STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 3
Reading Language Arts
STAAR Alternate 2

Administered April 2023

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 3	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	identify and describe the main character(s) (K)
Item 2 Prerequisite Skill	identify and describe the main character(s) (K)
Item 3 Prerequisite Skill	describe the main character(s) and the reason(s) for their actions (1)
Item 4 Prerequisite Skill	use text evidence to support an appropriate response (1)

Reading Language Arts Grade 3	Cluster 2
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 5 Prerequisite Skill	identify and describe the main character(s) (K)
Item 6 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (K)
Item 7 Prerequisite Skill	describe the main character(s) and the reason(s) for their actions (1)
Item 8 Prerequisite Skill	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)

Reading Language Arts Grade 3	Cluster 3
Reporting Category 2	Writing
Strand 6	Composition–Writing Process and Genres
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
Item 9 Prerequisite Skill	edit drafts with adult assistance using standard English conventions, including complete sentences (K)
Item 10 Prerequisite Skill	edit drafts with adult assistance using standard English conventions, including complete sentences (K)
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including singular, plural, common, and proper nouns (1)
Item 12 Prerequisite Skill	revise drafts by adding details in pictures or words (1)

Reading Language Arts Grade 3	Cluster 4
Reporting Category 2	Writing
Strand 6	Composition–Writing Process and Genres
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
Item 13 Prerequisite Skill	revise drafts by adding details in pictures or words (K)
Item 14 Prerequisite Skill	revise drafts by adding details in pictures or words (K)
Item 15 Prerequisite Skill	edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name (K)
Item 16 Prerequisite Skill	edit drafts using standard English conventions, punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)

Reading Language Arts Grade 3	Cluster 5
Reporting Category 1	Reading
Strand 4	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 17 Prerequisite Skill	synthesize information to create new understanding with adult assistance (K)
Item 18 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (K)
Item 19 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (1)
Item 20 Prerequisite Skill	synthesize information to create new understanding with adult assistance (1)

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Here is the story "Lessons from the Garden."**
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* **Find the boy who started a garden.**

Stimulus 1

Lessons from the Garden

Chris was excited about planting a garden. His mother got him some small clay pots, a bag of dirt, and several packets of cucumber seeds.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boy who started a garden,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the boy who started a garden,	➨	• 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 boy who started a garden,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the boy who started a garden,	➨	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 "Lessons from the Garden."**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is Chris's mother. This is Chris.**
- *Communicate:* **Find who dropped the seeds into the clay pots.**

Stimulus 2a

Chris and his mother worked together filling each clay pot with dirt. Chris poked a hole in the dirt in each pot. He dropped a cucumber seed into each hole and covered it with dirt.

Stimulus 2b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Chris in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find Chris in Stimulus 2b,	➨	• model the desired student action by finding Chris in Stimulus 2b and *communicate* **"This is Chris. He dropped the seeds into the clay pots"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Chris in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find Chris 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 "Lessons from the Garden."**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what Chris's mother wants Chris to learn from planting a garden.**

Stimulus 3a

Chris watered each pot. Then he set the pots on a tray on a shelf by the window.

"How long will it take?" Chris asked his mother.

"Many weeks," she answered.

Chris was excited about growing cucumbers for his mother's salad, but he did not like waiting. Day after day, he checked the pots. He watered the pots. He waited for the cucumber plants to sprout. Nothing happened!

"This is taking too long," Chris complained.

"Good things take time. I know it can be hard to wait," his mother said. "You've got to be patient."

Stimulus 3b

where to plant cucumbers

the number of days in a week

* how to be patient

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “how to be patient” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “how to be patient” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student retell the story. **OR** • Have the student describe what Chris is doing in each illustration. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “how to be patient” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “how to be patient” 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 "Lessons from the Garden."**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence from the story that shows Chris's garden was a success.**

Stimulus 4a

Chris continued to water the pots and make sure they got enough sunlight. After several weeks, Chris ran to his mother's room.

"They sprouted! Let's plant them outside now!"

Chris and his mother carefully set each plant into the ground. "I can't wait until we get our first cucumber," he said.

For several weeks, Chris watered the plants and pulled the weeds from the garden.

Finally one day Chris rushed into the house with his hands hiding something behind his back.

"Guess what!" he shouted excitedly. Chris held up a large cucumber he had just picked from his garden.

"Fantastic!" his mother said. "We'll eat it with our dinner tonight!"

Stimulus 4b

Chris continued to water the pots and make sure they got enough sunlight.

Chris and his mother carefully set each plant into the ground.

* *Chris held up a large cucumber he had just picked from his garden.*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds *"Chris held up a large cucumber he had just picked from his garden"* in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find *"Chris held up a large cucumber he had just picked from his garden"* in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds *"Chris held up a large cucumber he had just picked from his garden"* 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 *"Chris held up a large cucumber he had just picked from his garden"* 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 story "Key to My Heart."**
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* **Find Jamie putting on roller skates.**

Stimulus 5

Key to My Heart

Jamie was getting ready to roller-skate at the park with his friends.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Jamie putting on roller skates,	➨	mark **A** for question 5 and move to question 6.
If the student does not find Jamie putting on roller skates,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Jamie putting on roller skates,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find Jamie putting on roller skates,	➨	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 story "Key to My Heart."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is a pair of in-line skates. This is a pair of roller skates.**
- *Communicate:* **Find the kind of skates Jamie tells Grandma about.**

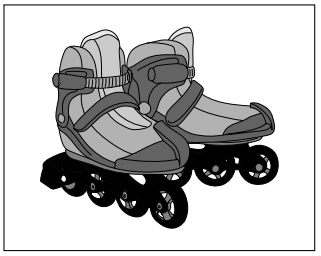
Stimulus 6a

Jamie was putting on roller skates.

"I used to love to roller-skate," his grandma said. "But these days, skates have four wheels in a line, right?"

"Some do," Jamie told her. "But my skates have two wheels in front and two wheels in back."

Stimulus 6b



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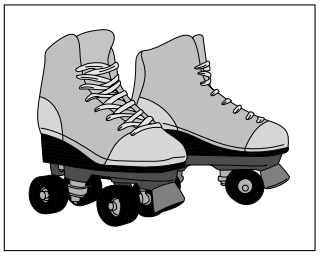


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the roller skates in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the roller skates in Stimulus 6b,	➨	• model the desired student action by finding the roller skates in Stimulus 6b and *communicate* **"These are the kind of skates Jamie tells Grandma about"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the roller skates in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the roller skates in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

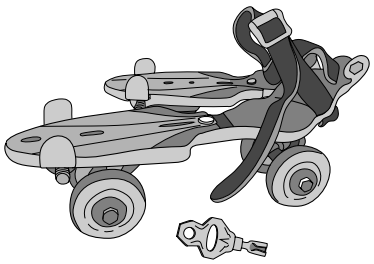
- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the story "Key to My Heart."**
- *Direct* the student to Stimulus 7a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the problem that Jamie has with his skates.**

Stimulus 7a

No matter how hard he pulled, Jamie couldn't get his foot in the boot of the skate. "It's too small! I can't believe I've outgrown them," he said sadly. "I guess I won't be able to skate with my friends today."

"When I was your age, roller skates were all metal, and they fastened onto the bottom of your shoes. Leather straps held the skates around our ankles," Grandma said. "Clamps grabbed on to our toes. You could make the clamps hold better by making them tighter with a key. I used to wear the key around my neck all the time. So I always had it with me when I skated."

Grandma added, "I still have those skates in the attic. You can wear them if you want to go get them. And the wonderful thing about them is that they can be sized to fit anyone."



Stimulus 7b

Grandma took Jamie's skates to her room.

* Jamie has outgrown his roller skates.

Jamie does not have a roller skate key.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Jamie has outgrown his roller skates” in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find “Jamie has outgrown his roller skates” in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe the illustrations to retell the story. **OR** • Highlight the words “took,” “outgrown,” and “have” in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Jamie has outgrown his roller skates” in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Jamie has outgrown his roller skates” 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 story "Key to My Heart."**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how Grandma helps Jamie solve his problem.**

Stimulus 8a

Jamie brought Grandma's old roller skates down from the attic. "I found them, but they probably won't fit me," Jamie said.

"I promise you they will," Grandma said. "Let's go outside and adjust the size."

Grandma sat down next to Jamie on the porch. "You can make the skates fit by loosening them on the back and then moving the front and the back of the skates closer together or farther apart." Grandma held the skates up to Jamie's shoe to get the right fit. Then she tightened the skates with the key.

"Try this," she said.

Jamie put the skates onto the bottom of his shoes. He buckled the leather straps around his ankles. The key helped him tighten the clamps. Then he stood up and started to skate.

"They work! Thanks, Grandma!" Jamie saw his friends down at the corner and started to skate away.

"Wait a minute!" his grandmother called after him. "You forgot the most important part." She held up the key on the string.

"Roller-skating was what I loved most," she said. "I called this the key to my heart."

She slipped the string over his head. "Now it's yours. Because you are what I love most!"

Stimulus 8b

* Grandma shows Jamie how to use the skate key to make her old roller skates fit.

Grandma gives Jamie a key to the pair of roller skates from the attic.

Grandma tells Jamie about how roller-skating was her favorite sport.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Grandma shows Jamie how to use the skate key to make her old roller skates fit" in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find "Grandma shows Jamie how to use the skate key to make her old roller skates fit" in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Grandma shows Jamie how to use the skate key to make her old roller skates fit" 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 "Grandma shows Jamie how to use the skate key to make her old roller skates fit" in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate:* **Find the sentence about the White House.**

Stimulus 9

* The White House in Washington, D.C., is the home and the office for the president of the United States.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about the White House,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the sentence about the White House,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence about the White House,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sentence about the White House,	➨	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 the White House.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the complete sentence about the White House.**

Stimulus 10a

The White House in Washington, D.C.

Stimulus 10b

* George Washington never lived in the White House.

George Washington and the White House

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “George Washington never lived in the White House” in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find “George Washington never lived in the White House” in Stimulus 10b,	➨	• model the desired student action by finding “George Washington never lived in the White House” in Stimulus 10b and *communicate* **“This is a complete sentence about the White House”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “George Washington never lived in the White House” in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find “George Washington never lived in the White House” 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 the White House.**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 11a. *Communicate:* **The sentence that belongs in the box needs to be edited for correct capitalization.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the next sentence that is edited correctly for capitalization.**

Stimulus 11a

This is the White House when it was first built. It was not finished while George Washington was president.

Stimulus 11b

* John Adams, the second president, was the first president to live in the White House.

John adams, the second President, was the first president to live in the White House.

John Adams, the Second President, was the first president to live in the White House.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "John Adams, the second president, was the first president to live in the White House" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "John Adams, the second president, was the first president to live in the White House" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify which letters in a name should be capitalized. **OR** • Highlight "John Adams, the second president," "John adams, the second President," and "John Adams, the Second President" in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "John Adams, the second president, was the first president to live in the White House" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "John Adams, the second president, was the first president to live in the White House" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **Here is more information about the White House.**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 12a. *Communicate:* **The underlined sentence can be revised to be more specific.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that gives the most specific details about the White House.**

Stimulus 12a

When President Adams moved into the White House, it was unfinished. **<u>Today, the White House has rooms.</u>**

Stimulus 12b

Today, the White House is much bigger.

* Today, the White House has 132 rooms.

Today, the White House is roomy.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Today, the White House has 132 rooms” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “Today, the White House has 132 rooms” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Today, the White House has 132 rooms” 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 “Today, the White House has 132 rooms” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate* the text.
- *Communicate:* **Find the sentence about Kermit the Frog.**

Stimulus 13

* Kermit the Frog is a puppet on *Sesame Street*.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about Kermit the Frog,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the sentence about Kermit the Frog,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence about Kermit the Frog,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about Kermit the Frog,	➨	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 Kermit the Frog.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that tells more about Kermit the Frog.**

Stimulus 14a

Kermit the Frog is a kind character.

Stimulus 14b

Kermit is a frog.

* Kermit the Frog is the kindest and most honest character on *Sesame Street*.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Kermit the Frog is the kindest and most honest character on *Sesame Street*" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find "Kermit the Frog is the kindest and most honest character on *Sesame Street*" in Stimulus 14b,	➨	• model the desired student action by finding "Kermit the Frog is the kindest and most honest character on *Sesame Street*" in Stimulus 14b and *communicate* **"This is the revised sentence that tells more about Kermit the Frog"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Kermit the Frog is the kindest and most honest character on *Sesame Street*" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "Kermit the Frog is the kindest and most honest character on *Sesame Street*" 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 Kermit the Frog.**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 15a. *Communicate:* **The sentence that goes in the box needs to be edited for correct capitalization.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that uses capital letters correctly.**

Stimulus 15a

Kermit the Frog performs on television and in movies with other puppets.

[ ]

Stimulus 15b

One of Kermit the Frog's good friends is named Miss piggy.

* One of Kermit the Frog's good friends is named Miss Piggy.

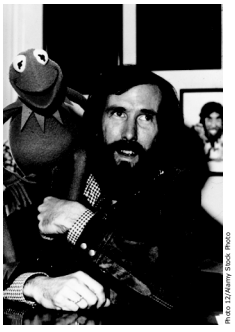
One of Kermit the Frog's good friends is named miss piggy.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “One of Kermit the Frog’s good friends is named Miss Piggy” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “One of Kermit the Frog’s good friends is named Miss Piggy” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the last two words in each answer choice in Stimulus 15b. **OR** • Have the student identify when to use capital letters. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “One of Kermit the Frog’s good friends is named Miss Piggy” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “One of Kermit the Frog’s good friends is named Miss Piggy” in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Here is more information about Kermit the Frog.**
- *Direct* the student to Stimulus 16a. *Communicate:* **There are empty boxes where punctuation marks belong.** *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 has been edited with the correct end punctuation.**

Stimulus 16a



Jim Henson created the puppet he named Kermit the Frog from an old green coat that his mother threw in the garbage ☐ He used an old Ping-Pong ball for the frog's eyes ☐ Henson performed with this famous puppet on the television show *Sesame Street* ☐

Stimulus 16b

Jim Henson created the puppet he named Kermit the Frog from an old green coat that his mother threw in the garbage?

He used an old Ping-Pong ball for the frog's eyes!

* Henson performed with this famous puppet on the television show *Sesame Street*.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Henson performed with this famous puppet on the television show *Sesame Street*" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find "Henson performed with this famous puppet on the television show *Sesame Street*" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Henson performed with this famous puppet on the television show *Sesame Street*" 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 "Henson performed with this famous puppet on the television show *Sesame Street*" 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 article "Fiona, the Baby Hippo."**
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* **Find Fiona, the baby hippo, in the water.**

Stimulus 17

Fiona, the Baby Hippo

*

Courtesy of Kathy Newton/Cincinnati Zoo

Fiona, a hippopotamus, was born in January 2017 at the Cincinnati Zoo.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Fiona in the water,	➨	mark **A** for question 17 and move to question 18.
If the student does not find Fiona in the water,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Fiona in the water,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find Fiona in the water,	➨	mark **C** for question 17 and move to question 18.

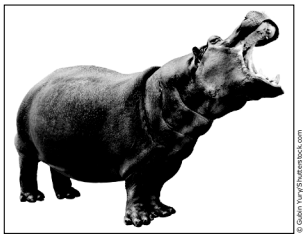
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more of the article "Fiona, the Baby Hippo."**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is a mother hippopotamus. This is a baby hippopotamus.**
- *Communicate:* **Find the baby hippopotamus that surprised the zookeepers.**

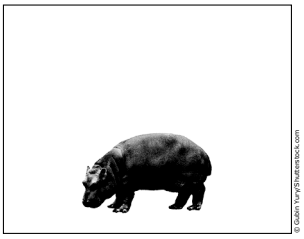
Stimulus 18a

When Fiona was born, she was very tiny. The zookeepers were surprised because she was born six weeks early! Baby Fiona weighed only 29 pounds—about half of what most hippos weigh when they are born.

Stimulus 18b



*



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the baby hippopotamus in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the baby hippopotamus in Stimulus 18b,	➨	• model the desired student action by finding the baby hippopotamus in Stimulus 18b and *communicate* **"This is a baby hippopotamus, like the one that surprised the zookeepers"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the baby hippopotamus in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the baby hippopotamus 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 article "Fiona, the Baby Hippo."**
- *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 why zookeepers fed Fiona from a bottle.**

Stimulus 19a

Courtesy of Michelle Curley/Cincinnati Zoo

The zookeepers at the Cincinnati Zoo were worried. Fiona was very weak. She could not walk very well. She could not even stand long enough to drink her mother's milk. So the zookeepers wrapped Fiona in warm blankets. They fed her from a bottle. More than 20 workers from the zoo were caring for Fiona. They were known as Team Fiona.

Courtesy of Michelle Curley/Cincinnati Zoo

Stimulus 19b

Fiona was wrapped in blankets to keep her warm.

* Fiona was too weak to stand up long enough to get milk from her mother.

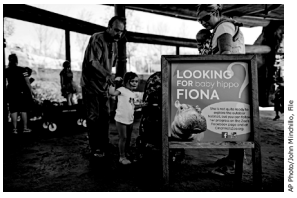
The zookeepers each wanted a turn to feed Fiona.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Fiona was too weak to stand up long enough to get milk from her mother" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "Fiona was too weak to stand up long enough to get milk from her mother" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the first four sentences in the paragraph. **OR** • Have the student describe Fiona. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Fiona was too weak to stand up long enough to get milk from her mother" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Fiona was too weak to stand up long enough to get milk from her mother" 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 article "Fiona, the Baby Hippo."**
- *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 states the summary of this section.**

Stimulus 20a



AP Photo/John Minchillo, file

People fell in love with the tiny hippo. Thousands of people watched online to see the funny things Fiona was doing. One video showed the baby hippo falling asleep in the shower. People sent questions to the zoo and get-well wishes for Fiona.

Every day Fiona grows bigger and stronger. Now she weighs more than 300 pounds. She has moved to the Hippo Pool with her mother. People can see her there when they visit the zoo.

WENN Ltd/Alamy Stock Photo

Stimulus 20b

* Many people have grown to love the baby hippo and have enjoyed watching her get healthy and strong.

Many people loved watching the baby hippo online falling asleep in the shower.

Many people visit the Cincinnati Zoo to see Fiona with her mother in the Hippo Pool.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Many people have grown to love the baby hippo and have enjoyed watching her get healthy and strong” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “Many people have grown to love the baby hippo and have enjoyed watching her get healthy and strong” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Many people have grown to love the baby hippo and have enjoyed watching her get healthy and strong” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “Many people have grown to love the baby hippo and have enjoyed watching her get healthy and strong” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 3
Reading Language Arts
April 2023

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