



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

English II

STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English II		Cluster 1
Reporting Category 1	Reading	
Strand 4	Literary Elements and Genres	
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	
Item 1 Prerequisite Skill	explain the influence of the setting, including historical and cultural settings, on the plot (4)	
Item 2 Prerequisite Skill	analyze the relationships of and conflicts among the characters (5)	
Item 3 Prerequisite Skill	analyze how the characters' internal and external responses develop the plot (6)	
Item 4 Prerequisite Skill	analyze how characters' qualities influence events and resolution of the conflict (7)	

English II		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 (4)	
Item 6 Prerequisite Skill	evaluate details read to determine key ideas (5)	
Item 7 Prerequisite Skill	evaluate details read to determine key ideas (6)	
Item 8 Prerequisite Skill	use text evidence to support an appropriate response (7)	

English II		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	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)	
Item 10 Prerequisite Skill	edit drafts using standard English conventions, including past tense of irregular verbs (5)	
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including dialogue and commas in compound and complex sentences (5)	
Item 12 Prerequisite Skill	revise drafts for clarity, development, organization, style, word choice, and sentence variety (7)	

English II		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	edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree (4)	
Item 14 Prerequisite Skill	edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms (5)	
Item 15 Prerequisite Skill	edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)	
Item 16 Prerequisite Skill	edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses, and semicolons (7)	

English II		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	analyze plot elements, including the rising action, climax, falling action, and resolution (4)	
Item 18 Prerequisite Skill	analyze the relationships of and conflicts among the characters (5)	
Item 19 Prerequisite Skill	analyze how the characters' internal and external responses develop the plot (6)	
Item 20 Prerequisite Skill	analyze how characters' qualities influence events and resolution of the conflict (7)	

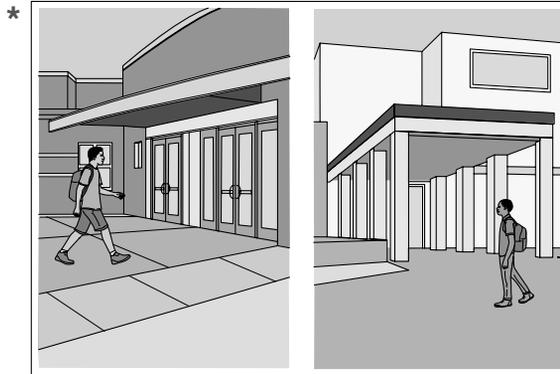
ENGLISH II

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Muscle and Music.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the boys who have been best friends since elementary school.

Stimulus 1

Muscle and Music



All through elementary school, J. J. and William had been best friends. But when his family moved across town, William changed to a different school.

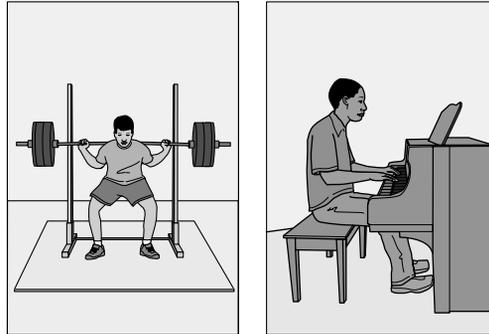
Scoring Instructions

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

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate*: Here is more of the story “Muscle and Music.”
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate*: Find who practices football after school.

Stimulus 2a



Now that school has started, there isn't enough time for the two boys to hang out like they always have. J. J. is devoted to football with early morning weight lifting in the gym and practice after school. William practices the piano every afternoon and has music lessons on Saturdays.

Stimulus 2b

* J. J. William

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds “J. J.” in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find “J. J.” in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “J. J.” in Stimulus 2b and <i>communicate</i> “J. J. practices football after school”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “J. J.” in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “J. J.” in Stimulus 2b,	➡ mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate*: Here is more of the story “Muscle and Music.”
- *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 William decides to help J. J. with the carnival.

Stimulus 3a

One afternoon as William hangs up the phone, his mother asks, “Who was that?”

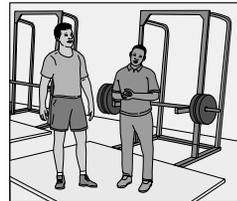


“It was J. J.,” William answers. “We haven’t talked since school started in the fall.” William explains to his mother that J. J. wants him to come back to his old school next weekend to help with the carnival. William had looked forward to the carnival each year because it was a fundraiser for the children’s hospital.

“Sounds like fun,” his mother says, but William isn’t sure. What would it be like to see J. J. and to be in his old school again? What would they even be able to talk about?

After thinking it over for a few days, William decides that the good he can do to help the carnival matters more than any awkwardness he might feel.

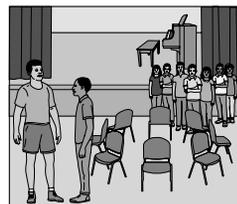
On the day of the carnival, William’s parents drop him off at his old school. While the hallways seem smaller than he had remembered, the old friends he sees seem bigger. In the gym, William has no trouble finding J. J., the tallest and most muscular of all the other boys.



“Hey!” J. J. shouts out. “Glad you could make it!” He fist-bumps William, who immediately rubs the ache out of his knuckles with his other hand as he looks up at J. J.

J. J. asks William to help set up the carnival games along the walls of the gym. The boys lug in cement blocks and plywood to build tables. J. J. lifts the blocks as if they are made of foam rubber. But after half an hour, William’s muscles are burning. He appreciates J. J.’s weight lifting and wonders whether it was a mistake to volunteer.

Families start coming into the gym to play the carnival games before the boys are finished. William hurries to set up a line of little chairs for kids to play musical chairs. The noise is so loud in the gym that William has to walk over to ask J. J. where the music is for the game.



Stimulus 3b

William is confident that he will remember how to find the gym in his old school.

* William decides that helping with the carnival is more important than his insecure feelings.

William has been working out in the gym at his new school every morning, building up his muscles.

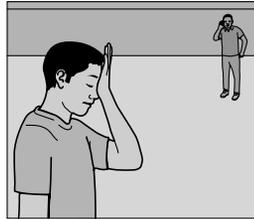
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “William decides that helping with the carnival is more important than his insecure feelings” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “William decides that helping with the carnival is more important than his insecure feelings” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “how to find the gym,” “insecure feelings,” and “building up his muscles” in the answer choices in Stimulus 3b. OR • Highlight the sentences in paragraphs 3 and 4. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “William decides that helping with the carnival is more important than his insecure feelings” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “William decides that helping with the carnival is more important than his insecure feelings” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate:* Here is the conclusion of the story “Muscle and Music.”
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* Find how the reader knows that J. J. and William will continue their friendship.

Stimulus 4a

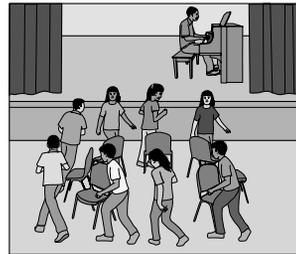
As soon as William asks about the music for musical chairs, J. J. hits his forehead, realizing that he forgot to provide music for the game. “Maybe we can use someone’s phone to play music,” he says.



“What?” William asks, his hand cupped around his ear. The noise in the gym is getting louder by the minute.

“We need music,” J. J. yells, “but playing it on a phone won’t be loud enough!”

William looks to the far end of the gym at the stage. The old piano he remembers is still there. He quickly climbs onto the stage, pulls a chair over to the piano, and begins to play a fast-paced tune.



“You’ve still got it!” J. J. shouts to William as he gives him a thumbs-up.

At the end of the day, William realizes that he has enjoyed working at the carnival and helping raise money for the children’s hospital. But more than that, he has enjoyed the opportunity to reconnect with his old friend.

“I have a piano recital not far from here next Saturday morning,” William tells J. J.

“Cool,” his friend replies. “I’d like to go to that, and maybe you could come watch my game in the afternoon.”

“You’re playing football in the spring?” William asks.

“No,” J. J. says, “this season, I’m on the baseball team, and if I remember right, you really like baseball.”

William nods. “I’ll be there!” he says, because not only does he like baseball, but he also still really likes his old friend.

Stimulus 4b

William plays the piano for musical chairs when J. J. realizes that he forgot to provide music for the game.

William realizes that he enjoyed working with J. J. to raise money for the children’s hospital.

* J. J. commits to coming to William’s piano recital, and William plans to watch J. J. play baseball.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “J. J. commits to coming to William’s piano recital, and William plans to watch J. J. play baseball” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “J. J. commits to coming to William’s piano recital, and William plans to watch J. J. play baseball” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “J. J. commits to coming to William’s piano recital, and William plans to watch J. J. play baseball” 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 “J. J. commits to coming to William’s piano recital, and William plans to watch J. J. play baseball” 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 “Future Food.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the plant-based burger.

Stimulus 5

Future Food



Companies are making plant-based burgers that look like real meat.

Scoring Instructions

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

Presentation Instructions for Question 6

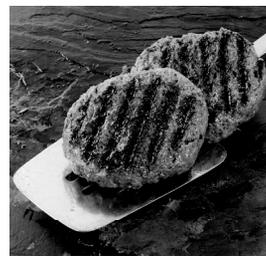
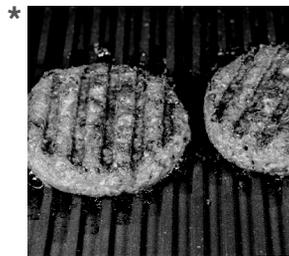
- *Present* Stimulus 6a and 6b. *Communicate*: **Here is more of the article “Future Food.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **Here are plant-based patties. Here are meat patties.**
- *Communicate*: **Find the patties made from ingredients that are grown in the ground.**

Stimulus 6a



Plant-based burgers use ingredients that are grown, including grains, peas, and beans. Most people who eat plant-based meat are not vegetarians. They buy plant-based burgers because they like variety.

Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the plant-based patties in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the plant-based patties in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the plant-based patties in Stimulus 6b and <i>communicate</i> “These are plant-based patties”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the plant-based patties in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the plant-based patties 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 “Future Food.”
- 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 the main idea of this section of the article.

Stimulus 7a



A molecule called heme exists in both meat and plants. It has been discovered that heme gives meat its color, taste, and smell. Companies are using heme from the roots of soy plants to make plant-based burgers look and taste as much like real meat as possible.

Many Americans like the idea of plant-based burgers. A survey from 2020 revealed that more than 40% of the people surveyed have eaten plant-based meats. About 60% would be “very likely” or “somewhat likely” to try them again. Plant-based meat is now available in many grocery stores, and plant-based burgers are even available at some fast-food restaurants. Based on the popularity of these products so far, experts predict that the demand will continue to grow. Plant-based burgers just might be the future of backyard barbecues.



Stimulus 7b

* Plant-based burgers that look and taste like real meat are available to buy in grocery stores.

Companies are using a molecule called heme to make plant-based burgers look and taste like real meat.

People are serving plant-based burgers that look and taste like real meat at backyard barbecues.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Plant-based burgers that look and taste like real meat are available to buy in grocery stores” in Stimulus 7b,	➔ mark A for question 7 and move to question 8.
If the student does not find “Plant-based burgers that look and taste like real meat are available to buy in grocery stores” in Stimulus 7b,	➔ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “grocery stores,” “a molecule called heme,” and “barbecues” in Stimulus 7b. OR • Have the student describe the photographs in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Plant-based burgers that look and taste like real meat are available to buy in grocery stores” in Stimulus 7b,	➔ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Plant-based burgers that look and taste like real meat are available to buy in grocery stores” 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 “Future Food.”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that explains why scientists are experimenting with food created in a lab.

Stimulus 8a

Another way that scientists are developing food for the future is by exploring methods for making lab-grown meat. In this process, cells are grown in a lab to artificially create meat. Lab-grown meat requires much less land and produces far less greenhouse gas emissions than traditional meat production does. Additionally, it is more animal friendly. However, lab-grown meat is still very expensive to produce, and many consumers might not like the idea of eating a hamburger grown in a lab.



NASA is very interested in finding new ways to feed astronauts on missions to outer space. Future space travels will take astronauts far away from farms and ranches on Earth.



NASA is trying to figure out how to have fresh, healthy, and appetizing food for years-long space journeys. The food would need to take up very little room and generate very little waste in preparation. This effort has led to experiments using 3-D printing.

A 3-D printer is a machine that creates objects by adding layers and layers of a material, such as plastic, until it creates the finished product. To make 3-D printed food, a machine uses edible ingredients instead of plastic. Recently a company worked with astronauts to make 3-D printed meat at the International Space Station. While the experiment only produced a small amount of meat, it proved that the technique works in space. Perhaps, if we someday send explorers to Mars, they will be eating 3-D printed hamburgers on the way there.

Stimulus 8b

In this process, cells are grown in a lab to artificially create meat.

* *NASA is very interested in finding new ways to feed astronauts on missions to outer space.*

Perhaps, if we someday send explorers to Mars, they will be eating 3-D printed hamburgers on the way there.

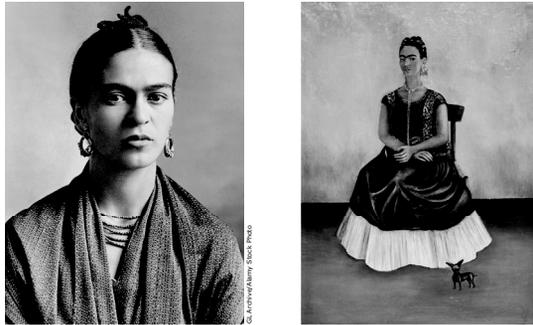
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ <i>NASA is very interested in finding new ways to feed astronauts on missions to outer space</i> ” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “ <i>NASA is very interested in finding new ways to feed astronauts on missions to outer space</i> ” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>NASA is very interested in finding new ways to feed astronauts on missions to outer space</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>NASA is very interested in finding new ways to feed astronauts on missions to outer space</i> ” 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 the sentence above the photographs and the photographs in Stimulus 9. *Communicate* the text.
- *Communicate*: **This sentence can be revised to give the reader more detail.**
- *Direct* the student to the sentence under the photographs. *Communicate* the text.
- *Communicate*: **Find the revised sentence about Frida Kahlo.**

Stimulus 9

Frida Kahlo was a Mexican artist.



* Frida Kahlo was a Mexican artist remembered for her many self-portraits.

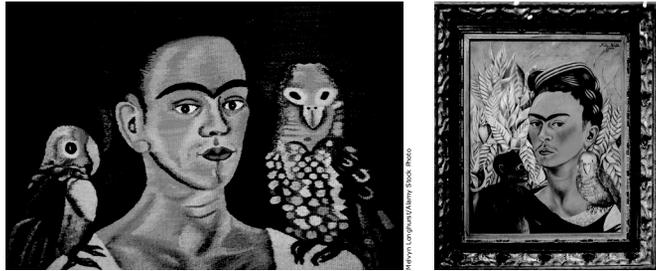
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Frida Kahlo was a Mexican artist remembered for her many self-portraits,”	➡	mark A for question 9 and move to question 10.
If the student does not find “Frida Kahlo was a Mexican artist remembered for her many self-portraits,”	➡	<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 “Frida Kahlo was a Mexican artist remembered for her many self-portraits,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “Frida Kahlo was a Mexican artist remembered for her many self-portraits,”	➡	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 Frida Kahlo.
- Direct the student to Stimulus 10a. *Communicate* the text.
- Direct the student to the sentence with the underlined word. *Communicate*: **This sentence needs to be edited for correct verb tense.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: Find the word that edits the sentence for correct verb tense.

Stimulus 10a



Frida Kahlo wears bright colors that celebrated her Mexican heritage. She loved animals and had many pets. Many of her pets can be seen in her self-portraits.

Stimulus 10b

*

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

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate*: **Here is more information about Frida Kahlo.**
 - *Direct* the student to Stimulus 11a. *Communicate* the text.
 - *Direct* the student to the underlined sentence at the end of the paragraph. *Communicate*: **This sentence needs to be edited for the correct use of quotation marks.**
 - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the sentence that has been edited to show the correct use of quotation marks.**
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Stimulus 11a

In addition to over 55 self-portraits, Frida Kahlo often painted still-life scenes that art critics described as surreal—inspired by the unconscious mind. Kahlo did not consider herself to be a surrealist artist. She said, I never painted my dreams. I painted my own reality.



Stimulus 11b

* She said, "I never painted my dreams. I painted my own reality."

"She said, I never painted my dreams. I painted my own reality."

She said, "I never painted my dreams." "I painted my own reality."

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “She said, ‘I never painted my dreams. I painted my own reality’ ” in Stimulus 11b,	<p>➔ mark A for question 11 and move to question 12.</p>
If the student does not find “She said, ‘I never painted my dreams. I painted my own reality’ ” in Stimulus 11b,	<p>➔ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the quotation marks in each answer choice in Stimulus 11b. OR • Have the student describe what quotation marks tell the reader. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “She said, ‘I never painted my dreams. I painted my own reality’ ” 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 “She said, ‘I never painted my dreams. I painted my own reality’ ” 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 Frida Kahlo.
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Communicate*: **This paragraph needs to be revised. One of the sentences does not belong in the paragraph.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that needs to be deleted to revise the paragraph for clarity and coherence.**

Stimulus 12a

Frida Kahlo grew up with her mom, dad, and three sisters in a house named *La Casa Azul*. The house is the same color as the blue feathers on one of her parrots. "Frida" means "peace" in German. Kahlo's animals played in the courtyard of the house outside Mexico City. Today, people can visit *La Casa Azul* and see some of Kahlo's paintings.



Stimulus 12b

The house is the same color as the blue feathers on one of her parrots.

* *"Frida" means "peace" in German.*

Kahlo's animals played in the courtyard of the house outside Mexico City.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ <i>‘Frida’ means ‘peace’ in German</i> ” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “ <i>‘Frida’ means ‘peace’ in German</i> ” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>‘Frida’ means ‘peace’ in German</i> ” 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 “ <i>‘Frida’ means ‘peace’ in German</i> ” 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 the paragraph above the photograph and the photograph in Stimulus 13. *Communicate* the text.
- *Direct* the student to the sentences below the photograph. *Communicate*: **The second sentence in this paragraph has been edited.** *Communicate* the text.
- *Communicate*: **Find the sentence that has been edited with the correct adverb.**

Stimulus 13

People have been making cheese since before history was written down. Some people believe that cheese was accidental discovered by people carrying milk in the stomach lining of animals.



* People have been making cheese since before history was written down. Some people believe that cheese was accidentally discovered by people carrying milk in the stomach lining of animals.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with the word “accidentally,”	➡	mark A for question 13 and move to question 14.
If the student does not find the sentence with the word “accidentally,”	➡	<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 “accidentally,”	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence with the word “accidentally,”	➡	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 cheese.**
- Direct the student to Stimulus 14a. *Communicate* the text.
- Direct the student to the underlined word in Stimulus 14a. *Communicate:* **This word needs to be edited.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that correctly replaces the underlined word.**

Stimulus 14a



Pizza Hut uses approximate 300 million pounds of cheese every year, mostly on pizza.

Stimulus 14b

approximates

* approximately

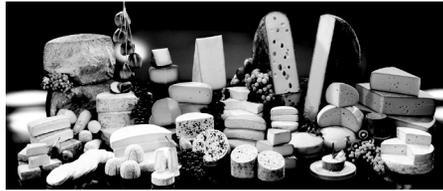
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “approximately” in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find “approximately” in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “approximately” in Stimulus 14b and <i>communicate</i> “ ‘Approximately’ correctly replaces the underlined word”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “approximately” in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “approximately” 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 cheese.
- Direct the student to Stimulus 15a. *Communicate* the text.
- Direct the student to the underlined sentence in Stimulus 15a. *Communicate:* This sentence needs to be edited for subject-verb agreement.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that is edited correctly.

Stimulus 15a



There are more than 1,800 kinds of cheese made around the world. Each kind starts with the cheese maker cooking the milk in large pots. Salt and a substance from the stomach of young cows called rennet are added to the hot milk. This substance curdle the milk and make it solid. Other ingredients are added, and the cheese is then aged for some length of time.



Stimulus 15b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “This substance curdles the milk and makes it solid” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “This substance curdles the milk and makes it solid” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “curdle/curdles,” “make/makes” and “milk/milks” in Stimulus 15b. OR • Have the student describe how cheese is made from milk. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “This substance curdles the milk and makes it solid” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “This substance curdles the milk and makes it solid” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate:* Here is more information about cheese.
- Direct the student to Stimulus 16a. *Communicate* the text.
- Direct the student to the underlined sentence in Stimulus 16a. *Communicate:* This sentence needs to be edited. There are words in the sentence that need to be set off by commas.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence with the commas placed correctly.

Stimulus 16a

Most cheese is made from the milk of cows, goats, and sheep. Buffalo, yak, donkey, and even reindeer milk can also be used.

Pule cheese is one of the most expensive cheeses in the world. It costs about \$600 a pound. It costs so much because there are only about 100 female donkeys called jennies that are milked for making pule cheese.



Stimulus 16b

It costs so much because, there are only about 100 female donkeys, called jennies that are milked for making pule cheese.

* It costs so much because there are only about 100 female donkeys, called jennies, that are milked for making pule cheese.

It costs so much, because there are only, about 100 female donkeys called jennies that are milked for making pule cheese.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “It costs so much because there are only about 100 female donkeys, called jennies, that are milked for making pule cheese” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “It costs so much because there are only about 100 female donkeys, called jennies, that are milked for making pule cheese” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “It costs so much because there are only about 100 female donkeys, called jennies, that are milked for making pule cheese” 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 “It costs so much because there are only about 100 female donkeys, called jennies, that are milked for making pule cheese” 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 “Mystery at Home.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate*: Find the funny things that are happening in the Smith house.

Stimulus 17

Mystery at Home



Funny things keep happening in the Smith house. Dad opens his briefcase when he gets to his office to find the dog’s favorite chew toy. Amy starts to heat a breakfast burrito and finds her book report inside the microwave. Annie discovers a bologna sandwich on top of the washing machine.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the funny things that are happening in the Smith house,	➡	mark A for question 17 and move to question 18.
If the student does not find the funny things that are happening in the Smith house,	➡	<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 funny things that are happening in the Smith house,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the funny things that are happening in the Smith house,	➡	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 “Mystery at Home.”
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* This is Amy and Annie. This is Mom.
- *Communicate:* Find who discovers the spoiled milk.

Stimulus 18a

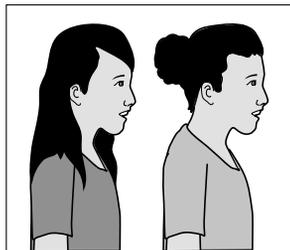


Mom stands in the kitchen holding a half gallon of milk. “Who left this out overnight?” she asks, looking at her three children. No one says a word.

“Well, someone did,” she says as she pours the milk down the sink, “and now it is spoiled.”

It seems like someone in the Smith family is playing jokes, but no one will admit to being the jokester.

Stimulus 18b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds Mom in Stimulus 18b,	➔ mark A for question 18 and move to question 19.
If the student does not find Mom in Stimulus 18b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding Mom in Stimulus 18b and <i>communicate</i> “Mom discovers the spoiled milk”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Mom in Stimulus 18b,	➔ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Mom 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 “Mystery at Home.”
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 19b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: Find why Jack is surprised to see Mom eating cake.

Stimulus 19a

Jack can tell by the look on his mom's face that she does not find the spoiled milk funny.



“You know my new job is very demanding,” she says, “and I schedule things so that I have more time to be at home with all of you. You all had sports practice yesterday, and since Dad picked you up, I had time to stop for groceries on the way home. But getting more milk means another trip to the store tonight if I’m going to make that cake for tomorrow’s bake sale.”

Dad offers to go back to the store to get more milk.

Mom warns, “If any more jokes are going to be pulled, I am not going to be happy.”

Amy and Annie prepare dinner that evening. Jack helps his mother bake the cake for the school bake sale. “I’ll frost it after dinner,” Jack says.



Mom looks at the cake before everyone goes to bed. She is impressed at the great job Jack has done icing it. “Thank you, Jack,” she says, giving him a hug. “I’m so tired. I don’t think I could have made it look that good!”

Later that night, Jack is suddenly awakened by the sound of movement downstairs. He slowly creeps down the steps and stops at the door to the kitchen. He cannot believe what he is seeing!



His mom is sitting at the counter, eating a big piece of the chocolate cake.

“Mom?” Jack says quietly, but his mother doesn’t look up at him.

Stimulus 19b

Jack is surprised that Mom is eating cake because —

* it is the cake for the bake sale

Mom thinks Jack did a great job icing the cake

Mom has gone to bed very tired from her new job

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “it is the cake for the bake sale” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “it is the cake for the bake sale” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight “bake sale,” “icing the cake,” and “gone to bed” in Stimulus 19b. OR• Have the student retell the story using the illustrations in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “it is the cake for the bake sale” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “it is the cake for the bake sale” 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 “Mystery at Home.”
- *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 how the family plans to prevent Mom from sleepwalking in the future.

Stimulus 20a

“Mom?” Jack repeats, watching her cut another slice from the cake he was to take for the school bake sale.

She’s sleepwalking, Jack thinks. He picks up his mom’s phone and takes a picture of her, but she doesn’t seem to hear or see what he is doing. In a few minutes, she leaves the kitchen and goes back to her room.



Jack sits down at the computer to do a search. Sleepwalking, he reads, can be brought on by stress. Isn’t his mom experiencing stress at her new job? Sleepwalkers frequently do routine things, and that includes eating, he learns.

His mom’s jaw drops the next morning when she walks into the kitchen and sees that the bake-sale cake on the counter is uncovered and a large chunk has been eaten.

“It was you, Mom,” Jack says calmly as he shows his mother the picture he took of her on the phone.

“But, I don’t remember that at all!” she says.

Jack explains that she must have been sleepwalking because of stress. “But don’t worry about it,” he says. “We’re going to see that we help as much as we can around the house. And if you give yourself some downtime before bed, that might reduce the stress you have been feeling.”



Mom smiles but then gasps as she looks again at the half-eaten cake for the school bake sale.

“No worries, Mom,” Annie tells her.

“Yeah,” Amy adds. “Dad picked up a package of brownies yesterday afternoon when he bought the milk.”

“In that case,” their mom says as she pulls the cake toward her, “how about we finish this off for breakfast?”

Stimulus 20b

Dad is going to stop at the grocery store on his way home from work.

Jack is going to help Mom with her new job.

* Everyone is going to do more chores around the house.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Everyone is going to do more chores around the house” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “Everyone is going to do more chores around the house” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Everyone is going to do more chores around the house” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Everyone is going to do more chores around the house” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
English II
April 2023**

