

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 5 Reading STAAR Alternate 2**

**Administered April 2019**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 5 Reading</b>		<b>Cluster 1</b>
<b>Reporting Category 1</b>	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
<b>Knowledge and Skills Statement 5.2</b>	Students understand new vocabulary and use it when reading and writing.	
<b>Essence Statement</b>	Identifies new vocabulary words using a variety of strategies.	
<b>Item 1 Prerequisite Skill</b>	Use a large speaking vocabulary, adding several new words daily (PK)	
<b>Item 2 Prerequisite Skill</b>	Determine what words mean from how they are used in a sentence, either heard or read (1)	
<b>Item 3 Prerequisite Skill</b>	Determine what words mean from how they are used in a sentence, either heard or read (1)	
<b>Item 4 Prerequisite Skill</b>	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)	

<b>Grade 5 Reading</b>		<b>Cluster 2</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 5.13</b>	Students understand how to glean and use information in procedural texts and documents.	
<b>Essence Statement</b>	Recognizes sequence and uses factual information from graphic features in procedural texts.	
<b>Item 5 Prerequisite Skill</b>	Follow pictorial directions (e.g., recipes, science experiments) (K)	
<b>Item 6 Prerequisite Skill</b>	Follow pictorial directions (e.g., recipes, science experiments) (K)	
<b>Item 7 Prerequisite Skill</b>	Follow written multi-step directions with picture cues to assist with understanding (1)	
<b>Item 8 Prerequisite Skill</b>	Follow written multi-step directions with picture cues to assist with understanding (1)	

<b>Grade 5 Reading</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
<b>Knowledge and Skills Statement 5.7</b>	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Identifies features of literary nonfiction.	
<b>Item 9 Prerequisite Skill</b>	Ask and respond to questions about texts read aloud (K)	
<b>Item 10 Prerequisite Skill</b>	Determine whether a story is true or a fantasy and explain why (1)	
<b>Item 11 Prerequisite Skill</b>	Determine whether a story is true or a fantasy and explain why (1)	
<b>Item 12 Prerequisite Skill</b>	Distinguish between fiction and nonfiction (2)	

<b>Grade 5 Reading</b>		<b>Cluster 4</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 5.10</b>	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
<b>Essence Statement</b>	Identifies topic and author's purpose in informational texts.	
<b>Item 13 Prerequisite Skill</b>	Identify the topic of an informational text heard (K)	
<b>Item 14 Prerequisite Skill</b>	Identify the topic and explain the author's purpose in writing about the text (1)	
<b>Item 15 Prerequisite Skill</b>	Identify the topic and explain the author's purpose in writing the text (2)	
<b>Item 16 Prerequisite Skill</b>	Identify the topic and locate the author's stated purposes in writing the text (3)	

<b>Grade 5 Reading</b>	<b>Cluster 5</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
<b>Knowledge and Skills Statement 5.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
<b>Essence Statement</b>	Identifies plot and character interaction in literary texts.
<b>Item 17 Prerequisite Skill</b>	Predict what might happen next in text based on the cover, title, and illustrations (K)
<b>Item 18 Prerequisite Skill</b>	Predict what might happen next in text based on the cover, title, and illustrations (K)
<b>Item 19 Prerequisite Skill</b>	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events (1)
<b>Item 20 Prerequisite Skill</b>	Sequence and summarize the plot's main events and explain their influence on future events (3)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>



# READING



## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **This word is “exhausted.”** *Communicate* the text.
- *Communicate:* **Find the boy who is exhausted.**

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### Stimulus 1

**exhausted**



Mark is exhausted from working on his homework.

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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds Mark,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find Mark,	➡	<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 Mark,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find Mark,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **This woman is tired of working on her computer. This woman is happy working on her computer.**
- *Communicate*: **Find the woman who is exhausted.**

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### Stimulus 2a



Mark is exhausted from working on his homework. He would like to finish and go to bed.

### Stimulus 2b

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the woman who is tired of working on her computer in Stimulus 2b,	➡ mark <b>A</b> for question 2 and move to question 3.
If the student does not find the woman who is tired of working on her computer in Stimulus 2b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the woman who is tired of working on her computer in Stimulus 2b and <i>communicate</i> <b>“This woman is tired of working on her computer”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the woman who is tired of working on her computer in Stimulus 2b,	➡ mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the woman who is tired of working on her computer 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.
- *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 the meaning of the word “concentrated.”**

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#### Stimulus 3a

**concentrated**



Beverly concentrated while she was working at the computer and was able to solve the problem quickly.

#### Stimulus 3b

enjoyed

\* focused

worried

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “focused” in Stimulus 3b,	➡ mark <b>A</b> for question 3 and move to question 4.
If the student does not find “focused” in Stimulus 3b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Try out each answer choice for the underlined word. <b>OR</b></li> <li>• Have the student describe or act out each answer choice.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “focused” 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 “focused” 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.
- *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 words from the paragraph that help the reader understand the meaning of the word “elated.”**

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### Stimulus 4a

**elated**



Jeffrey was working from home when the telephone rang. He was elated when he answered the telephone and learned that he had won a trip. Jeffrey could not stop smiling as he called his parents to share the good news with them.

### Stimulus 4b

*working from home*

\* *could not stop smiling*

*called his parents*

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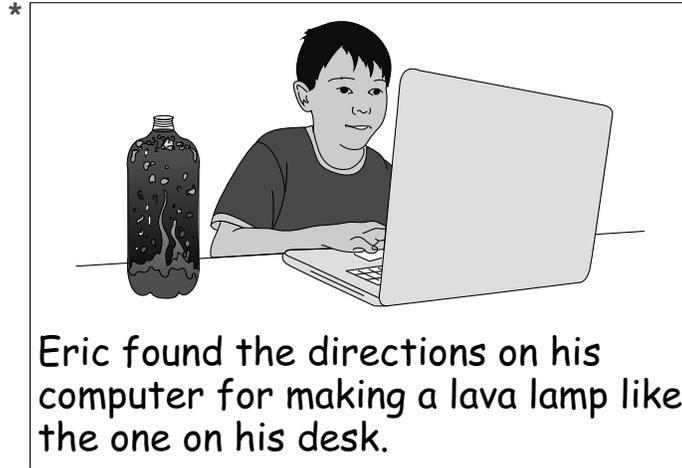
## Scoring Instructions

Student Action	Test Administrator Action
If the student finds <i>"could not stop smiling"</i> in Stimulus 4b,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find <i>"could not stop smiling"</i> in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>"could not stop smiling"</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>"could not stop smiling"</i> in Stimulus 4b,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate*: **This boy made his own lava lamp.**
- *Communicate* the text.
- *Communicate*: **Find the boy who made his own lava lamp.**

### Stimulus 5



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Eric,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find Eric,	➡	<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 Eric,	➡	mark <b>B</b> for question 5 and move to question 6.
After the five-second wait time, if the student does not find Eric,	➡	mark <b>C</b> for question 5 and move to question 6.

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* **These are the things Eric needed to make a lava lamp.**
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **This is a flashlight. This is a lava lamp.**
- *Communicate:* Find what Eric made with the materials on his list.

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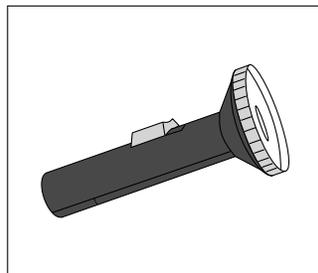
### Stimulus 6a

These are the materials Eric needs to make his lava lamp:



- 1 clean 1-liter bottle 
- Vegetable oil 
- $\frac{3}{4}$  cup of water 
- Food coloring 
- Antacid tablets 
- Flashlight 

### Stimulus 6b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the lava lamp in Stimulus 6b,	➡ mark <b>A</b> for question 6 and move to question 7.
If the student does not find the lava lamp in Stimulus 6b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the lava lamp in Stimulus 6b and <i>communicate</i> “<b>This is the lava lamp Eric made with the materials on his list</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the lava lamp in Stimulus 6b,	➡ mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find the lava lamp 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: **These are the first four steps for making a lava lamp.**
- Direct the student to Stimulus 7a. Communicate the text.
- Direct the student to each answer choice in Stimulus 7b. Communicate: **This is vegetable oil. This is water. This is food coloring.**
- Communicate: **Find what is added to the water in the bottle before Step 3.**

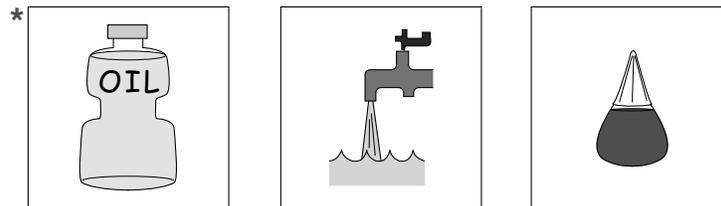
### Stimulus 7a

#### How to Make a Lava Lamp

1. Pour the water into the bottle. 
2. Slowly pour the vegetable oil into the bottle until it is almost full. 
3. Add 10 drops of food coloring to the bottle. 
4. Watch the drops of food coloring sink to the bottom of the bottle and mix with the water. 

The water and the vegetable oil do not mix. The vegetable oil stays above the water. The food coloring will mix with the water, but not with the vegetable oil.

### Stimulus 7b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the vegetable oil in Stimulus 7b,	➡ mark <b>A</b> for question 7 and move to question 8.
If the student does not find the vegetable oil 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 identify the steps in the directions. <b>OR</b></li> <li>• Describe the answer choices. <b>OR</b></li> <li>• Have the student describe the illustrations of oil and water in Stimulus 7a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the vegetable oil 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 vegetable oil 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 are the final steps for making a lava lamp.**
- *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 what happens when the blob of colored water floats to the top of the bottle.**

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### Stimulus 8a

5. Break an antacid tablet in half and drop the half tablet into the bottle.



6. Watch the antacid tablet sink to the bottom and blobs of water begin to form.



7. Add another piece of antacid tablet, and more blobs will form.

8. Put the cap on the bottle.

9. Shine a flashlight through the bottom of the bottle, and you have your own lava lamp.



As the antacid tablets sink to the bottom, they start to dissolve and make a gas. As the gas bubbles rise to the top, they take a blob of the colored water with them. When the blob of water reaches the top, the gas escapes, and the water sinks back to the bottom.

Just add another antacid tablet and you can make your lava lamp erupt again and again.

**Stimulus 8b**

Antacid tablets float back up to the top of the bottle.

\* Gas bubbles rise, and the blobs of colored water sink back to the bottom.

The vegetable oil turns the same color as the food coloring.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds "Gas bubbles rise, and the blobs of colored water sink back to the bottom" in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find "Gas bubbles rise, and the blobs of colored water sink back to the bottom" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Gas bubbles rise, and the blobs of colored water sink back to the bottom" 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 "Gas bubbles rise, and the blobs of colored water sink back to the bottom" in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: Here is the article “Joseph Schooling Wins Gold.”
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate*: Find the man who won an Olympic gold medal for Singapore.

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### Stimulus 9

## Joseph Schooling Wins Gold



Joseph Schooling was born in Singapore. He was a student at the University of Texas in Austin. He won the first Olympic gold medal for Singapore.

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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Joseph Schooling,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find Joseph Schooling,	➡	<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 Joseph Schooling,	➡	mark <b>B</b> for question 9 and move to question 10.
After the five-second wait time, if the student does not find Joseph Schooling,	➡	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 of the article “Joseph Schooling Wins Gold.”**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This little boy is learning how to swim. This little boy is learning how to play soccer.**
- *Communicate:* **Find what Joseph Schooling learned how to do when he was a little boy.**

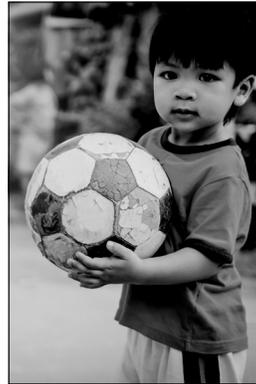
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### Stimulus 10a



When Joseph Schooling was a little boy, his parents wanted their son to learn how to swim. Other children his age were afraid of the water, but three-year-old Joseph loved swimming.

### Stimulus 10b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the boy learning how to swim in Stimulus 10b,	➡ mark <b>A</b> for question 10 and move to question 11.
If the student does not find the boy learning how to swim in Stimulus 10b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the boy learning how to swim in Stimulus 10b and <i>communicate</i> “<b>Joseph Schooling learned how to swim when he was a little boy</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the boy learning how to swim in Stimulus 10b,	➡ mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find the boy learning how to swim 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 of the article “Joseph Schooling Wins Gold.”**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the true statement about Joseph Schooling.**

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### Stimulus 11a

When Joseph Schooling was a young teenager, he trained as a swimmer at a swim club in Singapore. Michael Phelps was training with the U.S. swim team at the same club.



It was early in the morning when Schooling heard excited voices around him saying, “It’s Michael Phelps!” Schooling was surprised that he was about to meet Phelps. Phelps had already won six gold medals at the Olympics in Greece and many other awards at swimming competitions all around the world.

Schooling knew he had to get a photograph taken with his hero.

**Stimulus 11b**

Schooling had the same number of Olympic gold medals as Michael Phelps when they met in Singapore.

\* Schooling was surprised to meet Michael Phelps at the same swim club where he trained in Singapore.

Schooling knew that Michael Phelps would be at the swim club that day.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds “Schooling was surprised to meet Michael Phelps at the same swim club where he trained in Singapore” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “Schooling was surprised to meet Michael Phelps at the same swim club where he trained in Singapore” in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight the second paragraph in the article. <b>OR</b></li> <li>• Have the student identify why Schooling was surprised.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Schooling was surprised to meet Michael Phelps at the same swim club where he trained in Singapore” 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 “Schooling was surprised to meet Michael Phelps at the same swim club where he trained in Singapore” 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 of the article “Joseph Schooling Wins Gold.”**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why meeting Michael Phelps in Singapore was important to Schooling.**

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### Stimulus 12a

Schooling kept the photograph he took with Phelps as a reminder of that special day when they met in Singapore.



Schooling moved to the United States and swam on the University of Texas swim team. Then in 2016, while he was still a college student, Schooling went to Brazil for the Olympics. Although he had been swimming for the university as a student, he would be racing in the Olympics with Singapore’s swim team.

Phelps was also going to be in Brazil to compete in the Olympic Games for the last time.



Then the unbelievable happened. Schooling and Phelps ended up competing in the same 100-meter butterfly race. Everyone watched as Schooling, Phelps, and the other swimmers dived into the water. They had only one goal: to win.

The first swimmer to reach the finish was Schooling! Phelps and the other swimmers were not far behind. Now Schooling was the gold medal winner.



Phelps gave Schooling a hug and a warm congratulations. Phelps was not upset that he came in second place to the young boy he had once met in Singapore.

**Stimulus 12b**

\* Meeting Phelps in Singapore inspired Schooling to achieve his goal of winning an Olympic gold medal.

Meeting Phelps helped Schooling recognize him when they met again in Singapore.

Meeting Phelps gave Schooling the idea to move to the United States.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Meeting Phelps in Singapore inspired Schooling to achieve his goal of winning an Olympic gold medal” in Stimulus 12b,	➡ mark <b>A</b> for question 12 and move to question 13.
If the student does not find “Meeting Phelps in Singapore inspired Schooling to achieve his goal of winning an Olympic gold medal” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Meeting Phelps in Singapore inspired Schooling to achieve his goal of winning an Olympic gold medal” in Stimulus 12b,	➡ mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “Meeting Phelps in Singapore inspired Schooling to achieve his goal of winning an Olympic gold medal” in Stimulus 12b,	➡ mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: Here is the article “Whataburger, What a History.”
- *Direct* the student to Stimulus 13. *Communicate* the title and the text.
- *Communicate*: Find the Whataburger restaurant.

### Stimulus 13

## Whataburger, What a History



When Texans think of hamburgers, many think of a Whataburger restaurant.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the Whataburger restaurant,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the Whataburger 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 the Whataburger restaurant,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the Whataburger restaurant,	➡	mark <b>C</b> for question 13 and move to question 14.

## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate:* **Here is more of the article “Whataburger, What a History.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is a pizza. This is a hamburger.**
- *Communicate:* **Find what customers ordered at Harman Dobson’s restaurant.**

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### Stimulus 14a



A man named Harman Dobson opened his first burger stand in Corpus Christi, Texas. His idea was for his customers to say, “What a burger!” when they saw a hamburger so big that they needed to use both hands to hold it. And that is what gave him the idea for the name of his Whataburger restaurants.

### Stimulus 14b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the hamburger in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the hamburger in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the hamburger in Stimulus 14b and <i>communicate</i> “<b>This is a hamburger like the one customers ordered at Harman Dobson’s restaurant</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the hamburger in Stimulus 14b,	➡	mark <b>B</b> for question 18 and move to question 15.
After teacher modeling, if the student does not find the hamburger in Stimulus 14b,	➡	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate*: **Here is more of the article “Whataburger, What a History.”**
- *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 how Dobson made Whataburger restaurants better.**

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### Stimulus 15a

Dobson's first Whataburger restaurant looked like a small wooden box. Customers had to park by the building and order food at the window. The small “Whataburger” sign did not catch the attention of drivers speeding by.



Business was good, but Dobson wanted Whataburger to be better. He built a metal A-frame building that looked like a big triangle. And now instead of standing outside, customers could go inside to order their food and eat in an air-conditioned dining room. Dobson painted the metal with bright orange-and-white stripes to catch the attention of drivers.



Today most Whataburger restaurants are not metal A-frames. But they still have the bright orange-and-white stripes.



**Stimulus 15b**

Dobson had customers order at a window and then wait in the parking lot for their food.

\* Dobson made a building his customers could see as they drove down the road.

Dobson painted his metal buildings with bright blue paint.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds “Dobson made a building his customers could see as they drove down the road” in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “Dobson made a building his customers could see as they drove down the road” in Stimulus 15b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Describe how the buildings are different in the photographs. <b>OR</b></li> <li>• Highlight the second paragraph.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Dobson made a building his customers could see as they drove down the road” in Stimulus 15b,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Dobson made a building his customers could see as they drove down the road” in Stimulus 15b,	➡	mark <b>C</b> for question 19 and move to question 16.

## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate:* **Here is more of the article “Whataburger, What a History.”**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why the author wrote this section of the article.**

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### Stimulus 16a



On his first day of business, Dobson earned \$50. He sold hamburgers and milkshakes, as well as root beer by the gallon.

Dobson was a pilot. To help his business grow, sometimes Dobson flew a plane with a banner advertising Whataburger. He also dropped coupons for free hamburgers from his plane.

After 10 years in business, there were almost 20 Whataburger restaurants. Today, over 65 years since Dobson opened the first small Whataburger stand, there are over 700 Whataburger restaurants.

Dobson would be surprised at how many new things are on the menu, including breakfast foods like taquitos. Spicy jalapeño



peppers have been added to some of the items. And customers can now choose a healthy salad to go with their burger.

The restaurants look different, and there are more food choices on the menu.



**Stimulus 16b**

to encourage readers to order one of the new Whataburger menu items

\* to tell readers about how Whataburger grew to be a large business

to help readers find Whataburger restaurants in Texas

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds “to tell readers about how Whataburger grew to be a large business” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “to tell readers about how Whataburger grew to be a large business” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to tell readers about how Whataburger grew to be a large business” in Stimulus 16b,	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “to tell readers about how Whataburger grew to be a large business” in Stimulus 16b,	➡	mark <b>C</b> for question 16 and move to question 17.

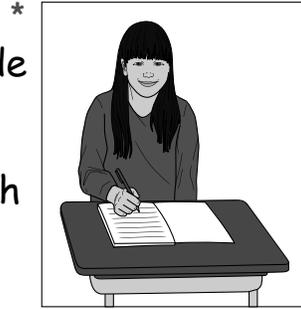
## Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **Here is the story “The Art of Writing.”**
- *Communicate* the text.
- *Communicate:* **Find the girl in her new American school.**

### Stimulus 17

## The Art of Writing

Kyoko sits at the front of the fifth-grade classroom in her new American school. She learned to speak English before moving to the United States.



Scoring Instructions		
Student Action	Test Administrator Action	
If the student finds Kyoko,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find Kyoko,	➡	<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 Kyoko,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find Kyoko,	➡	mark <b>C</b> 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 “The Art of Writing.”**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Kyoko swinging with a new friend. This is Kyoko sitting alone and working in her sketchbook.**
- *Communicate:* **Find what Kyoko likes to do during recess.**

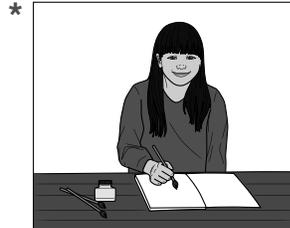
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### Stimulus 18a



At recess Kyoko likes to take her backpack out to the playground and sit down at a table in the shade by herself. Then she takes out her sketchbook, ink, and paintbrushes.

### Stimulus 18b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the illustration of Kyoko by herself, working in her sketchbook, in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
If the student does not find the illustration of Kyoko by herself, working in her sketchbook, in Stimulus 18b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding the illustration of Kyoko by herself, working in her sketchbook, in Stimulus 18b and <i>communicate</i> “<b>Kyoko likes sitting alone and working in her sketchbook</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the illustration of Kyoko by herself, working in her sketchbook, in Stimulus 18b,	➡ mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the illustration of Kyoko by herself, working in her sketchbook, in Stimulus 18b,	➡ mark <b>C</b> 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 “The Art of Writing.”
- 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 what happens after Sarah asks to see Kyoko’s sketchbook.

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### Stimulus 19a

Kyoko is thinking about her friends back in Japan when she feels a tap on her shoulder.

“Can I see what you are doing?” a girl named Sarah from Kyoko’s class asks. “Are you painting?”



Kyoko is worried about showing Sarah her sketchbook. What if Sarah thinks it is strange?

Sarah asks, “Is this Japanese art?”

“It’s called shodo,” Kyoko answers. “In Japan, we learn it in school. These pictures are what Japanese writing looks like.”

“They’re so beautiful. Please show me more,” begs Sarah.

Kyoko turns to a new page in the sketchbook and opens the bottle of ink. She dips a brush inside the ink. Then she spreads ink over the page using thick and thin lines.

“That’s amazing! The symbols look like pieces of art. What do they mean?” Sarah asks.

"It's your name," Kyoko tells her. "This means 'Sarah' in Japanese."



The teacher blows the whistle. Quickly, Kyoko tears Sarah's name out of the sketchbook and gives it to her new friend. Sarah helps Kyoko put the art supplies away.

Kyoko leaves the playground feeling happy. This has been her best day of fifth grade so far.

**Stimulus 19b**

Sarah picks up one of Kyoko's brushes and paints her name in the sketchbook.

Kyoko closes the sketchbook and tells Sarah that it is time to go back to the classroom.

\*  
Kyoko shows Sarah the sketchbook and tells her about Japanese writing.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Kyoko shows Sarah the sketchbook and tells her about Japanese writing” in Stimulus 19b,	➡ mark <b>A</b> for question 19 and move to question 20.
If the student does not find “Kyoko shows Sarah the sketchbook and tells her about Japanese writing” in Stimulus 19b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Describe the illustrations to retell the story. <b>OR</b></li> <li>• Describe what the word “after” means. <b>OR</b></li> <li>• Have the student act out the main steps of the story.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Kyoko shows Sarah the sketchbook and tells her about Japanese writing” in Stimulus 19b,	➡ mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Kyoko shows Sarah the sketchbook and tells her about Japanese writing” in Stimulus 19b,	➡ mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate:* **Here is more of the story “The Art of Writing.”**
- 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 tells how Kyoko feels at the end of the story.**

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### Stimulus 20a

The next day at recess, Kyoko sits down at a table with her sketchbook, paintbrushes, and ink. Before long Sarah runs up with another girl. “Kyoko! This is Monique. She’s in our class, too, and I told her about your beautiful art.”

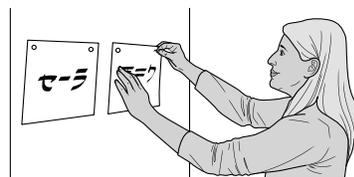


Kyoko turns and smiles at Monique. “Tomorrow I will bring one for you,” Kyoko promises Monique. Kyoko shows Sarah and Monique the special way she holds the brush to make the letters.



Every day Sarah introduces Kyoko to more kids. Sarah writes their names in English. Then Kyoko writes their names in Japanese.

The teacher sees what is happening at recess on the playground, and she puts the names written in shodo up in the classroom.



Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place.

The teacher gets everyone in the class a sketchbook. Kyoko teaches the other students shodo lessons every day. It is no surprise that Sarah is Kyoko's best friend.

**Stimulus 20b**

*The next day at recess, Kyoko sits down at a table with her sketchbook, paintbrushes, and ink.*

*The teacher sees what is happening at recess on the playground, and she puts the names written in shodo up in the classroom.*

\* *Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place.*

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds <i>“Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place”</i> in Stimulus 20b,	➡ mark <b>A</b> for question 20.
If the student does not find <i>“Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place”</i> in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place”</i> in Stimulus 20b,	➡ mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find <i>“Soon Kyoko has written the names of every student in shodo, and she no longer feels out of place”</i> in Stimulus 20b,	➡ mark <b>C</b> for question 20.



**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 5  
Reading  
April 2019**