



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 4 Reading Language Arts STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 4			Cluster 1
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 1	Strand 4	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.	identify and describe the main character(s) (K)
Item 2	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 (2)
Item 3	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 4	Strand 4	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.	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)

Reading Language Arts Grade 4			Cluster 2
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 5	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 (1)
Item 6	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 7	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 8	Strand 5	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	discuss the author's purpose for writing text (2)

Reading Language Arts Grade 4			Cluster 3
Reporting Category 2 Writing			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 9	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 10	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 punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
Item 11	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 prepositions and prepositional phrases (2)
Item 12	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, deleting, or rearranging words, phrases, or sentences (2)

Reading Language Arts Grade 4			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 using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
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 singular, plural, common, and proper nouns (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.	revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)

Reading Language Arts Grade 4			Cluster 5
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 17	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 (1)
Item 18	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 19	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 (1)
Item 20	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 (2)

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Mystery Solved.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the boy who likes to read mystery books.

Stimulus 1

Mystery Solved

Charlie reads every mystery book in the school library. He loves solving mysteries in stories and in real life.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Charlie,	➡	mark A for question 1 and move to question 2.
If the student does not find Charlie,	➡	<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 Charlie,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find Charlie,	➡	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 “Mystery Solved.”**
 - *Direct* the student to Stimulus 2a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This book is *The Hidden Staircase*. This book is *Fourth Grade Folktales*.**
 - *Communicate:* **Find the book that is missing from the library.**
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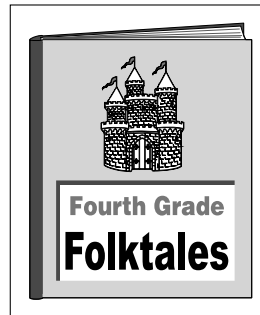
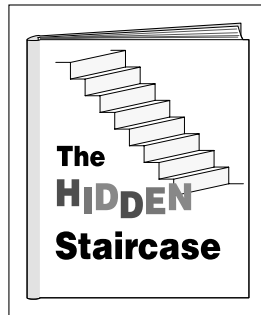
Stimulus 2a

When there is a mystery to be solved, students and teachers often ask Charlie. One day Ms. Edwards, the school librarian, asks Charlie to help her solve a mystery. The library book *The Hidden Staircase* is missing, and she needs his help to find it.



Stimulus 2b

*



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>The Hidden Staircase</i> book in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find <i>The Hidden Staircase</i> book in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding <i>The Hidden Staircase</i> book in Stimulus 2b and communicate “This is the book that is missing from the library”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds <i>The Hidden Staircase</i> book in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find <i>The Hidden Staircase</i> book 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 “Mystery Solved.”
 - *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 word that has the same meaning as “vanished” in the story.
-

Stimulus 3a



Ms. Edwards says, “Our copy of *The Hidden Staircase* has vanished. I can’t find it anywhere!”

“That’s the second book in the series by that author. A lot of kids are waiting to read that book. Let’s start looking for clues by remembering what you did,” Charlie says. “When did you discover that the book was missing?”

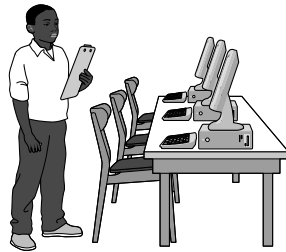
Ms. Edwards says, “I could not find the book when I got to school this morning.”

“So the last time you saw the book was yesterday afternoon?” Charlie asks.

“Yes. I was about to reshelve it, but I needed to turn off all the computers before I left.” Ms. Edwards points to the computer tables.

"I think we just found our first clue," Charlie says. He picks up a clipboard that is next to a computer. "Is this yours?" he asks.

"Yes! I was taking notes about what needed to be done before the book fair. I remember putting the book on top of the clipboard while I was carrying it around," Ms. Edwards says.



Stimulus 3b

disappointed

discovered

*

disappeared

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “disappeared” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “disappeared” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the sentence with the underlined word in Stimulus 3a, inserting each answer choice. OR • Have the student use the illustrations to retell this part of the story. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “disappeared” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “disappeared” 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 “Mystery Solved.”
 - *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 Charlie is able to solve the mystery.
-

Stimulus 4a

“Do you remember why you put the clipboard down by the computer?”
Charlie asks.



“Oh yes,” Ms. Edwards says. She remembers that Mrs. Jacobs had come into the library to get books for her science class. “I set the clipboard down so that I could help Mrs. Jacobs carry the books, and then Mrs. Jacobs asked to see the book. That’s another clue!”

“Do you think Mrs. Jacobs took the missing book with her?” Charlie asks.

“No. I remember her giving it back to me. Then we walked over to the bulletin board to check the dates for the book fair.”

Charlie and Ms. Edwards walk over to the bulletin board and find the book fair flyer on the floor.



"Oh, this happened yesterday too." Ms. Edwards is annoyed. "This flyer keeps falling down."

"Did you pin it back up yesterday?" asks Charlie.

"Yes. I'm sure I did," Ms. Edwards says. "Why?"

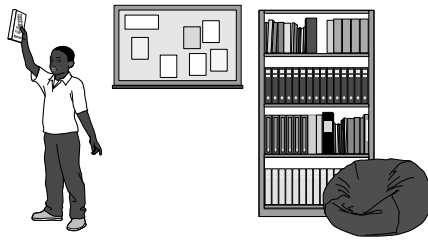
Charlie smiles. "What did you do with the book while you pinned the flyer back on the bulletin board?"

Ms. Edwards says, "I had to set the book down and use two hands to pin the flyer."

"Exactly!" Charlie says. "Maybe the missing book is somewhere around this bulletin board."

Charlie looks down and sees something under a beanbag chair that looks like the corner of the missing book.

"It's *The Hidden Staircase*!" Charlie shouts.



"Thank you so much, Charlie," says Ms. Edwards. "The case of the missing book, *The Hidden Staircase*, has been solved."

Stimulus 4b

Charlie looks near the computers and under the computer table for the missing book.

Charlie asks Ms. Edwards if Mrs. Jacobs took the missing book back to her science class.

* Charlie sees something that looks like the corner of the missing book poking out from under a beanbag chair.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Charlie sees something that looks like the corner of the missing book poking out from under a beanbag chair” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “Charlie sees something that looks like the corner of the missing book poking out from under a beanbag chair” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Charlie sees something that looks like the corner of the missing book poking out from under a beanbag chair” 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 “Charlie sees something that looks like the corner of the missing book poking out from under a beanbag chair” 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 “Wildlife Crossings.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* Find what helps animals cross busy roads and highways.

Stimulus 5

Wildlife Crossings

*



Many kinds of animals use wildlife crossings to get across busy roads and highways.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the wildlife crossing,	➡	mark A for question 5 and move to question 6.
If the student does not find the wildlife crossing,	➡	<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 wildlife crossing,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the wildlife crossing,	➡	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 “Wildlife Crossings.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 6a. *Communicate:* **This is the word “threatened.”**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that has a similar meaning to the word “threatened.”**

Stimulus 6a



Wildlife crossings help protect animals from becoming threatened. If they cannot get across busy roads for food or for mating, their species could disappear.

Stimulus 6b

excited

*

endangered

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “endangered” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “endangered” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “endangered” in Stimulus 6b and <i>communicate</i> “This word has a similar meaning to the word ‘threatened’”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “endangered” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “endangered” 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 “Wildlife Crossings.”**
 - *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 sentence that describes how deer help other animals.**
-

Stimulus 7a



Some wildlife crossings are used by animals such as grizzly bears and moose. These crossings are bridges as wide as six-lane highways. Builders know that some animals are nervous about structures made by humans. So they build the crossings to seem like something in nature. They add grass and plants and then rocks and piles of brush on the bridges.

Other animals such as mountain lions, deer, foxes, and even mice like to use smaller crossings that seem more like the places where these animals live in nature. These wildlife crossings are often narrow pathways that go under roads.



Some animals, such as deer and coyotes, are not afraid to be around humans and will use a wildlife crossing even before it is finished. When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made.

Stimulus 7b

Some wildlife crossings are used by animals such as grizzly bears and moose.

Some animals, such as deer and coyotes, are not afraid to be around humans and will use a wildlife crossing even before it is finished.

** When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made.*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>“When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made”</i> in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find <i>“When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made”</i> in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the last paragraph in Stimulus 7a. OR • Have the student describe the photos in Stimulus 7a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>“When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made”</i> in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find <i>“When deer use these crossings, other animals can smell that deer have crossed, and they can see the path the deer made”</i> 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 “Wildlife Crossings.”
 - *Direct* the student to Stimulus 8a. *Communicate* the text.
 - *Direct* the student to the stem and each answer choice in Stimulus 8b. *Communicate* the text in the stem and each answer choice.
 - *Communicate:* Find why the author wrote about wildlife crossings.
-

Stimulus 8a

Communities are building wildlife crossings because people are concerned about animals. Every year on Christmas Island, millions of red crabs march to the ocean to lay their eggs on the beach. Crab bridges were built across a busy road so that the crabs can climb up and walk across a bridge while cars and trucks move underneath them. The crabs then walk down the other side and continue to the beach.



In Washington, the Nutty Narrows Bridge is made of rope. Squirrels love to hop across their special bridge while cars and trucks drive by below them.



In Massachusetts, some salamanders were having trouble crossing a street each spring to reach breeding ponds on the other side. People began putting the salamanders in buckets and passing them across the street. City leaders solved the problem by building a tunnel under the road that hundreds of salamanders and toads now cross each year.

Stimulus 8b

The author wants the reader to know —

- * how important wildlife crossings are for the safety of many kinds of animals

how watching red crabs use wildlife crossings to march to the ocean each spring helps other animals

why passing salamanders and toads in buckets across the street is a problem for animals

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “how important wildlife crossings are for the safety of many kinds of animals” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “how important wildlife crossings are for the safety of many kinds of animals” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “how important wildlife crossings are for the safety of many kinds of animals” 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 “how important wildlife crossings are for the safety of many kinds of animals” in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: Here is information about cicada killer wasps.
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate*: Find the sentence that has details about a scary wasp in Texas.

Stimulus 9

The cicada killer wasps



* A common wasp in Texas has a very scary name—the cicada killer wasp!

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence about the cicada killer wasp,	➡	mark A for question 9 and move to question 10.
If the student does not find the sentence about the cicada killer wasp,	➡	<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 about the cicada killer wasp,	➡	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 cicada killer wasp,	➡	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 cicada killer wasps.**
 - *Direct* the student to Stimulus 10a. *Communicate* the text.
 - *Direct* the student to the empty box. *Communicate:* **The next sentence in the article is missing.**
 - *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice, reading each sentence with the correct punctuation intonation.
 - *Communicate:* **Find the next sentence in the article with the correct end punctuation.**
-

Stimulus 10a



Cicada killer wasps dig burrows in the ground and pile the dirt in a mound outside.

Stimulus 10b

*

Then it's time to hunt!

Then it's time to hunt?

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Then it’s time to hunt!” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “Then it’s time to hunt!” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “Then it’s time to hunt!” in Stimulus 10b and <i>communicate</i> “This is the next sentence in the article with the correct end punctuation”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Then it’s time to hunt!” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “Then it’s time to hunt!” 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 cicada killer wasps.
 - *Direct* the student to Stimulus 11a. *Communicate* the text. *Communicate*: The underlined prepositional phrase needs to be edited.
 - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the prepositional phrase that correctly replaces the underlined words.
-

Stimulus 11a



Cicadas are insects known for their loud call, which rings from trees above the summer. Cicada killer wasps hunt cicadas and paralyze them with their stingers.

Stimulus 11b

* throughout the summer

under the summer

within the summer

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “throughout the summer” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “throughout the summer” in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the sentence with the underlined words, inserting each answer choice from Stimulus 11b. OR • Have the student demonstrate the words “throughout,” “under,” and “within” in Stimulus 11b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “throughout the summer” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “throughout the summer” 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 cicada killer wasps.
- *Direct* the student to Stimulus 12a. *Communicate* the text. *Communicate*: **This paragraph needs to be revised. One of the sentences does not belong and needs to be removed.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that does not belong in the paragraph.**

Stimulus 12a



After a cicada killer wasp stuns a cicada with its stinger, it carries the cicada to its burrow and takes it inside. Then the female lays an egg on the cicada. Cicada killer wasps do not usually sting people. The baby wasp hatches and eats the cicada. Then the baby wasp makes a cocoon and sleeps for the winter. It will hatch as an adult wasp in July of the next year.

Stimulus 12b

Then the female lays an egg on the cicada.

* *Cicada killer wasps do not usually sting people.*

It will hatch as an adult wasp in July of the next year.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>“Cicada killer wasps do not usually sting people”</i> in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find <i>“Cicada killer wasps do not usually sting people”</i> in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“Cicada killer wasps do not usually sting people”</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>“Cicada killer wasps do not usually sting people”</i> in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: **Here is information about red-lipped batfish.**
- *Direct* the student to Stimulus 13. *Communicate* the text in the first sentence.
- *Communicate*: **This sentence can be revised by adding more details about the batfish.**
- *Direct* the student to the second sentence. *Communicate* the text in the second sentence.
- *Communicate*: **Find the revised sentence with more details about the red-lipped batfish.**

Stimulus 13

Some batfish have two red lips.



* Red-lipped batfish have two bright-red lips.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Red-lipped batfish have two bright-red lips,”	➡	mark A for question 13 and move to question 14.
If the student does not find “Red-lipped batfish have two bright-red lips,”	➡	<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 “Red-lipped batfish have two bright-red lips,”	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find “Red-lipped batfish have two bright-red lips,”	➡	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 red-lipped batfish.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 14a. *Communicate:* **This sentence is missing end punctuation.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is a period. This is a question mark.**
- *Communicate:* **Find the correct punctuation mark that belongs at the end of the sentence.**

Stimulus 14a



Red-lipped batfish have one long point on their head. It looks like a nose, but it is not used for breathing

Stimulus 14b

*

?

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the period in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the period in Stimulus 14b,	➡	<ul style="list-style-type: none">• model the desired student action by finding the period in Stimulus 14b and <i>communicate</i> “This is the correct punctuation mark that belongs at the end of the sentence”; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds the period in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the period 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 red-lipped batfish.**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to the underlined words in Stimulus 15a. *Communicate:* **Two nouns in this sentence need to be edited.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the nouns that complete the sentence correctly.**

Stimulus 15a



Red-lipped batfish do not always swim like other fish. They can also move their fin on the ocean floor like leg.

Stimulus 15b

fins	leg
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fin	legs
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*

fins	legs
------	------

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “fins/legs” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “fins/legs” in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe the photograph in Stimulus 15a. OR • Highlight the letter <i>s</i> at the end of each word in Stimulus 15b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “fins/legs” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “fins/legs” 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 red-lipped batfish.
 - *Direct* the student to Stimulus 16a. *Communicate* the text.
 - *Direct* the student to the empty box in the second sentence. *Communicate*: A word is missing that connects these two ideas together.
 - *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the sentence with the correct word replacing the empty box.
-

Stimulus 16a



Red-lipped batfish may look strange, but each part of their body helps them survive. They use the point on their head a fin on their back end to catch small fish.

Stimulus 16b

They use the point on their head but a fin on their back end to catch small fish.

* They use the point on their head and a fin on their back end to catch small fish.

They use the point on their head so a fin on their back end to catch small fish.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “They use the point on their head <u>and</u> a fin on their back end to catch small fish” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “They use the point on their head <u>and</u> a fin on their back end to catch small fish” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “They use the point on their head <u>and</u> a fin on their back end to catch small fish” 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 “They use the point on their head <u>and</u> a fin on their back end to catch small fish” 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 “These Animals Come in Tiny Sizes.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the animals that stay small their entire lives.

Stimulus 17

These Animals Come in Tiny Sizes

★



Some penguins, poodles, and horses stay small their entire lives.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the animals that stay small,	➡	mark A for question 17 and move to question 18.
If the student does not find the animals that stay small,	➡	<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 animals that stay small,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the animals that stay small,	➡	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 “These Animals Come in Tiny Sizes.”
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 18a. *Communicate:* This is the word “miniature.” It means “very small.”
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* These penguins are only 13 inches tall. These penguins are about 3 feet tall.
- *Communicate:* Find the penguins that are miniature.

Stimulus 18a

Most penguins are black and white and stand about 3 feet tall. However, there are some penguins that have blue and white feathers and stand only about 13 inches tall. They are called miniature penguins. The blue feathers help these small penguins hide from enemies that are in the water below or in the sky above.



Stimulus 18b

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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the miniature blue-and-white penguins in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the miniature blue-and-white penguins in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the miniature blue-and-white penguins in Stimulus 18b and <i>communicate</i> “These are the penguins that are miniature”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the miniature blue-and-white penguins in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the miniature blue-and-white penguins 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 “These Animals Come in Tiny Sizes.”
- *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 people wanted tiny poodles.

Stimulus 19a



Long ago, poodles mainly helped people with hunting. Their thick, curly coats kept them warm when they jumped into water to fetch ducks. In fact, the name “poodle” comes from a German word that means “splash in the water.”



People wanted a small poodle that they could hold in their laps. So breeders selected their smallest poodles for mating, which meant that the poodle puppies would be small like their parents. Over time the poodle puppies became even smaller. Today, miniature poodles are a popular breed.

Stimulus 19b

People wanted dogs with thick, curly coats to fetch ducks.

People wanted dogs that would jump into the water while hunting.

*

People wanted dogs that they could hold in their laps.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “People wanted dogs that they could hold in their laps” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “People wanted dogs that they could hold in their laps” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight “to fetch ducks,” “jump into the water,” and “hold in their laps” in Stimulus 19b. OR• Have the student describe what the people in the article like to do with their dogs. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “People wanted dogs that they could hold in their laps” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “People wanted dogs that they could hold in their laps” 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 “These Animals Come in Tiny Sizes.”
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence from the article that describes the difference between a regular horse and a mini.

Stimulus 20a

Most horses are taller than an adult human and big enough to be ridden by one. However, miniature horses, sometimes called minis, are so tiny that only a small child can ride them. Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall.



Miniature horses are usually smart and gentle, and they make great pets. Some minis are trained to be guide animals to help people who cannot see or hear well.

Stimulus 20b

Most horses are taller than an adult human and big enough to be ridden by one.

* *Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall.*

Some minis are trained to be guide animals to help people who cannot see or hear well.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ <i>Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall</i> ” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “ <i>Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall</i> ” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall</i> ” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “ <i>Although the body of a mini looks just like the body of a big horse, minis are less than 3 feet tall</i> ” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 4
Reading Language Arts
Spring 2025**

