentence?*
- *What is the spelling error in this sentence?*

### Teacher Scaffolding Moves:

- Create memory tricks for each pair
- Provide definitions:
  - its = possessive | it's = it is
  - affect = verb (influence) | effect = noun (result)
  - there = place | their = possessive | they're = they are
  - to = direction | too = also/excessive | two = number
- Practice in context

## ● 10(D)(iii) — Conjunctive Adverbs

### SUPPORTING STANDARD

**Common conjunctive adverbs:** however, therefore, furthermore, meanwhile, consequently, nevertheless

### Teacher Scaffolding Moves:

- Teach punctuation: semicolon before, comma after
- Show how conjunctive adverbs connect ideas and show relationships

## ● 10(D)(iv) — Prepositions and Subject-Verb Agreement

### SUPPORTING STANDARD

### Teacher Scaffolding Moves:

- Show how prepositional phrases can separate subject and verb
- Model crossing out prepositional phrases to find true subject
- Example: "The box of crayons IS on the table" (box IS, not crayons are)

● **10(D)(v) — Pronouns, Including Relative**

**SUPPORTING STANDARD**

**Relative pronouns:** who, whom, whose, which, that

**Teacher Scaffolding Moves:**

- Teach pronoun-antecedent agreement
- Show when to use who vs. whom, who vs. which/that

● **10(D)(vi) — Subordinating and Correlative Conjunctions**

**SUPPORTING STANDARD**

**Subordinating conjunctions:** because, although, since, while, if, when, after, before, unless

**Correlative conjunctions:** either/or, neither/nor, both/and, not only/but also

**Teacher Scaffolding Moves:**

- Show how subordinating conjunctions create complex sentences
- Teach correlative conjunction pairs and parallel structure

● **10(D)(vii) — Capitalization**

**SUPPORTING STANDARD**

**Focus:** proper nouns, abbreviations, initials, acronyms, organizations

**Teacher Scaffolding Moves:**

- Review capitalization rules

- Practice with organization names, abbreviations (NASA, FBI), initials (J.K. Rowling)

## ● 10(D)(viii) — Punctuation (Commas)

### **SUPPORTING STANDARD**

**Focus:** commas in complex sentences, transitions, introductory elements

### **Teacher Scaffolding Moves:**

- Teach comma rules:
  - After introductory phrase/clause
  - After transition words (However, | Therefore, | Meanwhile,)
  - Before coordinating conjunction in compound sentence
  - After dependent clause at beginning of sentence

### **Extended Constructed Response (ECR)**

## ● 6(B) — Write Responses Demonstrating Understanding

**READINESS STANDARD** — Assessed in ECR

**Focus:** Write responses that demonstrate understanding of texts, including comparing sources within and across genres

### Standards-Based Prompts:

- *How are these two texts similar and different in [theme/structure/purpose]?*
- *Compare how [character A] and [character B] respond to similar situations.*
- *What do both texts suggest about [theme/topic]?*

### Teacher Scaffolding Moves:

- Teach comparison structure: Introduce → Similarity → Difference → Conclusion
- Provide comparison stems: "Both texts...", "While Text 1..., Text 2...", "Similarly...", "In contrast..."
- Model using evidence from BOTH texts

## ● 11(B) — Compose Informational Texts

**READINESS STANDARD** — Assessed in ECR

**Focus:** Multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement

### Standards-Based Prompts:

- *Write an informational essay explaining [process/concept/topic] based on the text(s).*
- *Using evidence from the text(s), explain how [topic] is developed.*

### Teacher Scaffolding Moves:

- Teach informational essay structure: Introduction with thesis → Body paragraphs with evidence → Conclusion
- Model topic sentences that support thesis
- Show how to integrate textual evidence smoothly

## ● 11(C) — Compose Argumentative Texts

**READINESS STANDARD** — Assessed in ECR

**Focus:** Multi-paragraph argumentative texts using genre characteristics and craft

**Standards-Based Prompts:**

- *Write an argumentative essay stating whether [position]. Use evidence from the text(s) to support your claim.*
- *Based on the text(s), argue whether [claim]. Support your position with evidence.*

**Teacher Scaffolding Moves:**

- Teach argumentative structure: Introduction with claim → Body paragraphs with reasons and evidence → Counterclaim (optional) → Conclusion
  - Model using evidence to support reasoning
  - Show how to address opposing viewpoints
- 

 **11(D) — Compose Correspondence**

**SUPPORTING STANDARD**

**Focus:** Reflects an opinion, registers a complaint, or requests information in a business or friendly structure

**Teacher Scaffolding Moves:**

- Teach business letter format: heading, inside address, greeting, body, closing, signature
- Show difference between formal (business) and friendly tone
- Model appropriate language for purpose (opinion, complaint, request)

 **STAAR Success Strategy: The Question Stays Clean**

**Remember:**

- The question embeds the thinking — it doesn't announce it

- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

**Post these questions. Return to them all year. Watch your students grow.**

### **Readiness vs. Supporting Standards Priority Guide**

#### **HIGHEST PRIORITY (Most Frequent on STAAR):**

- 2(B) — Context clues
- 5(E) — Make connections
- 5(F) — Make inferences ★ **MOST TESTED**
- 5(G) — Evaluate details for key ideas
- 5(H) — Synthesize information
- 6(C) — Use text evidence ★ **EVERY QUESTION**
- 6(D) — Paraphrase and summarize
- 7(B) — Character responses and plot ★ **VERY FREQUENT**
- 7(C) — Plot elements
- 8(D)(i) — Controlling idea/thesis
- 8(E)(i) — Identify claim
- 8(E)(ii) — Explain evidence use
- 9(A) — Author's purpose and message ★ **VERY FREQUENT**

#### **IMPORTANT BUT LESS FREQUENT:**

All other supporting standards should still be taught but receive less emphasis in test prep.