



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 4 Reading Language Arts STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 4		Cluster 1
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 1 Prerequisite Skill	synthesize information to create new understanding with adult assistance (K)	
Item 2 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (K)	
Item 3 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (1)	
Item 4 Prerequisite Skill	use text evidence to support an appropriate response (2)	

Reading Language Arts Grade 4		Cluster 2
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 5 Prerequisite Skill	synthesize information to create new understanding with adult assistance (K)	
Item 6 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (1)	
Item 7 Prerequisite Skill	make inferences and use evidence to support understanding with adult assistance (1)	
Item 8 Prerequisite Skill	synthesize information to create new understanding (2)	

Reading Language Arts Grade 4		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 complete sentences with subject-verb agreement (K)	
Item 10 Prerequisite Skill	edit drafts with adult assistance using standard English conventions, including singular and plural nouns (K)	
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including singular, plural, common, and proper nouns (1)	
Item 12 Prerequisite Skill	revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)	

Reading Language Arts Grade 4		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	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)	
Item 15 Prerequisite Skill	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)	
Item 16 Prerequisite Skill	punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)	

Reading Language Arts Grade 4		Cluster 5
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 17 Prerequisite Skill	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)	
Item 18 Prerequisite Skill	identify and describe the main character(s) (K)	
Item 19 Prerequisite Skill	describe the main character(s) and the reason(s) for their actions (1)	
Item 20 Prerequisite Skill	describe the main character's (characters') internal and external traits (2)	

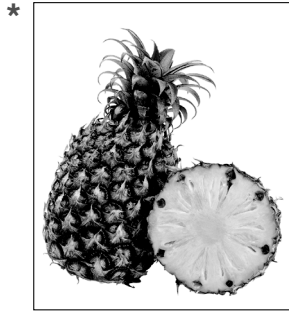
READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: This is the article titled “A Fruit of Many Fruits.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the pineapple.

Stimulus 1

A Fruit of Many Fruits



Pineapples are fruits that are rough and scratchy on the outside but sweet and juicy on the inside.

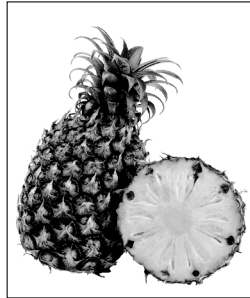
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pineapple,	➡	mark A for question 1 and move to question 2.
If the student does not find the pineapple,	➡	<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 pineapple,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the pineapple,	➡	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 article “A Fruit of Many Fruits.”
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* This is a banana. This is a pineapple.
- *Communicate:* Find the fruit that has many fruits attached to its core.

Stimulus 2a

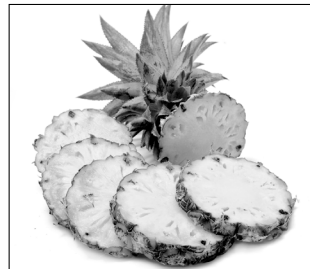


Pineapples are second to bananas as the most popular fruit in the world. A pineapple is not one fruit. It is many small fruits attached together around a core in the center.

Stimulus 2b



*



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the pineapple in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find the pineapple in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the pineapple in Stimulus 2b and <i>communicate</i> “This is a pineapple. It has many fruits attached to its core”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the pineapple in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the pineapple 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 article “A Fruit of Many Fruits.”
- 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 how the pineapple got its name.

Stimulus 3a

People in Europe first learned about pineapples after Christopher Columbus found them in South America. They were grown by the people who lived there, but no one else had ever tasted them. Columbus took pineapples back to Spain. People thought that the pineapple looked like a pinecone and tasted like a delicious fruit. Over time the two ideas came together, and it got the name “pineapple.”



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Stimulus 3b

* Pineapples look like a pinecone but taste like a fruit.

Pineapple plants are grown by people in South America.

Pineapples were named after Christopher Columbus.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Pineapples look like a pinecone but taste like a fruit” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “Pineapples look like a pinecone but taste like a fruit” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the last two sentences in Stimulus 3a. OR • Have the student describe the pineapple. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Pineapples look like a pinecone but taste like a fruit” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Pineapples look like a pinecone but taste like a fruit” 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 more of the article “A Fruit of Many Fruits.”
- *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 that tells why pineapple is a good food choice.

Stimulus 4a

Today pineapples are eaten by people all over the world. And pineapples grow in many warm countries around the world. But the only state in the United States where pineapples are grown is Hawaii. A farmer named James Dole started growing and selling pineapples there more than 100 years ago. His business grew and grew. Today most of the pineapples we buy in stores are Dole pineapples.



When you eat pineapple, you are doing good things for your body. Pineapple gives you vitamin C and other things that are important for your health. So even though it tastes sweet like a dessert, pineapple is also good for you to eat!

Stimulus 4b

Today pineapples are eaten by people all over the world.

A farmer named James Dole started growing and selling pineapples there more than 100 years ago.

* *Pineapple gives you vitamin C and other things that are important for your health.*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>“Pineapple gives you vitamin C and other things that are important for your health”</i> in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find <i>“Pineapple gives you vitamin C and other things that are important for your health”</i> in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“Pineapple gives you vitamin C and other things that are important for your health”</i> 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 <i>“Pineapple gives you vitamin C and other things that are important for your health”</i> 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 article “Texas Woodpeckers.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the woodpecker on the tree branch.

Stimulus 5

Texas Woodpeckers



No matter where you live in Texas, you are not far from a place where one of about 14 kinds of woodpeckers can be seen.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the woodpecker,	➡	mark A for question 5 and move to question 6.
If the student does not find the woodpecker,	➡	<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 woodpecker,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the woodpecker,	➡	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 article “Texas Woodpeckers.”
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* This is a redheaded woodpecker. This is a yellow-bellied sapsucker.
- *Communicate:* Find the redheaded woodpecker.

Stimulus 6a



Woodpeckers are often given names that make it easier to figure out what kind of woodpecker they are. For example, the redheaded woodpecker has red feathers on the top of its head. The yellow-bellied sapsucker has some red feathers also but it gets its name from the yellow feathers on its belly.

Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the redheaded woodpecker in Stimulus 6b,	➔ mark A for question 6 and move to question 7.
If the student does not find the redheaded woodpecker in Stimulus 6b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding the redheaded woodpecker in Stimulus 6b and <i>communicate</i> “This is the redheaded woodpecker”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the redheaded woodpecker in Stimulus 6b,	➔ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the redheaded woodpecker 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 article “Texas Woodpeckers.”
- 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 a woodpecker can hang on to the side of a tree.

Stimulus 7a

Most woodpeckers that live in Texas are smaller than 10 inches long. Often, they have black-and-white feathers on their body and yellow or red patches on their head.



Most woodpeckers spend all their time hanging on to the side of a tree trunk and eating the bugs there. They have four toes on each foot. Two toes face the front, and two face the back. These toes help the woodpecker hold on to the tree. The woodpecker’s long, stiff tail feathers also help the woodpecker hold itself in place. Woodpeckers do not fly far and only make short flights through the air.



Woodpeckers do not have pretty voices like songbirds. In the spring, the male birds call loudly as they peck on wood or sometimes on metal. At other times of the year, woodpeckers stay quiet, except for all the pecking!
Woodpeckers can peck up to 20 times each second. They peck between 8,000 and 12,000 times each day.

Stimulus 7b

Woodpeckers have black-and-white feathers on their body.

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Woodpeckers have four toes on each foot and long tail feathers.

Woodpeckers peck between 8,000 and 12,000 times each day.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Woodpeckers have four toes on each foot and long tail feathers” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “Woodpeckers have four toes on each foot and long tail feathers” in Stimulus 7b,	<p style="text-align: center;">➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “black-and-white feathers,” “toes” and “tail feathers,” and “peck” in Stimulus 7b. OR • Have the student describe how the woodpecker holds on to the tree. <p style="text-align: center;">Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Woodpeckers have four toes on each foot and long tail feathers” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Woodpeckers have four toes on each foot and long tail feathers” 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 article “Texas Woodpeckers.”
- *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 how the woodpecker uses its beak.

Stimulus 8a



A woodpecker uses its pointed beak to hammer a small hole into the tree bark to hunt for insects. Then the woodpecker's long, sticky tongue catches the insect it has found and pulls it out.

As a woodpecker taps on a tree with its beak, small pieces of wood fly out. The woodpecker has special feathers that keep it from breathing in the tiny wood pieces.

Woodpeckers also tap into trees to make nests. They dig a small hole and build a nest, where the female will lay her eggs. About two weeks later, the eggs hatch and the babies are born.



The best places to find woodpeckers are in East Texas, where there are lots of trees. But if you have trees in your yard and would like to see woodpeckers, put out a bird feeder. Fill it with fruit or nuts. You may soon have a colorful woodpecker tapping outside your window!

Stimulus 8b

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A woodpecker uses its beak to create holes in trees for its nests.

A woodpecker uses its beak to keep from breathing in tiny wood pieces.

A woodpecker uses its beak to find fruit and nuts in backyard bird feeders.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “A woodpecker uses its beak to create holes in trees for its nests” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “A woodpecker uses its beak to create holes in trees for its nests” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “A woodpecker uses its beak to create holes in trees for its nests” 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 “A woodpecker uses its beak to create holes in trees for its nests” 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 that tells about flamingos.**

Stimulus 9



* Flamingos are large birds with long legs and long necks that live where they can wade in shallow waters.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence about flamingos,	➡	mark A for question 9 and move to question 10.
If the student does not find the sentence about flamingos,	➡	<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 flamingos,	➡	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 flamingos,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate:* Here is more information about flamingos.
- Direct the student to Stimulus 10a. *Communicate* the text.
- Direct the student to the underlined sentence in Stimulus 10a. *Communicate:* **The underlined sentence needs to be edited for end punctuation.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence with correct end punctuation.

Stimulus 10a



To eat, flamingos put their bills upside down in the water and suck water into their mouths. Then they pump the water out of the sides of their mouths. The tiny plants and animals from the water that stay in their mouths make a delicious meal?

Stimulus 10b

The tiny plants and animals from the water that stay in their mouths make a delicious meal,

* The tiny plants and animals from the water that stay in their mouths make a delicious meal.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds the sentence ending with the period in Stimulus 10b,	<p>➡ mark A for question 10 and move to question 11.</p>
If the student does not find the sentence ending with the period in Stimulus 10b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the sentence ending with the period in Stimulus 10b and <i>communicate</i> “The sentence ‘The tiny plants and animals from the water that stay in their mouths make a delicious meal’ ends with the correct end punctuation”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence ending with the period in Stimulus 10b,	<p>➡ mark B for question 10 and move to question 11.</p>
After teacher modeling, if the student does not find the sentence ending with the period in Stimulus 10b,	<p>➡ mark C for question 10 and move to question 11.</p>

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate:* Here is more information about flamingos.
- *Direct* the student to Stimulus 11a.
- *Communicate:* The sentence about the photograph uses both singular and plural words.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* Find the edited sentence that uses singular and plural words correctly.

Stimulus 11a



Stimulus 11b

Flamingos can stand on one legs
and hide the other legs inside
their feathers.

Flamingos can stand on one legs
and hide the other leg inside
their feather.

*
Flamingos can stand on one leg
and hide the other leg inside
their feathers.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Flamingos can stand on one leg and hide the other leg inside their feathers” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “Flamingos can stand on one leg and hide the other leg inside their feathers” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the words “leg,” “legs,” “feather,” and “feathers” in Stimulus 11b. OR • Have the student describe the photograph in Stimulus 11a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Flamingos can stand on one leg and hide the other leg inside their feathers” 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 “Flamingos can stand on one leg and hide the other leg inside their feathers” 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. *Communicate:* Here is more information about flamingos.
- Direct the student to Stimulus 12a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 12a. *Communicate:* A sentence that gives more details about flamingos is missing.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that belongs in the empty box.

Stimulus 12a



Flamingos use mud to make nests that look like mounds. At the top of the mound, the female flamingo lays one egg.

After about 30 days, the egg hatches.



Stimulus 12b

The parents make mud nests that look like mounds.

* The parents take turns sitting on the egg to keep it warm.

The egg hatches after about 30 days.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The parents take turns sitting on the egg to keep it warm” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “The parents take turns sitting on the egg to keep it warm” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The parents take turns sitting on the egg to keep it warm” 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 “The parents take turns sitting on the egg to keep it warm” 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 that has details about friendship bracelets.**

Stimulus 13

Friendship Bracelets



* Lizzie has many friendship bracelets wrapped around her wrists.

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. *Communicate*: Here is more information about friendship bracelets.
 - *Direct* the student to Stimulus 14a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the sentence that uses the verb “need” correctly.
-

Stimulus 14a



Lizzie makes friendship bracelets.

Stimulus 14b

* She needs scissors and many bright colors of embroidery thread.

She need scissors and many bright colors of embroidery thread.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “She needs scissors and many bright colors of embroidery thread” in Stimulus 14b,	➔ mark A for question 14 and move to question 15.
If the student does not find “She needs scissors and many bright colors of embroidery thread” in Stimulus 14b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding “She needs scissors and many bright colors of embroidery thread” in Stimulus 14b and <i>communicate</i> “This is the sentence with the verb ‘need’ used correctly”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “She needs scissors and many bright colors of embroidery thread” in Stimulus 14b,	➔ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “She needs scissors and many bright colors of embroidery thread” in Stimulus 14b,	➔ mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate:* Here is more information about friendship bracelets.
- Direct the student to Stimulus 15a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* Find the word to correctly edit the sentence.

Stimulus 15a



Lizzie uses a cardboard circle to hold the thread as she weave.

Stimulus 15b

weaving * weaves weaved

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “weaves” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “weaves” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Replace the underlined word in Stimulus 15a with each answer choice. OR • Highlight “ing,” “es,” and “ed” in the answer choices in Stimulus 15b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “weaves” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “weaves” in Stimulus 15b,	➡	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate:* Here is more information about friendship bracelets.
- Direct the student to Stimulus 16a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 16a. *Communicate:* There is a sentence that is missing.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence with the correct punctuation for the missing sentence.

Stimulus 16a



Friendship Day was just a few weeks away. Lizzie wanted to make a friendship bracelet to give to each of her friends. She selected each friend's favorite colors. Lizzie carefully wove the threads into a pattern much like she had learned to braid her hair. Then Lizzie tied the ends together.

Stimulus 16b

She could hardly wait for Friendship Day to pass them out,

She could hardly wait for Friendship Day to pass them out?

* She could hardly wait for Friendship Day to pass them out!

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “She could hardly wait for Friendship Day to pass them out!” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “She could hardly wait for Friendship Day to pass them out!” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “She could hardly wait for Friendship Day to pass them out!” 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 “She could hardly wait for Friendship Day to pass them out!” 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 story “Just the Right Move.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate*: Find Ellie’s family deciding what to do for Family Friday Night.

Stimulus 17

Just the Right Move



Ellie is eating lunch with her mom, dad, brother Quinn, and baby sister Kiera and discussing what to do for Family Friday Night.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Ellie’s family at the kitchen table,	➡	mark A for question 17 and move to question 18.
If the student does not find Ellie’s family at the kitchen table,	➡	<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 Ellie’s family at the kitchen table,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Ellie’s family at the kitchen table,	➡	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 story “Just the Right Move.”
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: Find who wants to stay out late on Family Friday Night.

Stimulus 18a



“What do you want to do for Family Friday Night?” Dad asks.

Quinn votes for picking up pizza. Ellie wants to stay out late, but that will be a problem because Kiera needs to be in her crib and asleep by eight o’clock.

Stimulus 18b

Quinn

*

Ellie

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Ellie” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “Ellie” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “Ellie” in Stimulus 18b and <i>communicate</i> “Ellie wants to stay out late on Family Friday Night”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Ellie” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “Ellie” in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate*: Here is more of the story “Just the Right Move.”
- *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 how Dad surprises the family.

Stimulus 19a

“I’ve got an idea, but it’s a surprise,” Dad says.

That night, the family piles into the front and back seats of Dad’s pickup truck. Quinn and Ellie can hear Dad loading things into the back of the truck.

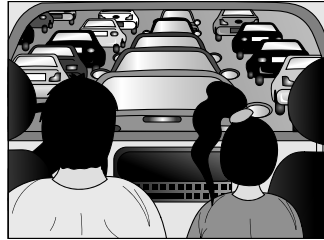
“Where are we going?” Ellie asks. He says nothing, even when Quinn asks the same question five minutes later.



“Okay, kids, close your eyes,” Dad says. As Quinn and Ellie do what Dad says, they hear Mom giggle. “And keep them closed!”

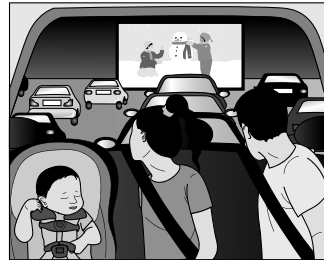
The car stops, and Dad speaks to someone. Then he drives in a way that seems like he is driving through a parking lot. Finally, he stops the car.

"Okay," he says.
"We're here, and
you can open your
eyes."



Quinn and Ellie
look up through the
windshield. All they
can see are rows
and rows of cars in
front of them.

"Turn around,"
Mom says.



Quinn and Ellie
turn to look out the
back window and
see a huge movie
screen at the edge
of the parking lot.
"A drive-in movie!"
they shout
together.

Stimulus 19b

Dad takes the family for a ride in
his truck.

* Dad takes the family to a drive-in
movie.

Dad takes the family to watch
the sunset.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Dad takes the family to a drive-in movie” in Stimulus 19b,	➡ mark A for question 19 and move to question 20.
If the student does not find “Dad takes the family to a drive-in movie” in Stimulus 19b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “ride in his truck,” “drive-in movie,” and “watch the sunset” in Stimulus 19b. OR • Have the student use the illustrations in Stimulus 19a to retell the story. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Dad takes the family to a drive-in movie” in Stimulus 19b,	➡ mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Dad takes the family to a drive-in movie” 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 story “Just the Right Move.”
- *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 why Ellie thinks this was the best Family Friday Night ever.

Stimulus 20a

Dad drops the tailgate so that Quinn and Ellie can climb into the flatbed of the pickup.

“It’s a double feature,” Mom says.
“Two movies in one night!”

Ellie is happy to find out that they might not get home until midnight.

“What about Kiera’s bedtime?” Ellie asks.



Mom holds up Kiera’s pajamas.
“After we eat, I’ll put her in these, and she’ll fall asleep right here,” Mom says, patting a folded quilt.

Dad hurries over to the food area to pick up pizza and soft drinks. He returns just as the first movie starts. When the temperature drops and the air gets colder, they cuddle together under the blankets as they watch the movie on the huge outdoor screen. The second movie doesn't end until midnight, but Ellie can't keep her eyes open that long.



Everyone thinks that it was the best Family Friday Night ever! Quinn gets his pizza. Kiera falls asleep right at eight o'clock. Ellie gets to stay out really late—even though she may not have been awake the whole time!

Stimulus 20b

Ellie is comfortable sitting in the back of Dad's truck.

* Ellie is excited to be out late and not get home until after midnight.

Ellie is relieved that Kiera won't miss her eight o'clock bedtime.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Ellie is excited to be out late and not get home until after midnight” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “Ellie is excited to be out late and not get home until after midnight” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Ellie is excited to be out late and not get home until after midnight” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Ellie is excited to be out late and not get home until after midnight” in Stimulus 20b,	➡ mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 4
Reading Language Arts
April 2023**

