



State of Texas Assessments of Academic Readiness

# **SECURE TEST INSTRUCTIONS**

## **GRADE 6 Reading Language Arts STAAR Alternate 2**

**Sample Test Items  
Fall 2022  
Secure**



# READING LANGUAGE ARTS



## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Main Street Makeover.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find Anna sitting in her family’s restaurant.

### Stimulus 1

#### Main Street Makeover



Anna sat at a table in her family's restaurant with a sad frown on her face. No one was in the restaurant except Anna's father and Carlo, the chef.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds Anna sitting in her family's restaurant,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find Anna sitting in her family's restaurant,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds Anna sitting in her family's restaurant,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find Anna sitting in her family's restaurant,	➡	mark <b>C</b> 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 “Main Street Makeover.”
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to the underlined word in Stimulus 2a. *Communicate:* This is the word “deserted.”
- Direct the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* Find the word that has the same meaning as “deserted” as it is used in the story.

### Stimulus 2a



The restaurant used to be full of people, but not anymore. Even the sidewalks on Main Street seemed deserted since all the people had gone to the new mall to shop and eat.

### Stimulus 2b

busy                      \*                      empty

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “empty” in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find “empty” in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “empty” in Stimulus 2b and <i>communicate</i> “This is the word that has the same meaning as ‘deserted’ as it is used in the story”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “empty” in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find “empty” in Stimulus 2b,	➡	mark <b>C</b> 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 “Main Street Makeover.”
- 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 what gives Anna the idea for the Main Street Makeover.

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#### Stimulus 3a

“We can’t run businesses on Main Street without any customers,” Anna said. “Mrs. Betty hasn’t sold a pair of shoes this weekend. And Mr. Peterson, the barber, gave only two haircuts.”

The bells over the restaurant door rang as Mrs. Betty entered.

“Hi, Anna!” Mrs. Betty said as she handed Anna a bag. “I wanted to give you this gift to thank you for cleaning my windows yesterday. My store sparkles like new! Anyone who walks by will surely want to come inside and shop.”

Suddenly Anna had an idea. “That’s it!” she said. “We can make Main Street sparkle and shine so that people will want to shop and eat downtown instead of at the mall!”



Mrs. Betty and Anna’s father looked at each other. “What’s wrong?” Anna asked.

“It’s just that Main Street needs a lot of fixing up,” Anna’s father explained.

“It’s too big of a job for us to handle,” said Mrs. Betty.

“We don’t have to do it by ourselves,” Anna explained. “I’m going to ask everyone to help. We’ll have a Main Street Makeover!”

### Stimulus 3b

Anna hears the bells over the restraint door ring when Mrs. Betty enters.

Anna realizes that Mrs. Betty has not sold a pair of shoes and Mr. Peterson has given only two haircuts all weekend.

\* Mrs. Betty thanks Anna for making her store windows sparkle so much that people will want to come inside and shop.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Mrs. Betty thanks Anna for making her store windows sparkle so much that people will want to come inside and shop” in Stimulus 3b,	➔	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “Mrs. Betty thanks Anna for making her store windows sparkle so much that people will want to come inside and shop” in Stimulus 3b,	➔	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Highlight the second and third paragraphs in Stimulus 3a. <b>OR</b></li><li>• Have the student describe what Anna wants the town’s business owners to do.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Mrs. Betty thanks Anna for making her store windows sparkle so much that people will want to come inside and shop” in Stimulus 3b,	➔	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Mrs. Betty thanks Anna for making her store windows sparkle so much that people will want to come inside and shop” in Stimulus 3b,	➔	mark <b>C</b> for question 3 and move to question 4.



## Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate*: Here is the conclusion of “Main Street Makeover.”
- *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 the sentence from the story that shows that Anna’s Main Street Makeover is successful.

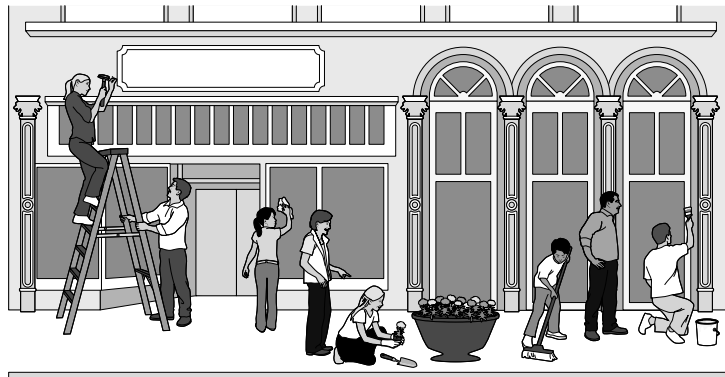
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### Stimulus 4a

Anna made posters advertising her idea for the Main Street Makeover. When the day of the Main Street Makeover arrived, many shop owners, neighbors, and even Anna’s friends from school came into the restaurant to help.



Anna organized groups. Mr. Peterson led the painting crew. Mrs. Betty’s group replanted the big flowerpots on the sidewalks. Anna’s father and Carlo led the group repairing old boards on the buildings. Finally, Anna’s friends from school shined windows and washed the sidewalk. The Main Street Makeover had begun.



Three weeks later, Mr. Peterson came into the restaurant for his coffee and said, "You look busy, Anna."

"I'm never too busy to get your coffee," Anna said.

"I have to hurry because I have someone coming in for a haircut in a few minutes," Mr. Peterson said with a smile. "Business sure is better on Main Street, thanks to your makeover!"



**Stimulus 4b**

*Anna made posters advertising her idea for the Main Street Makeover.*

*"I'm never too busy to get your coffee," Anna said.*

\* *"Business sure is better on Main Street, thanks to your makeover!"*

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds <i>“Business sure is better on Main Street, thanks to your makeover!”</i> in Stimulus 4b,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find <i>“Business sure is better on Main Street, thanks to your makeover!”</i> in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“Business sure is better on Main Street, thanks to your makeover!”</i> in Stimulus 4b,	➡ mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find <i>“Business sure is better on Main Street, thanks to your makeover!”</i> in Stimulus 4b,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate:* Here is the article “Skyscraper Window Washers.”
- Direct the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* Find the skyscraper window washers.

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### Stimulus 5

#### Skyscraper Window Washers



Every day all around the world, thousands of window washers begin their morning by hanging from the tops of skyscrapers.

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### Scoring Instructions

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

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* Here is more of the article “Skyscraper Window Washers.”
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to the underlined word in Stimulus 6a. *Communicate:* **This is the word “courageous.”**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* Find the word with the same meaning as the word “courageous.”

### Stimulus 6a



Cleaning all the windows on a large skyscraper can take several months to finish. Thousands of courageous window washers begin their morning hanging by ropes from the tops of very tall city buildings with busy streets far below. They use buckets of soapy water and squeegees to clean the glass on the windows.

### Stimulus 6b

polite

\* brave

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “brave” in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find “brave” in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “brave” in Stimulus 6b and <i>communicate</i> “<b>This is the word with the same meaning as the word ‘courageous’</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “brave” in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find “brave” in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate*: Here is more of the article “Skyscraper Window Washers.”
- *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 skyscraper window washers needed a new type of equipment to do their job.

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### Stimulus 7a



When skyscrapers were first built in the late 1800s, window washers would stand on the window ledges of tall buildings and hold on to the window frames while they cleaned. By the 1920s, window washers started wearing safety belts attached to the building.

In the 1950s, a new style of skyscrapers were built in large cities all around the world. These smooth glass towers became known as glass curtain wall buildings. The window washers could not step out onto window ledges to do their work. They had to begin at the top of the building and then clean their way down the glass sides.



To do their job, skyscraper window washers needed new equipment. The Otis Elevator Company designed the first scaffold for skyscraper window washers. A scaffold is a platform that can be raised and lowered by cables attached to a machine on top of the building. Once the workers are finished with a section, the machine on top of the building lowers them to the next level of windows below.

**Stimulus 7b**

The window washers' safety belts were old and needed to be replaced.

\* The window washers could not stand on window ledges because the sides of the new skyscrapers were made of all glass.

The window washers used equipment designed by the Otis Elevator Company that could move them up and down.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "The window washers could not stand on window ledges because the new skyscrapers were made of all glass" in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find "The window washers could not stand on window ledges because the new skyscrapers were made of all glass" in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe how skyscrapers have changed. <b>OR</b></li> <li>• Highlight the first two paragraphs in Stimulus 7a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The window washers could not stand on window ledges because the new skyscrapers were made of all glass" in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "The window washers could not stand on window ledges because the new skyscrapers were made of all glass" in Stimulus 7b,	➡	mark <b>C</b> 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 article “Skyscraper Window Washers.”
- *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 the sentence that explains how window washers are able to clean windows on oddly shaped skyscrapers.

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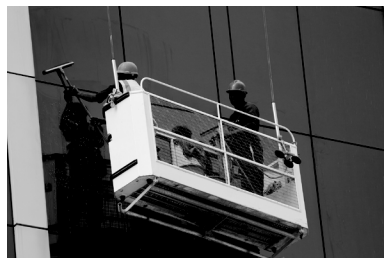
### Stimulus 8a

Because skyscrapers need frequent window washing, most of them are built with a flat roof. A flat roof is needed in order to use scaffolds to lower window washers down the glass sides of a building. But for buildings without a flat roof, such as the Empire State Building, window washers cannot use scaffolds.



The Hearst Tower in New York City is another oddly shaped building with windows that cannot be cleaned using a scaffold. The Otis Elevator Company made a special platform that could move up and down in any direction. The ability of this equipment to move in any direction lets window washers with buckets and squeegees reach any window of this odd-shaped building.

Someday, robots will probably replace human window washers because humans are always finding easier and less expensive ways of doing jobs. But until that day, washing skyscraper windows is a great job for people who like the excitement of hanging from ropes and working close to the sky.





**Stimulus 8b**

*Because skyscrapers need frequent window washing, most of them are built with a flat roof.*

\* *The Otis Elevator Company made a special platform that could move up and down in any direction.*

*Someday, robots will probably replace human window washers because humans are always finding easier and less expensive ways of doing jobs.*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ <i>The Otis Elevator Company made a special platform that could move up and down in any direction</i> ” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “ <i>The Otis Elevator Company made a special platform that could move up and down in any direction</i> ” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>The Otis Elevator Company made a special platform that could move up and down in any direction</i> ” in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “ <i>The Otis Elevator Company made a special platform that could move up and down in any direction</i> ” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Direct* the student to the sentence above the photograph. *Communicate* the text.
- *Communicate*: **This sentence can be revised by adding more details.**
- *Direct* the student to the sentence below the photograph. *Communicate* the text.
- *Communicate*: **Find the revised sentence that has more details added.**

### Stimulus 9

Luke likes Dr Pepper.



\* Luke's favorite soft drink is Dr Pepper.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Luke's favorite soft drink is Dr Pepper,"	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find "Luke's favorite soft drink is Dr Pepper,"	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds "Luke's favorite soft drink is Dr Pepper,"	➡	mark <b>B</b> for question 9 and move to question 10.
After the five-second wait time, if the student does not find "Luke's favorite soft drink is Dr Pepper,"	➡	mark <b>C</b> for question 9 and move to question 10.

## Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: **Here is more information about Dr Pepper.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to the underlined words in Stimulus 10a. *Communicate*: **These words need to be edited for the correct use of capital letters.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that use capital letters correctly.**

### Stimulus 10a

Luke was excited about going with his class to visit the Dr Pepper Museum in waco, texas. The museum is in the first building constructed to bottle Dr Pepper.



### Stimulus 10b

- \* Waco, Texas      waco, Texas

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Waco, Texas” in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “Waco, Texas” in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “Waco, Texas” in Stimulus 10b and <i>communicate</i> “<b>These are the words that use capital letters correctly</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “Waco, Texas” in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “Waco, Texas” in Stimulus 10b,	➡	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate*: Here is more information about Dr Pepper.
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the empty box. *Communicate*: This sentence is missing a verb.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: Find the correct tense of the verb that belongs in the empty box.

### Stimulus 11a



At the museum, Luke learned that Dr Pepper was first served in 1885 and is still  today.

### Stimulus 11b

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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “made” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “made” in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Reread the sentence in Stimulus 11a, inserting each answer choice into the empty box. <b>OR</b></li> <li>• Have the student describe whether Stimulus 11a is set in the past or present.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “made” in Stimulus 11b,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “made” in Stimulus 11b,	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: Here is more information about Dr Pepper.
- Direct the student to Stimulus 12a. *Communicate* the text. *Communicate*: This paragraph needs to be revised. One of the sentences does not belong in the paragraph.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that does not belong in the paragraph.

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### Stimulus 12a



Luke also learned that Dr Pepper is a secret formula of 23 flavors that are blended together. This popular Texas soda was first created in 1885 by a pharmacist working at a corner drug store in Waco, Texas. The Texas Rangers Hall of Fame is also in Waco, Texas. No one knows for certain how Dr Pepper got its name. At first, the drink didn't have a name, so people just called it Waco.

### Stimulus 12b

\* *The Texas Rangers Hall of Fame is also in Waco, Texas.*

*No one knows for certain how Dr Pepper got its name.*

*At first, the drink didn't have a name, so people just called it Waco.*

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ <i>The Texas Rangers Hall of Fame is also in Waco, Texas</i> ” in Stimulus 12b,	➡ mark <b>A</b> for question 12.
If the student does not find “ <i>The Texas Rangers Hall of Fame is also in Waco, Texas</i> ” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>The Texas Rangers Hall of Fame is also in Waco, Texas</i> ” in Stimulus 12b,	➡ mark <b>B</b> for question 12.
After the teacher repeats the instructions, if the student does not find “ <i>The Texas Rangers Hall of Fame is also in Waco, Texas</i> ” in Stimulus 12b,	➡ mark <b>C</b> for question 12.



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