

TEST ADMINISTRATOR MANUAL

GRADE 6 Reading STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 Reading		Cluster 1
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 6.11	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	
Essence Statement	Recognizes the arguments presented in persuasive texts.	
Item 1 Prerequisite Skill	Ask and respond to questions relevant to the text read aloud (Pre-K)	
Item 2 Prerequisite Skill	Establish purposes for reading selected texts based upon desired outcome to enhance comprehension (1)	
Item 3 Prerequisite Skill	Establish purposes for reading selected texts based upon desired outcome to enhance comprehension (1)	
Item 4 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)	

Grade 6 Reading		Cluster 2
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
Knowledge and Skills Statement 6.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
Essence Statement	Identifies themes in a variety of literary texts.	
Item 5 Prerequisite Skill	Identify elements of a story including setting, character, and key events (K)	
Item 6 Prerequisite Skill	Identify elements of a story including setting, character, and key events (K)	
Item 7 Prerequisite Skill	Paraphrase the themes and supporting details of fables, legends, myths, or stories (3)	
Item 8 Prerequisite Skill	Paraphrase the themes and supporting details of fables, legends, myths, or stories (3)	

Grade 6 Reading		Cluster 3
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 6.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words in text using a variety of strategies.	
Item 9 Prerequisite Skill	Determine what words mean from how they are used in a sentence, either heard or read (1)	
Item 10 Prerequisite Skill	Identify and sort words into conceptual categories (e.g., opposites, living things) (1)	
Item 11 Prerequisite Skill	Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)	
Item 12 Prerequisite Skill	Identify and use antonyms, synonyms, homographs, and homophones (3)	

Grade 6 Reading		Cluster 4
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 6.10	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.	
Item 13 Prerequisite Skill	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)	
Item 14 Prerequisite Skill	Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text (1)	
Item 15 Prerequisite Skill	Describe the order of events or ideas in a text (2)	
Item 16 Prerequisite Skill	Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison (4)	

Grade 6 Reading	Cluster 5
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 6.6	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
Essence Statement	Recognizes how elements of fiction contribute to plot development.
Item 17 Prerequisite Skill	Describe characters in a story and the reasons for their actions and feelings (1)
Item 18 Prerequisite Skill	Describe characters in a story and the reasons for their actions and feelings (1)
Item 19 Prerequisite Skill	Describe main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 20 Prerequisite Skill	Describe the interaction of characters including their relationships and the changes they undergo (3-4)

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. *Communicate*: Here is the persuasive article “Yoga in the Classroom.”
- Direct the student to Stimulus 1. *Communicate* the text.
- *Communicate*: Find the students practicing yoga in their classroom.

Stimulus 1

Yoga in the Classroom



From the mountains of West Virginia to the big cities such as New York and Chicago, students are participating in yoga sessions in their classrooms.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the students practicing yoga in their classroom,	➡	mark A for question 1 and move to question 2.
If the student does not find the students practicing yoga in their classroom,	➡	<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 students practicing yoga in their classroom,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the students practicing yoga in their classroom,	➡	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 persuasive article “Yoga in the Classroom.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These students are practicing yoga poses. These students are working on assignments.**
- *Communicate:* **Find what students can do in the classroom to be calm and relaxed.**

Stimulus 2a



During classroom yoga sessions, teachers lead the students through yoga poses similar to adult yoga poses. The poses have been given new names, such as “Bunny Breath,” “Shake Like Jelly,” and “Ragdoll Ann and Andy.” By the end of each session, the students are calmer and more relaxed.

Stimulus 2b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds students practicing yoga poses in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find students practicing yoga poses in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding students practicing yoga poses in Stimulus 2b and <i>communicate</i> “These students are practicing yoga poses”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds students practicing yoga poses in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find students practicing yoga poses 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 persuasive article “Yoga in the Classroom.”**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why the school superintendent believes that yoga should be in schools.**

Stimulus 3a

Most yoga programs in schools are very small. Sometimes only a few teachers teach it. In 2012 a large school district in California established the largest public-school yoga program in the country. The district hired six yoga instructors to teach 30-minute yoga sessions to about 5,000 students, from kindergarten through sixth grade.



The superintendent described yoga as physical education for the twenty-first century. “It’s physical. It’s strength building. It increases flexibility, but it also deals with stress reduction and focusing.”

Stimulus 3b

Yoga can be taught in a 30-minute session to a large number of students.

Yoga is taught by a few teachers in small and large school districts.

* Yoga is exercise that helps students focus and also have less stress.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Yoga is exercise that helps students focus and also have less stress” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “Yoga is exercise that helps students focus and also have less stress” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the superintendent’s quote in the last paragraph. OR • Have the student describe the students in the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Yoga is exercise that helps students focus and also have less stress” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Yoga is exercise that helps students focus and also have less stress” in Stimulus 3b,	➡ mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **Here is the conclusion of the persuasive article “Yoga in the Classroom.”**
- *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 why the author wants yoga added to the classroom.**

Stimulus 4a

Research studies support adding yoga to the classroom. In one study ninth graders were required to take a yoga class. Their stress level was measured before and after the class. After each yoga class their stress level had dropped.



Yoga has many other benefits for students. Yoga helps students concentrate and sleep better. It helps students become more aware of nutrition and fitness. Yoga helps students get along with one another because they feel less stress.

Yoga in the classroom is quickly spreading across the country, and it's easy to see why. Yoga instruction is easy for schools to add. It takes very little space and equipment. Teachers can easily stop during class and have students do a few exercises and then go back to work. With its simple requirements and so many positive effects, it is a trend that should definitely continue!

Stimulus 4b

The author wants yoga added to all classrooms because —

* yoga has many benefits for students of all ages

yoga is a required class for ninth graders

yoga needs a lot of equipment and space

Scoring Instructions

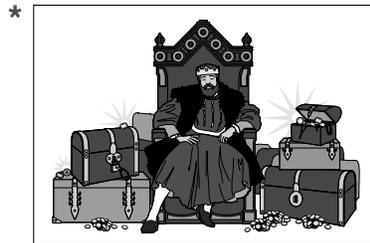
Student Action	Test Administrator Action
If the student finds “yoga has many benefits for students of all ages” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “yoga has many benefits for students of all ages” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “yoga has many benefits for students of all ages” 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 “yoga has many benefits for students of all ages” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate*: This is a folktale about a king and a little bird called a nightingale.
- Direct the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the very rich king.

Stimulus 5

The Song of the Nightingale



Once upon a time there was a very rich king, but he was very unhappy. He had treasure chests filled with money and jewels that he kept for himself.

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

Presentation Instructions for Question 6

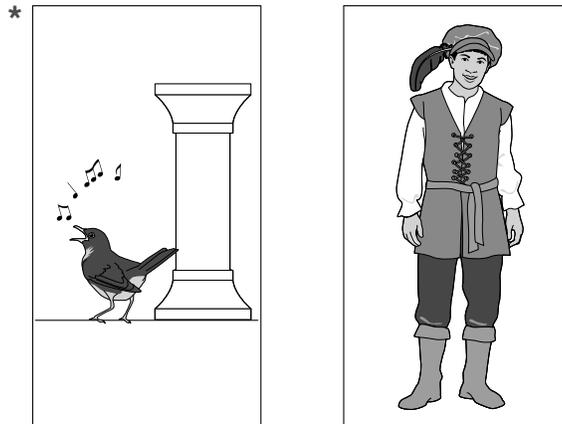
- Present Stimulus 6a and 6b. *Communicate:* **Here is more of the folktale “The Song of the Nightingale.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is the little bird. This is one of the king’s people.**
- *Communicate:* **Find what came to visit the king on his balcony.**

Stimulus 6a



One night the king was sitting alone on the balcony. He had no friends because everyone was afraid of him. The king became very angry when a small, ugly bird landed on the railing. The king tried to chase the bird away, but the ugly little bird began to sing a beautiful song.

Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the little bird in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the little bird in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the little bird in Stimulus 6b and <i>communicate</i> “This is the little bird that came to visit the king on the balcony”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the little bird in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the little bird 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 folktale “The Song of the Nightingale.”**
- *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 what happens when the king shows the nightingale his new music box.**

Stimulus 7a

Beautiful music filled the air as the little bird sang.

“What are you?” asked the lonely king with tears in his eyes.



“I am a nightingale,” said the bird kindly. “I may seem plain on the outside, but what matters is what is inside. I heard you were very unhappy. I have come to the palace to bring you joy.”

Every night after that, the nightingale came to the king's balcony and sang. The king's sadness started to go away.

One day the king received a music box with a beautiful golden bird covered with jewels on the top. When the king turned a key, the music box played a song.



That night the king showed the music box to the nightingale. The nightingale was sad that the king liked the music-box bird better than he liked her.

The king was so interested in the music box that he did not see the nightingale fly away.

Stimulus 7b

The nightingale decides to live in the castle.

The nightingale learns a new song to sing for the king.

* The nightingale becomes very sad and flies away.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The nightingale becomes very sad and flies away” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “The nightingale becomes very sad and flies away” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the last three paragraphs. OR • Have the student identify what happens in each illustration. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The nightingale becomes very sad and flies away” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “The nightingale becomes very sad and flies away” 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 more of the folktale “The Song of the Nightingale.”**
- *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 from the story that describes the lesson the king learned from the nightingale.**

Stimulus 8a

The king listened to the music from the golden bird on top of the music box every night on his balcony. After several weeks the king forgot about the little nightingale.



One night when the king turned the key on the music box, it broke. Without the music from the music box, the palace was silent. As he sat alone on the balcony, he remembered that the nightingale had flown away months ago. He looked at the music box in his hand and felt very lonely. The king realized that the little nightingale was more beautiful than anything made of gold or jewels.

Then one night he heard a song he had not heard in a long time. The king looked up to see the little nightingale on the railing.

“Nightingale,” the king called out, “please forgive me.”

As the little bird sang, the king closed his eyes and listened. The king was happy.



Stimulus 8b

The king listened to the music from the golden bird on top of the music box every night on his balcony.

* *The king realized that the little nightingale was more beautiful than anything made of gold or jewels.*

The king looked up to see the little nightingale on the railing.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>“The king realized that the little nightingale was more beautiful than anything made of gold or jewels”</i> in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find <i>“The king realized that the little nightingale was more beautiful than anything made of gold or jewels”</i> in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“The king realized that the little nightingale was more beautiful than anything made of gold or jewels”</i> 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 <i>“The king realized that the little nightingale was more beautiful than anything made of gold or jewels”</i> in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: **How a word is used in a sentence helps the reader know the meaning of the word.**
- *Direct* the student to Stimulus 9.
- *Direct* the student to the sentence. *Communicate* the text. *Communicate*: **The word “courage” means “being brave.”**
- *Communicate*: **Find the sentence with the word that means “being brave.”**

Stimulus 9



* It takes courage to climb a rock wall.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence with the word “courage,”	➔	mark A for question 9 and move to question 10.
If the student does not find the sentence with the word “courage,”	➔	<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 with the word “courage,”	➔	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sentence with the word “courage,”	➔	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: How a word is used in a sentence helps the reader know the meaning of the word. The words “courage” and “fear” are opposites.
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: This boy is showing courage about climbing the rock wall. This boy is showing fear about climbing the rock wall.
- *Communicate*: Find the boy who is showing courage.

Stimulus 10a



It takes courage to climb a rock wall.

Stimulus 10b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the boy who is showing courage in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find the boy who is showing courage in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the boy who is showing courage in Stimulus 10b and <i>communicate</i> “This boy is showing courage. He is not afraid to climb the rock wall”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boy who is showing courage in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the boy who is showing courage in Stimulus 10b,	➡ mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate*: How a word is used in a sentence helps the reader know the meaning of the word.
- 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 word that means the opposite of “kind.”

Stimulus 11a



Mr. Harris works at the coffee shop in Jared's neighborhood. Mr. Harris asks Jared about his day. Mr. Harris is friendly and kind, always remembering to thank Jared for coming in to order coffee.

Stimulus 11b

forgetful

tall

*

rude

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word “rude” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find the word “rude” in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Compare the word “kind” with each of the answer choices. OR • Highlight the last sentence in the paragraph. OR • Have the student identify the meaning of each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word “rude” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the word “rude” in Stimulus 11b,	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate*: **How a word is used in a sentence helps the reader know the meaning of the word.**
- *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 the words with opposite meanings in the text.**

Stimulus 12a



Jared loves science and was excited to enter the school's science fair. Jared used a microscope to look at ordinary liquids he found in his refrigerator. Then he studied the changes in the liquids over time and created his own illustrations of each change. Jared did such a magnificent job on his project that it was not a surprise to anyone when he won first prize.

Stimulus 12b

science, microscope

*

ordinary, magnificent

studied, created

Scoring Instructions

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

Presentation Instructions for Question 13

- Present Stimulus 13. *Communicate*: Here is the article “Skyscraper Window Washers.”
- Direct the student to Stimulus 13. *Communicate* the text.
- *Communicate*: Find the skyscraper window washers.

Stimulus 13

* **Skyscraper Window Washers**



Every day all around the world, thousands of brave window washers begin their mornings by dropping from the tops of skyscraper walls.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the skyscraper window washers,	➡	mark A for question 13 and move to question 14.
If the student does not find the skyscraper window washers,	➡	<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 skyscraper window washers,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the skyscraper window washers,	➡	mark C 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 “Skyscraper Window Washers.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This man has a squeegee and a bucket. This man has a wheelbarrow and a shovel.**
- *Communicate:* **Find the window washer.**

Stimulus 14a



Cleaning all the windows on a large skyscraper can take several months to finish. Skyscraper window washers use buckets of soapy water and squeegees to clean the windows.

Stimulus 14b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the window washer in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find the window washer in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the window washer in Stimulus 14b and <i>communicate</i> “This is the window washer, with a squeegee and a bucket of soapy water”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the window washer in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the window washer 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 of the article “Skyscraper Window Washers.”**
- *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 why skyscraper window washers needed a new type of equipment to do their job.**

Stimulus 15a



When skyscrapers were first built, window washers would stand on the window ledges of tall buildings and hold on to the window frames while they cleaned. Later these

window washers started wearing safety belts attached to the building.

In the 1950s a new style of skyscrapers was built in large cities all around the world. These new skyscrapers became known as glass “curtainwall” buildings. The new skyscrapers looked like smooth glass towers. The window washers could not step out onto window ledges to do their work. They had to begin their day at the top of buildings 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 a building. Once the workers are finished, the machine on top of the building lowers them to the next level of windows below.

Stimulus 15b

The safety belts that workers wore were old and needed to be replaced.

* New skyscrapers were made of all glass and did not have window ledges.

The Otis Elevator Company designed a scaffold that could move up and down.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “New skyscrapers were made of all glass and did not have window ledges” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “New skyscrapers were made of all glass and did not have window ledges” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the equipment in each photograph. OR • Have the student tell about how skyscrapers have changed. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “New skyscrapers were made of all glass and did not have window ledges” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “New skyscrapers were made of all glass and did not have window ledges” 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 of the article “Skyscraper Window Washers.”**
- *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 the sentence that explains how window washers are able to clean windows on odd-shaped buildings.**

Stimulus 16a

At first all skyscrapers had to have a flat roof so that the scaffolding could lower the window washers down the glass sides of the building. If a building was not built like a box, such as the Empire State Building, it could not use scaffolds for window washing. Because skyscrapers needed regular window washing, they were built with flat roofs only.



The Hearst Tower in New York City is an odd-shaped building with windows that cannot be cleaned using a scaffold. A company made a special platform that could move up and down in any direction. The new equipment let window washers with buckets and squeegees reach any window of this odd-shaped building.

Someday, robot window washers will probably replace people 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 16b

- * *A company made a special platform that could move up and down in any direction.*
- Because skyscrapers needed regular window washing, they were built with flat roofs only.*
- Someday, robot window washers will probably replace people because humans are always finding easier and less expensive ways of doing jobs.*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “A company made a special platform that could move up and down in any direction” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “A company made a special platform that could move up and down in any direction” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “A company made a special platform that could move up and down in any direction” 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 “A company made a special platform that could move up and down in any direction” 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 “Main Street Makeover.”
- Direct the student to Stimulus 17. *Communicate* the text.
- *Communicate:* Find the sad girl sitting in her family’s restaurant.

Stimulus 17

Main Street Makeover



Anna sat at a table in her family's restaurant with a sad frown on her face. The only people in the restaurant with Anna were her father and Carlo, the chef.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sad girl sitting in her family's restaurant,	➡	mark A for question 17 and move to question 18.
If the student does not find the sad girl sitting in her family's restaurant,	➡	<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 sad girl sitting in her family's restaurant,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the sad girl sitting in her family's restaurant,	➡	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 “Main Street Makeover.”**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Main Street busy with people shopping and eating. This is Main Street with no people shopping and eating.**
- *Communicate:* **Find Main Street with no people shopping and eating.**

Stimulus 18a



The restaurant used to be so busy, but now it was empty. Even the sidewalks on Main Street were empty. Anna told her father and Carlo about all the people shopping and eating at the new mall.

Stimulus 18b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds sidewalks with no people on Main Street in Stimulus 18b,	➡ mark A for question 18 and move to question 19.
If the student does not find sidewalks with no people on Main Street in Stimulus 18b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding sidewalks with no people on Main Street in Stimulus 18b and <i>communicate</i> “This is Main Street with no people shopping and eating”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds sidewalks with no people on Main Street in Stimulus 18b,	➡ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find sidewalks with no people on Main Street 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 “Main Street Makeover.”**
- *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 gives Anna the idea to make Main Street shine.**

Stimulus 19a

“We can’t run businesses on Main Street with no 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, from the shoe store, entered with a big smile.

“Hi, Anna!” Mrs. Betty said as she handed Anna a gift. “I wanted to give you this yellow hair bow to thank you for cleaning my windows yesterday. Those windows made my store sparkle like new! Anyone who walks down Main Street will surely want to come inside and shop.”

“That’s it!” Suddenly Anna had an idea. “We can make Main Street shine so that people 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 a job for us to handle,” said Mrs. Betty.

“We won’t have to,” Anna explained. “I’m going to ask everyone to help. We’ll have a Main Street makeover!”



Stimulus 19b

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 windows sparkle so much that people will want to come inside and shop.

Anna hears the bells over the restaurant door ring.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Mrs. Betty thanks Anna for making her windows sparkle so much that people will want to come inside and shop” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “Mrs. Betty thanks Anna for making her windows sparkle so much that people will want to come inside and shop” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the conversation between Anna and Mrs. Betty. OR • Describe what Anna did to help Mrs. Betty. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Mrs. Betty thanks Anna for making her windows sparkle so much that people will want to come inside and shop” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Mrs. Betty thanks Anna for making her windows sparkle so much that people will want to come inside and shop” in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

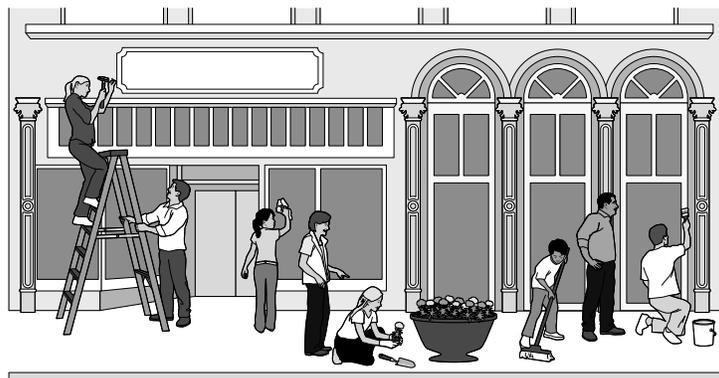
- Present Stimulus 20a and 20b. *Communicate*: **Here is more of the story “Main Street Makeover.”**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence from the story that shows that Anna’s Main Street makeover is a success.**

Stimulus 20a

Anna made posters advertising her idea for a Main Street makeover. The next Saturday, Anna sat at a table in the restaurant again. One by one, shop owners and family members came into the restaurant to help with the Main Street makeover. Even Anna’s friends from school came to help.



Anna organized groups. Mr. Peterson led the painting crew. Mrs. Betty’s group replanted the big flower pots on the sidewalks. Anna’s father and Carlos 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 20b

Anna made posters advertising her idea for a 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 20b,	➡ mark A for question 20.
If the student does not find <i>“Business sure is better on Main Street, thanks to your makeover!”</i> in Stimulus 20b,	➡ 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 20b,	➡ mark B for question 20.
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 20b,	➡ mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 6
Reading
April 2019**