



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 5 Reading Language Arts STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 5		Cluster 1
Reporting Category 1	Reading	
Strand 4	Literary Elements and Genres	
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	
Item 1 Prerequisite Skill	identify and describe the main character(s) (K)	
Item 2 Prerequisite Skill	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)	
Item 3 Prerequisite Skill	describe the main character(s) and the reason(s) for their actions (1)	
Item 4 Prerequisite Skill	describe the main character's internal and external traits (2)	

Reading Language Arts Grade 5		Cluster 2
Reporting Category 1	Reading	
Strand 4	Literary Elements and Genres	
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	
Item 5 Prerequisite Skill	identify and describe the main character(s) (K)	
Item 6 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (K)	
Item 7 Prerequisite Skill	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (1)	
Item 8 Prerequisite Skill	describe the main character's (characters') internal and external traits (2)	

Reading Language Arts Grade 5		Cluster 3
Reporting Category 2	Writing	
Strand 6	Composition – Writing Process and Genres	
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
Item 9 Prerequisite Skill	edit drafts with adult assistance using standard English conventions, including verbs (K)	
Item 10 Prerequisite Skill	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)	
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including singular, plural, common, and proper nouns (2)	
Item 12 Prerequisite Skill	edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms (3)	

Reading Language Arts Grade 5		Cluster 4
Reporting Category 2	Writing	
Strand 6	Composition – Writing Process and Genres	
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
Item 13 Prerequisite Skill	revise drafts by adding details in pictures or words (K)	
Item 14 Prerequisite Skill	revise drafts by adding details in pictures or words (1)	
Item 15 Prerequisite Skill	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (2)	
Item 16 Prerequisite Skill	revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)	

Reading Language Arts Grade 5		Cluster 5
Reporting Category 1	Reading	
Strand 2	Comprehension Skills	
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	
Item 17 Prerequisite Skill	synthesize information to create new understanding with adult assistance (K)	
Item 18 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (1)	
Item 19 Prerequisite Skill	discuss how the author uses words that help the reader visualize (1)	
Item 20 Prerequisite Skill	use text evidence to support an appropriate response (2)	

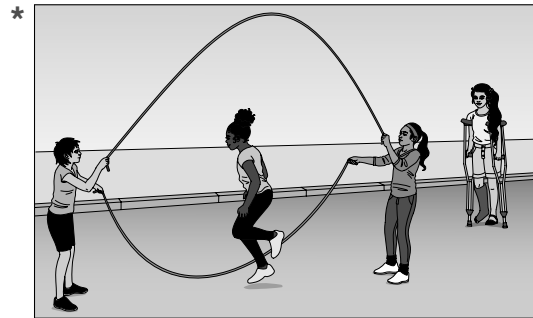
READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Double Dutch.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: **Find the girls on the playground.**

Stimulus 1

Double Dutch



Sally watches as the girls on the playground are playing double Dutch, her favorite jump rope game.

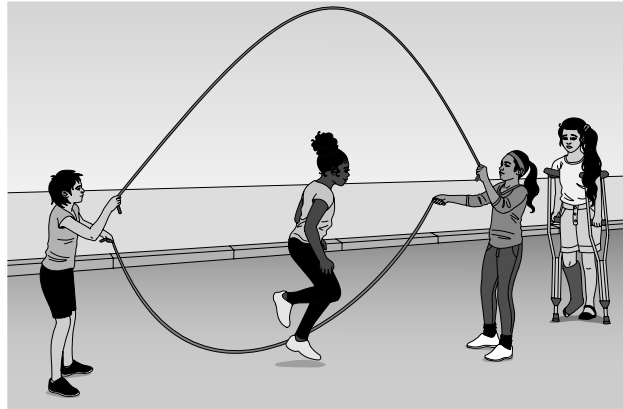
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girls on the playground,	➡	mark A for question 1 and move to question 2.
If the student does not find the girls on the playground,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the girls on the playground,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the girls on the playground,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate*: Here is more of the story “Double Dutch.”
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: This is Sally jumping rope. This is Sally thinking about how she can cheer on her team.
- *Communicate*: Find what Sally does because she cannot compete on the team.

Stimulus 2a



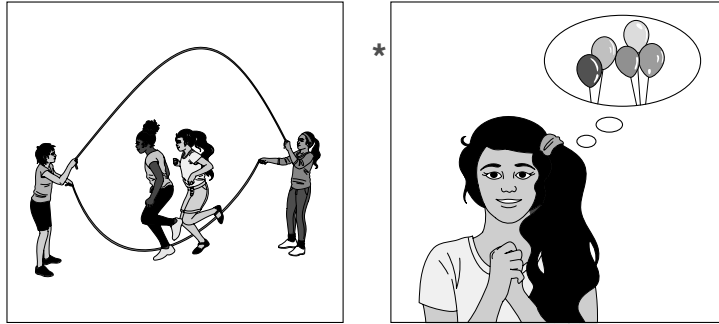
“You know double Dutch is my favorite. Thanks for letting me stay on the team, even though I can’t jump in the competition with you,” Sally says.

“We are so disappointed that you fell and can’t be in the competition. It won’t be the same without you,” says Catherine.

Then Lisa says, “But you are coming to cheer for us, aren’t you?”

Sally starts to think about what she can do to show her team support and spirit.

Stimulus 2b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Sally thinking in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find Sally thinking in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Sally thinking in Stimulus 2b and <i>communicate</i> “Sally is thinking about how she can cheer on her team because she cannot compete”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Sally thinking in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find Sally thinking in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate*: Here is more of the story “Double Dutch.”
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: Find why Sally asks her mother to take her to the store.

Stimulus 3a

When Sally gets home from school that afternoon, she says to her mother, “I talked with my teacher Ms. Diaz, and I’ve got a plan that she approved. Will you help me find the box of party supplies?”

“Sure. I will help you find it,” Sally’s mother replies.

Sally opens the box and finds a bag of balloons. “These are just what I need,” Sally tells her mother. “Can you take me to the store to get these filled with helium?”

“Let’s go now,” says Sally’s mother.



After dinner, Sally takes a permanent marker and writes a message for each of her teammates on a balloon. She calls other classmates and asks them to meet her at school early and shares her plan.



Stimulus 3b

Sally wants to buy a gift for her teacher.

* Sally wants to fill her balloons with helium.

Sally wants to buy a permanent marker.

Scoring Instructions

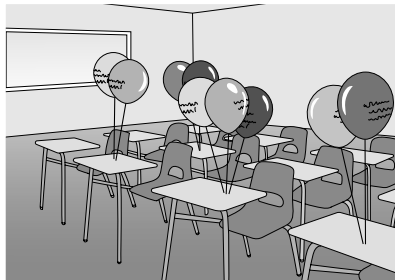
Student Action		Test Administrator Action
If the student finds “Sally wants to fill her balloons with helium” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Sally wants to fill her balloons with helium” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “gift,” “balloons,” and “marker” in Stimulus 3b. OR • Have the student use the illustrations in Stimulus 3a to retell the story. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Sally wants to fill her balloons with helium” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Sally wants to fill her balloons with helium” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate:* Here is the conclusion of the story “Double Dutch.”
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* Find how Sally shows her support for the double-Dutch team.

Stimulus 4a

Sally gets to school early the next day and tapes balloons to the desks of the girls participating in the double-Dutch competition that afternoon. As other classmates arrive, she calls “Come in!” and gives them a permanent marker so that they can write messages on the balloons on the jump-rope team. When everyone finishes, the balloons look like a colorful cloud over the classroom.

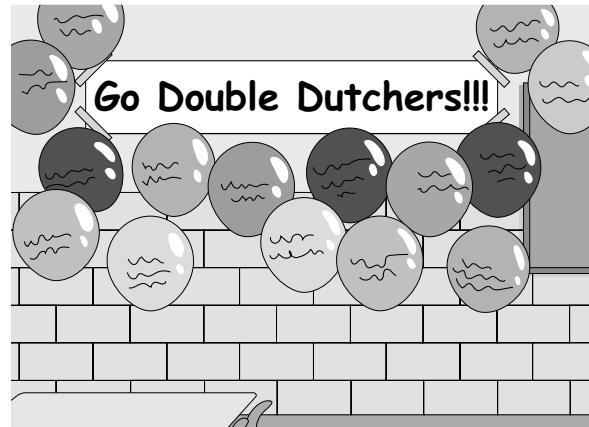


The girls on the jump-rope team start coming into the classroom and are surprised to see the colorful balloons. Each girl reads the messages on her balloons as she sits down at her desk.

“You are the best at double Dutch!” reads a note on one of Catherine’s balloons. One of Lisa’s says “Go team! Good luck at the competition!”

Other messages say things such as “Jump!” and “Yay!!”

At lunch, Lisa suggests taking the balloons into the cafeteria for everyone in the school to see. "There is no way we can lose the competition now. Not when we have the best cheering squad cheering us on!"



Stimulus 4b

Sally gets to school early to welcome the girls in the competition.

* Sally asks her classmates to write messages on balloons.

Sally uses balloons to create a colorful cloud in her classroom.

Scoring Instructions

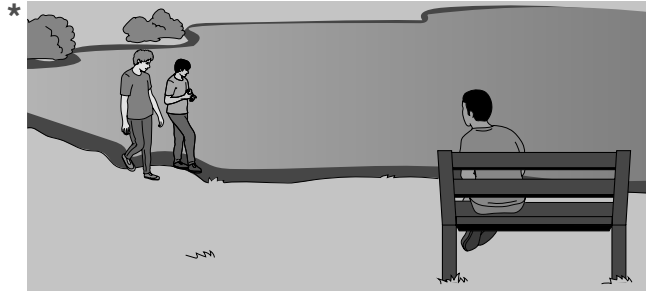
Student Action	Test Administrator Action
If the student finds “Sally asks her classmates to write messages on balloons” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “Sally asks her classmates to write messages on balloons” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Sally asks her classmates to write messages on balloons” in Stimulus 4b,	➡ mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “Sally asks her classmates to write messages on balloons” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate:* Here is the story “Skipping Lessons.”
- Direct the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* Find the boys skipping stones.

Stimulus 5

Skipping Lessons



Aaron watches his friends Tad and Sammy pick up stones and skip them across the water.

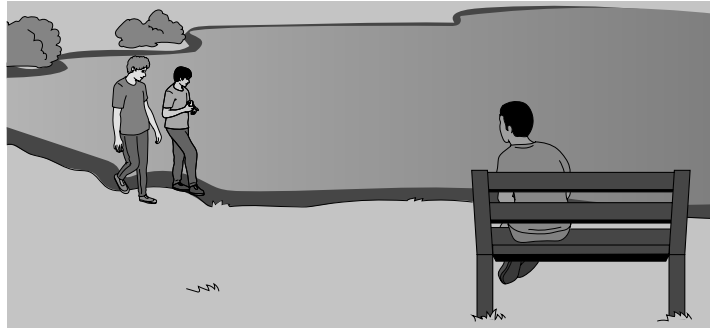
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boys skipping stones,	➡	mark A for question 5 and move to question 6.
If the student does not find the boys skipping stones,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the boys skipping stones,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the boys skipping stones,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

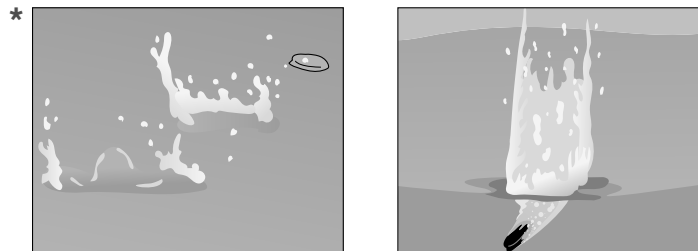
- *Present* Stimulus 6a and 6b. *Communicate*: Here is more of the story “Skipping Lessons.”
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **This stone is skipping across the lake. This stone will sink to the bottom of the lake.**
- *Communicate*: Find what happens when Tad throws the stone over the water.

Stimulus 6a



Tad bends down and picks up one of the stones next to the water. He throws it quickly with a sideways motion. The stone leaves his hand and “skips” ten times, barely touching the top of the water.

Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the stone skipping across the lake in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the stone skipping across the lake in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the stone skipping across the lake in Stimulus 6b and <i>communicate</i> “When Tad throws the stone, it starts skipping across the lake”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the stone skipping across the lake in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the stone skipping across the lake in Stimulus 6b,	➡ mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* Here is more of the story “Skipping Lessons.”
 - Direct the student to Stimulus 7a. *Communicate* the text.
 - Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
 - *Communicate:* Find why Aaron feels doubtful and disappointed.
-

Stimulus 7a

“Wow!” Aaron exclaims as he watches the stone skip across the lake.

“Give it a try,” Sammy says as he hands Aaron a stone.

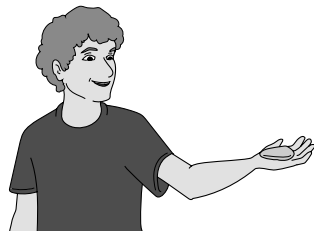
Aaron tries to do what he saw Tad do. *Kerplunk!* His stone hits the water with a splash and sinks straight to the bottom of the lake.



“I must not be in good enough shape or tall enough,” Aaron says.

“It just takes practice and knowing how to choose a good stone,” Tad tells him.

The boys look for a flat oval- or triangle-shaped stone. "I like stones that will fit in my hand," Tad says, "but Sammy likes stones that are a little smaller."



Stimulus 7b

Aaron is not as tall as Tad or Sammy.

Aaron cannot find a stone that fits in his hand.

* Aaron's stone sinks to the bottom of the lake.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Aaron’s stone sinks to the bottom of the lake” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “Aaron’s stone sinks to the bottom of the lake” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student retell the story using the illustrations in Stimulus 7a. OR • Highlight the words “not as tall,” “cannot find a stone,” and “stone sinks” in the answer choices in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Aaron’s stone sinks to the bottom of the lake” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Aaron’s stone sinks to the bottom of the lake” in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate*: Here is the conclusion of the story “**Skipping Lessons.**”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find why Aaron thinks he might be good at skipping stones.

Stimulus 8a

Tad shows Aaron how to hold a stone with his thumb and middle finger and how to hook his index finger along the edge.



“Try to throw it faster rather than harder,” Sammy says, “because strength isn’t as important as being quick.”

The boys show Aaron how to snap his wrist to spin the stone. “Keep your hand low. The stone should hit the water right above the water,” Tad says.

On Aaron’s next try, he sees his stone skip three times. Soon Aaron is able to throw a stone that skips eight times across the water.



"You're pretty good!" Tad tells him. "Keep at it and you can enter the tournament that Sammy and I are practicing for."

"You can compete in stone skipping?" Aaron asks.

"You bet!" Sammy says. "If you get good enough, you could break the record of 51 skips in one throw."

The boys say goodbye as Aaron picks up one last stone. He follows every step of the boys' instructions and watches his stone skip 12 times across the lake. *Maybe I can be good at this!* Aaron thinks to himself.



Stimulus 8b

*
Aaron watches his stone skip 12 times across the lake.

Aaron decides to enter the stone-skipping contest with his friends.

Aaron thinks he can break the record of 51 skips in one throw.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	➡ mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate*: **Find the sentence about the Texas Star.**

Stimulus 9

The Texas Star



* The Texas Star is the most popular ride at the State Fair of Texas.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence about the Texas Star,	➡	mark A for question 9 and move to question 10.
If the student does not find the sentence about the Texas Star,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence about the Texas Star,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sentence about the Texas Star,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate* the text.
- *Communicate*: The word “are” in the box needs to be edited for subject/verb agreement in the sentence.
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: Find the word that correctly edits the sentence.

Stimulus 10a



The Texas Star are the biggest Ferris wheel in Texas.

Stimulus 10b

*

is

be

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “is” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “is” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “is” in Stimulus 10b and <i>communicate</i> “The word ‘is’ replaces the word ‘are’ and corrects the subject/verb agreement in the sentence”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “is” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “is” in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to each answer choice in Stimulus 11b.
- *Communicate*: **One of these sentences has been edited to use capital letters correctly.**
Communicate the text in each answer choice.
- *Communicate*: **Find the sentence that uses capital letters correctly.**

Stimulus 11a



Stimulus 11b

* The Texas Star can carry up to 264 people.

The texas star can carry up to 264 people.

The Texas star can carry up to 264 people.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The Texas Star can carry up to 264 people” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “The Texas Star can carry up to 264 people” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “Texas Star” in each answer choice in Stimulus 11b. OR • Have the student explain when to use a capital letter. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “The Texas Star can carry up to 264 people” in Stimulus 11b,	<p>➡ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “The Texas Star can carry up to 264 people” in Stimulus 11b,	<p>➡ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. Communicate the text. Communicate: **The sentence with the empty box needs to be edited.**
- Direct the student to each answer choice in Stimulus 12b. Communicate the text in each answer choice.
- Communicate: **Find the words that complete the sentence correctly.**

Stimulus 12a



Another popular ride at the State Fair of Texas is the Wave Swing. Kids and adults are strapped into seats that hang from cables. The ride swings them through the air in a circle. The Wave Swing is the ride at the State Fair of Texas.

Stimulus 12b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “most fun” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “most fun” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “most fun” in Stimulus 12b,	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “most fun” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate* the text.
- *Communicate*: Find the sentence about Jenny.

Stimulus 13



* Jenny is excited to go zip-lining.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence,	➡	mark A for question 13 and move to question 14.
If the student does not find the sentence,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
 - *Direct* the student to Stimulus 14a. *Communicate* the text.
 - *Communicate*: **This sentence needs to be edited.**
 - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the correctly edited sentence.**
-

Stimulus 14a



Jenny go zip-lining while she is at camp.

Stimulus 14b

Jenny gone zip-lining while she is at camp.

* Jenny goes zip-lining while she is at camp.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Jenny goes zip-lining while she is at camp” in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find “Jenny goes zip-lining while she is at camp” in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “Jenny goes zip-lining while she is at camp” in Stimulus 14b and <i>communicate</i> “This sentence has been edited to use the present tense for the verb ‘go’ correctly”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Jenny goes zip-lining while she is at camp” in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “Jenny goes zip-lining while she is at camp” in Stimulus 14b,	➡ mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
 - *Direct* the student to Stimulus 15a. *Communicate* the text.
 - *Communicate*: **This sentence needs to be edited.**
 - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the correctly edited sentence that tells about Jenny and her brothers.**
-

Stimulus 15a



Jenny take her brothers
on a zip-line adventure.

Stimulus 15b

* Jenny takes her brothers on a
zip-line adventure.

Jenny taking her brothers on a
zip-line adventure.

Jenny taken her brothers on a
zip-line adventure.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Jenny takes her brothers on a zip-line adventure” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “Jenny takes her brothers on a zip-line adventure” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “takes,” “taking,” and “taken” in Stimulus 15b. OR • Have the student describe the photograph in Stimulus 15a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Jenny takes her brothers on a zip-line adventure” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “Jenny takes her brothers on a zip-line adventure” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Communicate*: **The underlined sentence can be revised to give more details about Jenny and her brothers.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that gives the most details about Jenny and her brothers.**

Stimulus 16a



Jenny and her brothers are ready for a zip-line adventure.
They are in the mountains.

Stimulus 16b

They are in the mountains on a vacation.

They are in the mountains with their family.

* They are in the mountains on a summer vacation with their family.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	➡ mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	➡ mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate*: Here is the article “Texas Water Towers.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate*: Find the water tower.

Stimulus 17

Texas Water Towers



A water tower is a giant tank that holds water that people need in order to live.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the water tower,	➡	mark A for question 17 and move to question 18.
If the student does not find the water tower,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the water tower,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the water tower,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* Here is more of the article “Texas Water Towers.”
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* This is a watermelon. This is a watermelon farmer.
- *Communicate:* Find what the water tower in Luling, Texas, is painted to look like.

Stimulus 18a



Some water towers are painted to show a special detail about the town they are in. Luling is home to many watermelon farmers. This is why the oval-shaped water tower is painted to look like a huge watermelon.

Stimulus 18b



Scoring Instructions

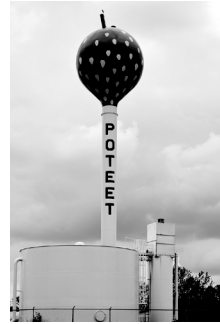
Student Action	Test Administrator Action
If the student finds the watermelon in Stimulus 18b,	<p>➡ mark A for question 18 and move to question 19.</p>
If the student does not find the watermelon in Stimulus 18b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the watermelon in Stimulus 18b and <i>communicate</i> “The water tower in Luling, Texas, is painted to look like a watermelon”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the watermelon in Stimulus 18b,	<p>➡ mark B for question 18 and move to question 19.</p>
After teacher modeling, if the student does not find the watermelon in Stimulus 18b,	<p>➡ mark C for question 18 and move to question 19.</p>

Presentation Instructions for Question 19

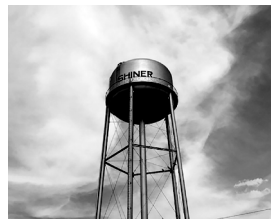
- Present Stimulus 19a and 19b. *Communicate:* Here is more of the article “Texas Water Towers.”
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* Find why the author includes photographs of water towers in Texas.

Stimulus 19a

Just as Luling is proud of its watermelons, the town of Poteet, Texas, is proud of its strawberry crops. For this reason, Poteet's water tower is painted to look like a giant red strawberry.

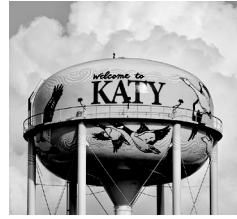


The water tower in Seguin, Texas, is unremarkable during the day. But at night, the tower is lit in different colors. For example, if the high school football team is playing, the tower will be lit up with the team's colors.



The water tower in Shiner, Texas, has the town's motto, "The cleanest little city in Texas," painted on the side. And the tower in the town of Stockdale, Texas, is painted to look like a golf ball because Stockdale is known for its golf courses.

The town of Katy, Texas, recently won "Water Tank of the Year." Its tower shows a flock of geese flying against a light blue sky.



Stimulus 19b

to show how water towers can tell people about football games

to compare the size of water towers in different Texas towns

* to give examples of water towers that show something special about a town

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "to give examples of water towers that show something special about a town" in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find "to give examples of water towers that show something special about a town" in Stimulus 19b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the water towers in each of the photographs in Stimulus 19a. OR • Highlight the words "show," "compare," and "give examples" in the answer choices in Stimulus 19b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "to give examples of water towers that show something special about a town" in Stimulus 19b,	➔	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "to give examples of water towers that show something special about a town" in Stimulus 19b,	➔	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

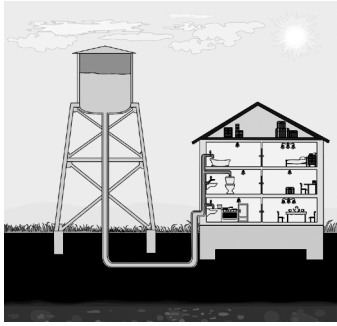
- *Present* Stimulus 20a and 20b. *Communicate*: Here is the conclusion of the article “Texas Water Towers.”
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that describes why water towers are important for Texas towns.

Stimulus 20a

Every day, people in towns with water towers use many gallons of water. A lot of these towns are located in dry areas of the state that get little rainfall. Water towers collect and store water so that the townspeople always have the water they need in order to live.



Twenty-four hours a day, water is pumped from nearby lakes or rivers through pipes and into water towers. This water has been treated to make sure that it is clean for drinking and cooking. Water that is stored in the towers can then be used by homes and businesses. Water towers rely on gravity to help push the water from the tower down through the pipes—that is why water towers are so tall!



Stimulus 20b

*

Water towers collect and store water so that the townspeople always have the water they need in order to live.

Twenty-four hours a day, water is pumped from nearby lakes or rivers through pipes and into water towers.

Water towers rely on gravity to help push the water from the tower down through the pipes—that is why water towers are so tall!

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ <i>Water towers collect and store water so that the townspeople always have the water they need in order to live</i> ” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “ <i>Water towers collect and store water so that the townspeople always have the water they need in order to live</i> ” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>Water towers collect and store water so that the townspeople always have the water they need in order to live</i> ” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “ <i>Water towers collect and store water so that the townspeople always have the water they need in order to live</i> ” in Stimulus 20b,	➡ mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 5
Reading Language Arts
April 2023**

