



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 3 Reading Language Arts STAAR Alternate 2**

**Administered Spring 2025**

**RELEASED**



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

| <b>Reading Language Arts Grade 3</b> |                 |   | <b>Cluster 1</b>  |
|--------------------------------------|-----------------|---|---|
| <b>Reporting Category 1 Reading</b>  |                 |   |   |
| <b>Item</b>                          | <b>Strand</b>   | <b>Knowledge and Skills Statement</b>   | <b>Prerequisite Skill</b>   |
| <b>Item 1</b>                        | <b>Strand 2</b> | 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. | synthesize information to create new understanding with adult assistance (K)                          |
| <b>Item 2</b>                        | <b>Strand 2</b> | 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. | evaluate details to determine what is most important with adult assistance (K)                        |
| <b>Item 3</b>                        | <b>Strand 1</b> | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.                              | use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1) |
| <b>Item 4</b>                        | <b>Strand 3</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.            | use text evidence to support an appropriate response (1)  |

| <b>Reading Language Arts Grade 3</b> |                 |  | <b>Cluster 2</b>  |
|--------------------------------------|-----------------|--|---|
| <b>Reporting Category 2 Writing</b>  |                 |  |   |
| <b>Item</b>                          | <b>Strand</b>   | <b>Knowledge and Skills Statement</b>  | <b>Prerequisite Skill</b>   |
| <b>Item 5</b>                        | <b>Strand 6</b> | 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. | revise drafts by adding details in pictures or words (K)  |
| <b>Item 6</b>                        | <b>Strand 6</b> | 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. | edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1) |
| <b>Item 7</b>                        | <b>Strand 6</b> | 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. | edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases (1)                       |
| <b>Item 8</b>                        | <b>Strand 6</b> | 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. | edit drafts using standard English conventions, including past and present verb tense (1)   |

| Reading Language Arts Grade 3 |          |   | Cluster 3   |
|-------------------------------|----------|---|---|
| Reporting Category 1 Reading  |          |   |   |
| Item                          | Strand   | Knowledge and Skills Statement  | Prerequisite Skill  |
| Item 9                        | Strand 2 | 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. | synthesize information to create new understanding with adult assistance (K)                          |
| Item 10                       | Strand 2 | 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. | evaluate details to determine what is most important with adult assistance (K)                        |
| Item 11                       | Strand 3 | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.            | use text evidence to support an appropriate response (1)  |
| Item 12                       | Strand 1 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.                              | use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1) |

| Reading Language Arts Grade 3 |          |  | Cluster 4   |
|-------------------------------|----------|--|---|
| Reporting Category 2 Writing  |          |  |   |
| Item                          | Strand   | Knowledge and Skills Statement   | Prerequisite Skill  |
| Item 13                       | Strand 6 | 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. | revise drafts by adding details in pictures or words (K)  |
| Item 14                       | Strand 6 | 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. | edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences (K) |
| Item 15                       | Strand 6 | 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. | edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)                              |
| Item 16                       | Strand 6 | 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. | edit drafts using standard English conventions, including past and present verb tense (1)   |

| Reading Language Arts Grade 3 |          |   | Cluster 5  |
|-------------------------------|----------|---|--|
| Reporting Category 1 Reading  |          |   |  |
| Item                          | Strand   | Knowledge and Skills Statement  | Prerequisite Skill   |
| Item 17                       | Strand 4 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. | describe the setting (K)   |
| Item 18                       | Strand 4 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. | describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K) |
| Item 19                       | Strand 1 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.  | use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)  |
| Item 20                       | Strand 4 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. | describe the main character(s) and the reason(s) for their actions (1)   |



# READING LANGUAGE ARTS





## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* Here is the article “Sport Climbing.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* Find the boy on a climbing wall.

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### Stimulus 1

#### Sport Climbing



Sport climbers use their arms and legs as they climb up a climbing wall.

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| Scoring Instructions  |   |   |
|---|---|---|
| Student Action  |   | Test Administrator Action   |
| If the student finds the boy on the climbing wall,  | ➡ | mark <b>A</b> for question 1 and move to question 2.  |
| If the student does not find the boy on the climbing wall,                                  | ➡ | <ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After the five-second wait time, if the student finds the boy on the climbing wall,         | ➡ | mark <b>B</b> for question 1 and move to question 2.  |
| After the five-second wait time, if the student does not find the boy on the climbing wall, | ➡ | mark <b>C</b> for question 1 and move to question 2.  |

## Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article “Sport Climbing.”**
  - *Direct* the student to Stimulus 2a. *Communicate* the text.
  - *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a climbing wall. This is a stone wall.**
  - *Communicate:* **Find the wall that has footholds and handholds.**
- 

### Stimulus 2a



Athletes competed in sport climbing for the first time at the 2020 Olympics. In this sport, people climb walls with footholds for their feet and handholds that climbers use to pull themselves up.

### Stimulus 2b

\*



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

### Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* Here is more of the article “Sport Climbing.”
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* Find the words from the article that help the reader understand the meaning of the word “boulders.”

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#### Stimulus 3a

Athletes compete in three different sport climbing events at the Olympics. The athlete with the lowest scores in all three events wins first place and the Olympic gold medal.



Bouldering is one of the three sport climbing events. In nature, large rocks called boulders come in all shapes, which makes them difficult to climb. In bouldering, there are different ways to get up the wall. Climbers must solve difficult climbing problems as they plan each move of the climb. The climber who solves the most problems before the time runs out wins.

#### Stimulus 3b

*lowest scores*

\*

*large rocks*

*climbing problems*

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## Scoring Instructions

| Student Action   |   | Test Administrator Action  |
|--|---|--|
| If the student finds <i>"large rocks"</i> in Stimulus 3b,  | ➡ | mark <b>A</b> for question 3 and move to question 4.   |
| If the student does not find <i>"large rocks"</i> in Stimulus 3b,  | ➡ | <p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight <i>"scores," "rocks,"</i> and <i>"problems"</i> in Stimulus 3b. <b>OR</b></li> <li>• Reread the sentence that contains the word "boulders."</li> </ul> <p>Replicate the initial presentation instructions.</p> |
| After the selected teacher assistance, if the student finds <i>"large rocks"</i> in Stimulus 3b,         | ➡ | mark <b>B</b> for question 3 and move to question 4.   |
| After the selected teacher assistance, if the student does not find <i>"large rocks"</i> in Stimulus 3b, | ➡ | mark <b>C</b> for question 3 and move to question 4.   |

## Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* Here is the conclusion of the article “Sport Climbing.”
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that describes why lead climbing is a challenging sport climbing event in the Olympics.

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### Stimulus 4a



Speed climbing is another sport climbing event in the Olympics. It is a race between two climbers who climb up a wall side by side. The climbers put on safety ropes and wait at the bottom for the signal to start the race. The climber who reaches the top of the wall first wins.

Lead climbing is the third sport climbing event. Before the event, climbers have only a few minutes to look at the wall and plan their climb. Climbers must wear a safety rope as they climb. They attach their rope to metal loops on the wall so they can swing from one hold to another.



Sport climbers must be able to keep going even when they are tired. They cannot give up, even if they feel sore or discouraged. If they work hard and keep going, they might become Olympic sport climbing champions.

**Stimulus 4b**

*The climbers put on safety ropes and wait at the bottom for the signal to start the race.*

\* *Before the event, climbers have only a few minutes to look at the wall and plan their climb.*

*If they work hard and keep going, they might become Olympic sport climbing champions.*

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## Scoring Instructions

| Student Action  |   | Test Administrator Action                            |
|---|---|--|
| If the student finds <i>“Before the event, climbers have only a few minutes to look at the wall and plan their climb”</i> in Stimulus 4b,   | ➡ | mark <b>A</b> for question 4 and move to question 5. |
| If the student does not find <i>“Before the event, climbers have only a few minutes to look at the wall and plan their climb”</i> in Stimulus 4b,   | ➡ | replicate the initial presentation instructions.     |
| After the teacher repeats the instructions, if the student finds <i>“Before the event, climbers have only a few minutes to look at the wall and plan their climb”</i> in Stimulus 4b,         | ➡ | mark <b>B</b> for question 4 and move to question 5. |
| After the teacher repeats the instructions, if the student does not find <i>“Before the event, climbers have only a few minutes to look at the wall and plan their climb”</i> in Stimulus 4b, | ➡ | mark <b>C</b> for question 4 and move to question 5. |



## Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: **Find the sentence about the state tree of Texas.**

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### Stimulus 5

### Pecan Trees



\* The pecan tree is the state tree of Texas.

| Scoring Instructions   |   |   |
|--|---|---|
| Student Action   |   | Test Administrator Action   |
| If the student finds “The pecan tree is the state tree of Texas,”  | ➡ | mark <b>A</b> for question 5 and move to question 6.  |
| If the student does not find “The pecan tree is the state tree of Texas,”                                  | ➡ | <ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After the five-second wait time, if the student finds “The pecan tree is the state tree of Texas,”         | ➡ | mark <b>B</b> for question 5 and move to question 6.  |
| After the five-second wait time, if the student does not find “The pecan tree is the state tree of Texas,” | ➡ | mark <b>C</b> for question 5 and move to question 6.  |

## Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate*: **Here is more information about pecan trees.**
- *Direct* the student to Stimulus 6a. *Communicate* the text. *Communicate*: **The last sentence needs a punctuation mark at the end.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **This is a question mark. This is a period.**
- *Communicate*: **Find the punctuation mark that belongs in the empty box.**

### Stimulus 6a



Pecan trees can grow to be taller than 100 feet.

Did you know that they can live for more than 300 years

### Stimulus 6b



| Scoring Instructions   |   |  |
|--|---|--|
| Student Action   |   | Test Administrator Action  |
| If the student finds the question mark in Stimulus 6b,                                 | ➡ | mark <b>A</b> for question 6 and move to question 7.   |
| If the student does not find the question mark in Stimulus 6b,                         | ➡ | <ul style="list-style-type: none"> <li>• model the desired student action by finding the question mark in Stimulus 6b and <i>communicate</i> <b>“This is the punctuation mark that belongs in the empty box”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul> |
| After teacher modeling, if the student finds the question mark in Stimulus 6b,         | ➡ | mark <b>B</b> for question 6 and move to question 7.   |
| After teacher modeling, if the student does not find the question mark in Stimulus 6b, | ➡ | mark <b>C</b> for question 6 and move to question 7.   |

## Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more information about pecan trees.**
- *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 word that can replace the underlined word “They” in the second sentence.**

### Stimulus 7a



Pecans grow on trees. They are fruits covered by green shells with a seed inside.

### Stimulus 7b

\*

Pecans

Trees

Shells

### Scoring Instructions

| Student Action   |   | Test Administrator Action  |
|--|---|--|
| If the student finds “Pecans” in Stimulus 7b,  | ➡ | mark <b>A</b> for question 7 and move to question 8.   |
| If the student does not find “Pecans” in Stimulus 7b,  | ➡ | <p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight “Pecans,” “trees,” and “shells” in Stimulus 7a. <b>OR</b></li> <li>• Reread the sentence in Stimulus 7a, substituting each answer choice for the underlined word.</li> </ul> <p>Replicate the initial presentation instructions.</p> |
| After the selected teacher assistance, if the student finds “Pecans” in Stimulus 7b,         | ➡ | mark <b>B</b> for question 7 and move to question 8.   |
| After the selected teacher assistance, if the student does not find “Pecans” in Stimulus 7b, | ➡ | mark <b>C</b> for question 7 and move to question 8.   |

## Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **Here is more information about pecan trees.**
  - *Direct* the student to Stimulus 8a. *Communicate* the text.
  - *Direct* the student to the empty box in Stimulus 8a. *Communicate:* **The second sentence is missing from the paragraph.**
  - *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find the sentence that uses the correct verb that belongs in the empty box.**
- 

### Stimulus 8a



Pecans were an important food for American Indians who lived in Texas hundreds of years ago.

### Stimulus 8b

They **take** pecans with them when they traveled to have something to eat when they could not find food.

\*

They **took** pecans with them when they traveled to have something to eat when they could not find food.

They **taking** pecans with them when they traveled to have something to eat when they could not find food.

---

## Scoring Instructions

| Student Action   |   | Test Administrator Action                            |
|--|---|--|
| If the student finds “They <b>took</b> pecans with them when they traveled to have something to eat when they could not find food” in Stimulus 8b,   | ➡ | mark <b>A</b> for question 8 and move to question 9. |
| If the student does not find “They <b>took</b> pecans with them when they traveled to have something to eat when they could not find food” in Stimulus 8b,   | ➡ | replicate the initial presentation instructions.     |
| After the teacher repeats the instructions, if the student finds “They <b>took</b> pecans with them when they traveled to have something to eat when they could not find food” in Stimulus 8b,         | ➡ | mark <b>B</b> for question 8 and move to question 9. |
| After the teacher repeats the instructions, if the student does not find “They <b>took</b> pecans with them when they traveled to have something to eat when they could not find food” in Stimulus 8b, | ➡ | mark <b>C</b> for question 8 and move to question 9. |

## Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: Here is the article “Making the World a More Colorful Place.”
- *Direct* the student to Stimulus 9. *Communicate* the title and the text.
- *Communicate*: **Find the crayons.**

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### Stimulus 9

#### Making the World a More Colorful Place



Every day, children sit down with pieces of paper and draw pictures with crayons from a yellow-and-green box.

| Scoring Instructions   |   |   |
|--|---|---|
| Student Action   |   | Test Administrator Action   |
| If the student finds the crayons,  | ➡ | mark <b>A</b> for question 9 and move to question 10.   |
| If the student does not find the crayons,                                  | ➡ | <ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After the five-second wait time, if the student finds the crayons,         | ➡ | mark <b>B</b> for question 9 and move to question 10.   |
| After the five-second wait time, if the student does not find the crayons, | ➡ | mark <b>C</b> for question 9 and move to question 10.   |

## Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: Here is more of the article “Making the World a More Colorful Place.”
- *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 cost of the first boxes of crayons.

---

### Stimulus 10a



Children have crayons today because the Binney and Smith company started making crayons more than 100 years ago. The first boxes cost five cents and had only eight colors—blue, red, green, yellow, orange, black, brown, and purple. Kids still love to color and draw with crayons because the bright colors do not make a messy dust as chalk does.

### Stimulus 10b

\*

five cents

ten cents

---

| Scoring Instructions   |   |  |
|--|---|--|
| Student Action   |   | Test Administrator Action  |
| If the student finds “five cents” in Stimulus 10b,                                 | ➡ | mark <b>A</b> for question 10 and move to question 11.   |
| If the student does not find “five cents” in Stimulus 10b,                         | ➡ | <ul style="list-style-type: none"> <li>• model the desired student action by finding “five cents” in Stimulus 10b and <i>communicate</i> “<b>This is the cost of the first boxes of crayons</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul> |
| After teacher modeling, if the student finds “five cents” in Stimulus 10b,         | ➡ | mark <b>B</b> for question 10 and move to question 11.   |
| After teacher modeling, if the student does not find “five cents” in Stimulus 10b, | ➡ | mark <b>C</b> for question 10 and move to question 11.   |



## Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate:* Here is more of the article “Making the World a More Colorful Place.”
- *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 sentence that explains how the Crayola company made the box of crayons better.

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### Stimulus 11a

Eventually the Binney and Smith company changed its name to Crayola. Years after the first box of eight crayons, Crayola began selling a box of crayons with more colors than any other box. This new box had 48 crayons, in rows that children could see all at once when they opened the box.



Kids loved the big boxes of crayons, and they wanted even more colors. So Crayola made an even bigger box that had 64 colors and a built-in sharpener.



Stimulus 11b

*Eventually the Binney and Smith company changed its name to Crayola.*

\* *This new box had 48 crayons, in rows that children could see all at once when they opened the box.*

*Kids loved the big boxes of crayons, and they wanted even more colors.*

| Scoring Instructions  |   |  |
|---|---|--|
| Student Action  |   | Test Administrator Action  |
| If the student finds <i>"This new box had 48 crayons, in rows that children could see all at once when they opened the box"</i> in Stimulus 11b,  | ➡ | mark <b>A</b> for question 11 and move to question 12.   |
| If the student does not find <i>"This new box had 48 crayons, in rows that children could see all at once when they opened the box"</i> in Stimulus 11b,  | ➡ | provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight each answer choice in Stimulus 11a. <b>OR</b></li> <li>• Have the student describe how the boxes of crayons changed. <b>OR</b></li> <li>• Reread paragraph one in Stimulus 11a.</li> </ul> Replicate the initial presentation instructions. |
| After the selected teacher assistance, if the student finds <i>"This new box had 48 crayons, in rows that children could see all at once when they opened the box"</i> in Stimulus 11b,         | ➡ | mark <b>B</b> for question 11 and move to question 12.   |
| After the selected teacher assistance, if the student does not find <i>"This new box had 48 crayons, in rows that children could see all at once when they opened the box"</i> in Stimulus 11b, | ➡ | mark <b>C</b> for question 11 and move to question 12.   |

## Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* Here is the conclusion of the article “Making the World a More Colorful Place.”
- *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 that help the reader understand the meaning of the word “retire.”

---

### Stimulus 12a



For many years, kids have been drawing with Crayola crayons. Their parents and grandparents probably did too. Since the company began, there have been more than 400 Crayola colors.

As new colors are added, old colors must be taken away. Crayola asks kids which colors are their favorites to help determine which colors to keep and which to retire. Today there are 120 colors. Crayola crayons continue to make the world a more colorful place!

Stimulus 12b

\*

*taken away*

*their favorites*

*help determine*

---

| Scoring Instructions  |   |  |
|---|---|--|
| Student Action  |   | Test Administrator Action                              |
| If the student finds “ <i>taken away</i> ” in Stimulus 12b,   | ➡ | mark <b>A</b> for question 12 and move to question 13. |
| If the student does not find “ <i>taken away</i> ” in Stimulus 12b,   | ➡ | replicate the initial presentation instructions.       |
| After the teacher repeats the instructions, if the student finds “ <i>taken away</i> ” in Stimulus 12b,         | ➡ | mark <b>B</b> for question 12 and move to question 13. |
| After the teacher repeats the instructions, if the student does not find “ <i>taken away</i> ” in Stimulus 12b, | ➡ | mark <b>C</b> 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 revised sentence with more details about snorkeling.**

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### Stimulus 13

Linda wears a mask when she goes snorkeling.



\* Linda wears a diving mask when she goes snorkeling in the ocean.

---

| Scoring Instructions   |   |   |
|--|---|---|
| Student Action   |   | Test Administrator Action   |
| If the student finds “Linda wears a diving mask when she goes snorkeling in the ocean,”  | ➡ | mark <b>A</b> for question 13 and move to question 14.  |
| If the student does not find “Linda wears a diving mask when she goes snorkeling in the ocean,”                                  | ➡ | <ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After the five-second wait time, if the student finds “Linda wears a diving mask when she goes snorkeling in the ocean,”         | ➡ | mark <b>B</b> for question 13 and move to question 14.  |
| After the five-second wait time, if the student does not find “Linda wears a diving mask when she goes snorkeling in the ocean,” | ➡ | mark <b>C</b> for question 13 and move to question 14.  |

## Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more information about snorkeling.**
  - *Direct* the student to Stimulus 14a. *Communicate* the text.
  - *Direct* the student to the empty box in Stimulus 14a. *Communicate:* **A second sentence can be added to tell the reader more about the diving mask.**
  - *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This sentence ends with a period.** *Communicate* the text. *Communicate:* **This sentence ends with a question mark.** *Communicate* the text.
  - *Communicate:* **Find the sentence with the correct end punctuation.**
- 

### Stimulus 14a



Alicia is wearing a diving mask.

### Stimulus 14b

\*

A snorkel is the breathing tube on a diving mask.

A snorkel is the breathing tube on a diving mask?

| Scoring Instructions  |   |  |
|---|---|--|
| Student Action  |   | Test Administrator Action  |
| If the student finds the sentence ending with a period in Stimulus 14b,                                 | ➡ | mark <b>A</b> for question 14 and move to question 15.   |
| If the student does not find the sentence ending with a period in Stimulus 14b,                         | ➡ | <ul style="list-style-type: none"> <li>• model the desired student action by finding the sentence ending with a period in Stimulus 14b and <i>communicate</i> <b>“This is the sentence with the correct end punctuation”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul> |
| After teacher modeling, if the student finds the sentence ending with a period in Stimulus 14b,         | ➡ | mark <b>B</b> for question 14 and move to question 15.   |
| After teacher modeling, if the student does not find the sentence ending with a period in Stimulus 14b, | ➡ | mark <b>C</b> for question 14 and move to question 15.   |

## Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate*: **Here is more information about snorkeling.**
  - *Direct* the student to Stimulus 15a. *Communicate* the text.
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find the sentence about Jamie and her brothers that has been edited correctly.**
- 

### Stimulus 15a



Jamie and her brothers like to go snorkeling.

### Stimulus 15b

\*

They wear diving masks that help them see underwater.

Them wear diving masks that help them see underwater.

Her wear diving masks that help them see underwater.

---



## Scoring Instructions

| Student Action  |   | Test Administrator Action  |
|---|---|--|
| If the student finds “They wear diving masks that help them see underwater” in Stimulus 15b,  | ➡ | mark <b>A</b> for question 15 and move to question 16.   |
| If the student does not find “They wear diving masks that help them see underwater” in Stimulus 15b,  | ➡ | <p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe what the children in the photograph are doing. <b>OR</b></li> <li>• Highlight “They”/“them,” “Them”/“them,” and “Her”/“them” in Stimulus 15b.</li> </ul> <p>Replicate the initial presentation instructions.</p> |
| After the selected teacher assistance, if the student finds “They wear diving masks that help them see underwater” in Stimulus 15b,         | ➡ | mark <b>B</b> for question 15 and move to question 16.   |
| After the selected teacher assistance, if the student does not find “They wear diving masks that help them see underwater” in Stimulus 15b, | ➡ | mark <b>C</b> for question 15 and move to question 16.   |

## Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Here is more information about snorkeling.**
  - *Direct* the student to Stimulus 16a. *Communicate* the text.
  - *Direct* the student to the underlined sentence. *Communicate:* **This sentence needs to be edited for use of the correct verb.**
  - *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find the edited sentence that uses the correct verb.**
- 

### Stimulus 16a



Alex wears a diving mask and a snorkel so that he can stay underwater for a long time. He watch the colorful fish that live underwater.

### Stimulus 16b

He **watching** the colorful fish that live underwater.

He **watched** the colorful fish that live underwater.

\* He **watches** the colorful fish that live underwater.

---

| Scoring Instructions   |   |  |
|--|---|--|
| Student Action   |   | Test Administrator Action                              |
| If the student finds “He <b>watches</b> the colorful fish that live underwater” in Stimulus 16b,   | ➡ | mark <b>A</b> for question 16 and move to question 17. |
| If the student does not find “He <b>watches</b> the colorful fish that live underwater” in Stimulus 16b,   | ➡ | replicate the initial presentation instructions.       |
| After the teacher repeats the instructions, if the student finds “He <b>watches</b> the colorful fish that live underwater” in Stimulus 16b,         | ➡ | mark <b>B</b> for question 16 and move to question 17. |
| After the teacher repeats the instructions, if the student does not find “He <b>watches</b> the colorful fish that live underwater” in Stimulus 16b, | ➡ | mark <b>C</b> for question 16 and move to question 17. |

## Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* Here is the story “Meet the Skunks.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the skunks on the side of the road.

### Stimulus 17

#### Meet the Skunks



A mother skunk and her four little babies were looking for food on the side of a country road.

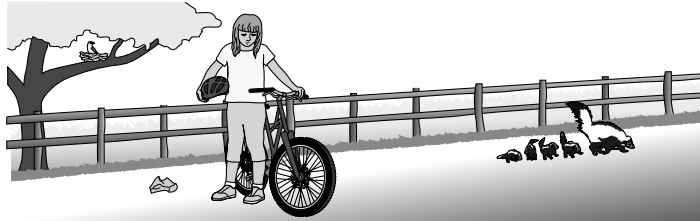
#### Scoring Instructions

| Student Action  |   | Test Administrator Action   |
|---|---|---|
| If the student finds the skunks on the side of the road,  | ➡ | mark <b>A</b> for question 17 and move to question 18.  |
| If the student does not find the skunks on the side of the road,                                  | ➡ | <ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After the five-second wait time, if the student finds the skunks on the side of the road,         | ➡ | mark <b>B</b> for question 17 and move to question 18.  |
| After the five-second wait time, if the student does not find the skunks on the side of the road, | ➡ | mark <b>C</b> for question 17 and move to question 18.  |

## Presentation Instructions for Question 18

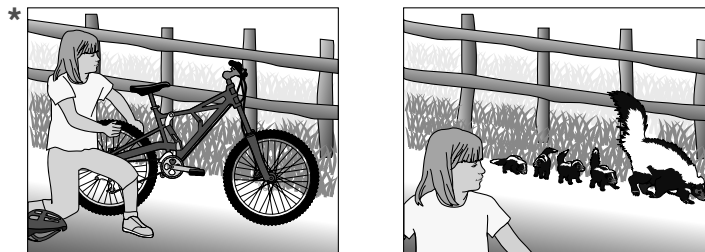
- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more of the story “Meet the Skunks.”**
  - *Direct* the student to Stimulus 18a. *Communicate* the text.
  - *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Jenna checking her bicycle tire. This is Jenna looking at the skunk family.**
  - *Communicate:* **Find why Jenna stops at the side of the road.**
- 

### Stimulus 18a



Jenna was riding her bicycle on the country road when she ran over a sharp rock. She stopped to check her tires. As she took off her helmet, Jenna saw the family of skunks looking for food on the side of the road.

### Stimulus 18b

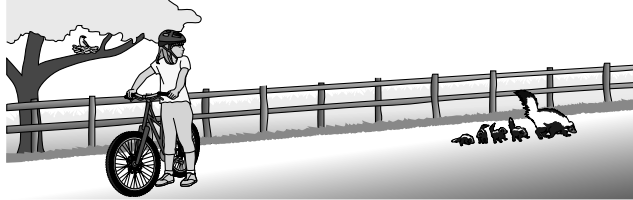


| Scoring Instructions  |   |  |
|---|---|--|
| Student Action  |   | Test Administrator Action  |
| If the student finds Jenna checking her bicycle tire in Stimulus 18b,                                 | ➡ | mark <b>A</b> for question 18 and move to question 19.   |
| If the student does not find Jenna checking her bicycle tire in Stimulus 18b,                         | ➡ | <ul style="list-style-type: none"> <li>• model the desired student action by finding Jenna checking her bicycle tire in Stimulus 18b and <i>communicate</i> <b>“This is why Jenna stops on the side of the road”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul> |
| After teacher modeling, if the student finds Jenna checking her bicycle tire in Stimulus 18b,         | ➡ | mark <b>B</b> for question 18 and move to question 19.   |
| After teacher modeling, if the student does not find Jenna checking her bicycle tire in Stimulus 18b, | ➡ | mark <b>C</b> for question 18 and move to question 19.   |

## Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate*: Here is more of the story “Meet the Skunks.”
  - *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 the meaning of the word “cautiously” as it is used in the story.
- 

### Stimulus 19a



Jenna knew that skunks can spray a smell that is bad enough to scare away their enemies. She remembered the time when a skunk sprayed under her grandmother’s porch. The smell was so bad that the family had to stay away from the house for days.

Grandma said, “Skunks look sweet. But a mother skunk will spray if she thinks her babies are in danger. Skunks can’t see very well, so they get scared easily.”

Jenna knew she did not want to scare the mother skunk and get sprayed. She waited for the mother skunk to look away. Then she **cautiously** turned her bicycle to walk away from the skunks.

### Stimulus 19b

simply

quickly

\*

carefully

---

| Scoring Instructions   |   |  |
|--|---|--|
| Student Action   |   | Test Administrator Action  |
| If the student finds “carefully” in Stimulus 19b,  | ➡ | mark <b>A</b> for question 19 and move to question 20.   |
| If the student does not find “carefully” in Stimulus 19b,  | ➡ | <p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Reread the sentence in Stimulus 19a, substituting each answer choice for the underlined word. <b>OR</b></li> <li>• Have the student describe what Jenna does after she sees the mother skunk.</li> </ul> <p>Replicate the initial presentation instructions.</p> |
| After the selected teacher assistance, if the student finds “carefully” in Stimulus 19b,         | ➡ | mark <b>B</b> for question 19 and move to question 20.   |
| After the selected teacher assistance, if the student does not find “carefully” in Stimulus 19b, | ➡ | mark <b>C</b> for question 19 and move to question 20.   |



## Presentation Instructions for Question 20

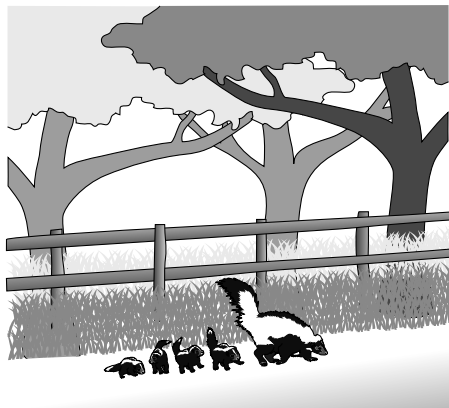
- *Present* Stimulus 20a and 20b. *Communicate*: Here is the conclusion of the story “Meet the Skunks.”
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: Find how Jenna outsmarts the mother skunk.

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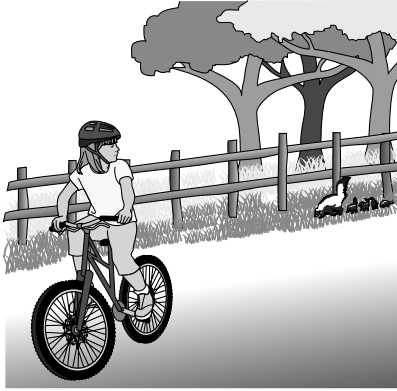
### Stimulus 20a



Jenna stood very still when she saw a family of bluebirds building a nest.



The mother skunk quickly turned her head when she heard the birds singing and fluttering their wings. The bird sounds scared the mother skunk, and she moved her babies away. This gave Jenna an idea.



Jenna tried to make the same chirping sounds that the birds were making. The mother skunk heard Jenna and moved away from the sound. Jenna's idea was working! Jenna waited several minutes and then made the chirping sound again. The mother skunk looked around again and then moved her babies even farther away.

When the family of skunks moved far enough from the road, Jenna jumped on her bicycle and rode away as fast as she could. Her grandmother would be so proud! She had outsmarted a family of skunks!

**Stimulus 20b**

Jenna stands very still and watches the bluebirds build a nest in the tree.

\* Jenna makes chirping sounds so that the mother skunk will move her babies away from the road.

Jenna jumps on her bicycle and starts riding away as fast as she can.

## Scoring Instructions

| Student Action   |   | Test Administrator Action                        |
|--|---|--|
| If the student finds “Jenna makes chirping sounds so that the mother skunk will move her babies away from the road” in Stimulus 20b,   | ➡ | mark <b>A</b> for question 20.                   |
| If the student does not find “Jenna makes chirping sounds so that the mother skunk will move her babies away from the road” in Stimulus 20b,   | ➡ | replicate the initial presentation instructions. |
| After the teacher repeats the instructions, if the student finds “Jenna makes chirping sounds so that the mother skunk will move her babies away from the road” in Stimulus 20b,         | ➡ | mark <b>B</b> for question 20.                   |
| After the teacher repeats the instructions, if the student does not find “Jenna makes chirping sounds so that the mother skunk will move her babies away from the road” in Stimulus 20b, | ➡ | mark <b>C</b> for question 20.                   |

**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 3  
Reading Language Arts  
Spring 2025**

