



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 5 Reading Language Arts STAAR Alternate 2**

**Administered Spring 2025**

**RELEASED**



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

<b>Reading Language Arts Grade 5</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 4</b>	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 the main character(s) and the reason(s) for their actions (1)
<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 read to determine key ideas (2)
<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 context within and beyond a sentence to determine the meaning of unfamiliar words (2)
<b>Item 4</b>	<b>Strand 4</b>	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.	discuss topics and determine theme using text evidence with adult assistance (2)

<b>Reading Language Arts Grade 5</b>			<b>Cluster 2</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 5</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 (1)
<b>Item 6</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 7</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 (2)
<b>Item 8</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.	make inferences and use evidence to support understanding (3)

Reading Language Arts Grade 5			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.	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)
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 past, present, and future verb tense (2)
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.	edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms (3)

Reading Language Arts Grade 5			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.	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (1)
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 past and present verb tense (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 prepositions and prepositional phrases (2)
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 capitalization of official titles of people, holidays, and geographical names and places (3)

Reading Language Arts Grade 5			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 (K)
Item 18	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 19	Strand 1	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
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

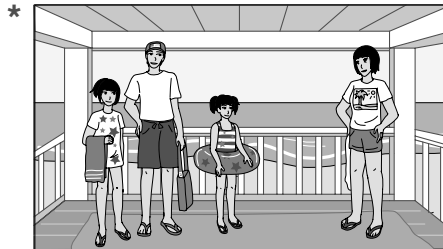


## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* Here is the story “Check It Out!”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* Find who is going to the beach for the Fourth of July.

### Stimulus 1

#### Check It Out!



“Red, white, and blue. Stars and stripes. The three of you look quite patriotic for the beach on the Fourth of July,” Mom says to Jamie, Jenna, and Jack.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the family going to the beach for the Fourth of July,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the family going to the beach for the Fourth of July,	➡	<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 family going to the beach for the Fourth of July,	➡	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 family going to the beach for the Fourth of July,	➡	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 story “Check It Out!”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a white cover-up. This is a T-shirt.**
- *Communicate:* **Find what Mom is planning to wear over her swimsuit at the beach.**

---

### Stimulus 2a



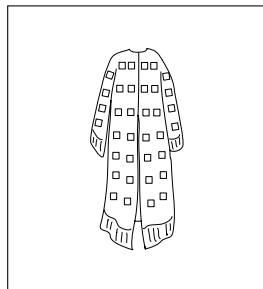
“This is what I just bought to wear to the beach,” Mom says as she holds up a white swimsuit cover-up with an open-square pattern all over it.

“I can see right through those holes!” Jack says.

Mom laughs. “Then it’s a good thing that I’ll wear it over my swimsuit.”

### Stimulus 2b

\*



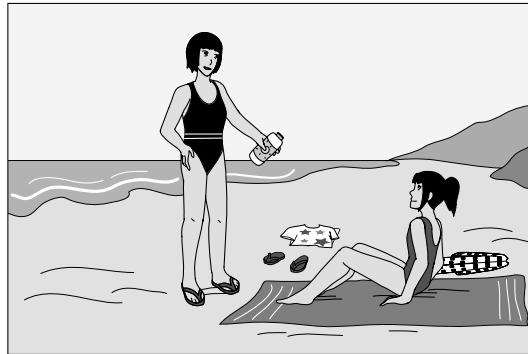
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the white cover-up in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the white cover-up in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the white cover-up in Stimulus 2b and <i>communicate</i> <b>“This is what Mom is planning to wear over her swimsuit at the beach”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the white cover-up 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 white cover-up 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 story “Check It Out!”
  - *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 Mom means when she says, “Don’t forget to apply this.”
- 

#### Stimulus 3a

At the beach, Jenna decides to spread out her towel and relax.



“Don’t forget to apply this,” her mom says as she hands Jenna sunscreen. Mom drops her cover-up next to Jenna and heads to the water with Jenna’s sister and brother.

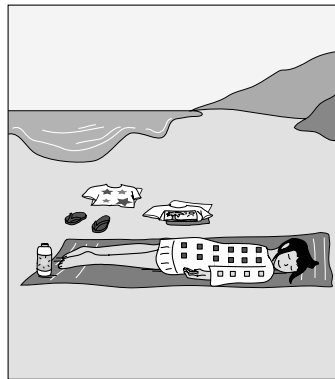
Jenna looks up at the clouds and sees that they are hiding the sun. The sky is getting overcast. She tosses the bottle of sunscreen to the side. As Jenna stretches out on the towel, she thinks to herself, *No need to put on sunscreen if it’s going to be cloudy.*

The breeze from the sea starts to feel cool. So Jenna pulls her mother's cover-up over her. Even though it has the open-square design, it is just enough to make her comfortable.



Jenna spends an hour lying on her back, relaxing. Her sister Jamie then runs up and leans over, dripping water on Jenna.

"Don't get me wet!" Jenna says as she turns over on the towel and adjusts her mom's cover-up across her back. She soon falls asleep to the sound of the waves.



**Stimulus 3b**

Mom wants Jenna to spread out the towel.

\* Mom wants Jenna to put on sunscreen.

Mom wants Jenna to wear the cover-up.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Mom wants Jenna to put on sunscreen” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “Mom wants Jenna to put on sunscreen” 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 “to spread out,” “to put on,” and “to wear” in the answer choices in Stimulus 3b. <b>OR</b></li> <li>• Have the student describe what people do when they go to the beach. <b>OR</b></li> <li>• Have the student use the illustrations in Stimulus 3a to retell the story.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Mom wants Jenna to put on sunscreen” 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 “Mom wants Jenna to put on sunscreen” 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 story “Check It Out!”
- *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 what Jenna learns while she is at the beach.

---

### Stimulus 4a

An hour later, Jenna wakes up when Mom tugs at the cover-up. “Come on, sleepyhead. Time to go home and get ready for the picnic!”

As soon as Jenna gets home from the beach, she goes to her bedroom to change. When she walks out of her bedroom, everyone’s mouth drops open. “Check it out! or should I say, ‘Checker it out!’” Jack says with a little laugh.

“Jenna, did you use sunscreen on your arms and legs?” her mother asks.

“I didn’t,” Jenna says, “but it was cloudy.”

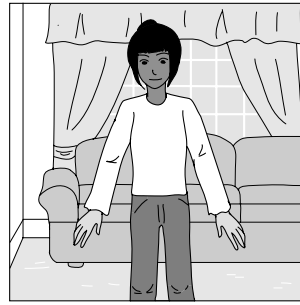


“You can still get a sunburn on cloudy, overcast days,” Mom says.

“If I bring checkers to the picnic, can we play the game on your legs?” Jamie says.

Jenna looks down. Her mother’s cover-up kept her warm but only partly blocked out the sun. Red squares dot her sunburned arms and legs. She really does look like a checkerboard!

"Oh no!" she cries as she runs back into her room. She comes out a few minutes later, wearing a long-sleeved white shirt and blue jeans.



"You are the most patriotic-looking person in our family!" says Jack. "Red face, white shirt, blue jeans!"

#### Stimulus 4b

\* You can get sunburned even if the sky is cloudy and overcast.

You can play board games like checkers on your arms and legs.

You look patriotic if you wear the colors red, white, and blue.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "You can get sunburned even if the sky is cloudy and overcast" in Stimulus 4b,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find "You can get sunburned even if the sky is cloudy and overcast" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "You can get sunburned even if the sky is cloudy and overcast" 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 "You can get sunburned even if the sky is cloudy and overcast" in Stimulus 4b,	➡	mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the article “Extreme Dinosaurs.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the dangerous dinosaur.

### Stimulus 5

## Extreme Dinosaurs



Scientists have discovered more than 700 kinds of dinosaurs. Some were even more dangerous than *Tyrannosaurus rex*, one of the most dangerous dinosaurs on Earth.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the dangerous dinosaur,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the dangerous dinosaur,	➡	<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 dangerous dinosaur,	➡	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 dangerous dinosaur,	➡	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 of the article “Extreme Dinosaurs.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 6a. *Communicate:* **This is the word “paleontologists.” Paleontologists are scientists who study fossils of animals and plants that lived on Earth millions of years ago.**
- *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 “paleontologists.”**

### Stimulus 6a



**Paleontologists** study fossils to learn about the dinosaurs that lived on Earth millions of years ago. By studying the fossils of *Ankylosaurus*, scientists know that this dinosaur had a heavy tail with a large club at the end. The dinosaur probably used this club to protect itself.

### Stimulus 6b

fossils

\*

scientists

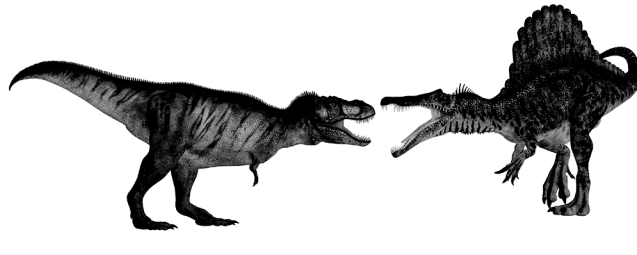
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “scientists” in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find “scientists” in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “scientists” in Stimulus 6b and <i>communicate</i> <b>“This is the word that has a similar meaning to the word ‘paleontologists’ ”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “scientists” in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find “scientists” 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 of the article “Extreme Dinosaurs.”
- *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 from the article that explains why scientists believe that *Spinosaurus* was the most dangerous dinosaur.

---

### Stimulus 7a



Scientists discovered *Spinosaurus*, whose skeleton was larger than *Tyrannosaurus rex's* skeleton. *Spinosaurus* had teeth like a crocodile, a long neck like a crane, hips like a whale, and flat feet shaped like paddles.

Scientists believe that *Spinosaurus* must have been able to live and hunt animals both on land and in the water. Because of this they believe it is “the most dangerous dinosaur” that ever lived on Earth.

Stimulus 7b

*Scientists discovered Spinosaurus, whose skeleton was larger than Tyrannosaurus rex's skeleton.*

*Spinosaurus had teeth like a crocodile, a long neck like a crane, hips like a whale, and flat feet shaped like paddles.*

\*

*Scientists believe that Spinosaurus must have been able to live and hunt animals both on land and in the water.*

---

## Scoring Instructions

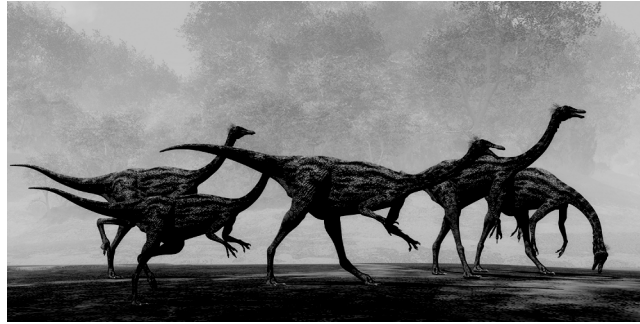
Student Action		Test Administrator Action
If the student finds <i>“Scientists believe that Spinosaurus must have been able to live and hunt animals both on land and in the water”</i> in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find <i>“Scientists believe that Spinosaurus must have been able to live and hunt animals both on land and in the water”</i> in Stimulus 7b,	➡	<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 the characteristics of <i>Spinosaurus</i> from Stimulus 7a. <b>OR</b></li> <li>• Have the student describe the difference between the two dinosaurs in the article. <b>OR</b></li> <li>• Highlight the answer choices from Stimulus 7b in Stimulus 7a.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>“Scientists believe that Spinosaurus must have been able to live and hunt animals both on land and in the water”</i> 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 <i>“Scientists believe that Spinosaurus must have been able to live and hunt animals both on land and in the water”</i> 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 the conclusion of the article “Extreme Dinosaurs.”
- *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 scientists were able to identify the fastest dinosaur.

---

### Stimulus 8a



Scientists study fossils of footprints to find out how fast dinosaurs could run. They also study bones. Longer legs mean faster dinosaurs. Scientists compare the shapes of dinosaurs to the shapes of fast animals living today. Scientists believe that the family of dinosaurs known as ornithomimids were the fastest type of dinosaurs. These toothless, meat-eating dinosaurs were shaped like ostriches and could run as fast as 25 miles per hour.

Most dinosaurs were not very smart. They had very small brains. But the dinosaur with the largest brain for its size was *Troodon*, the smartest dinosaur. *Troodon* was not very big, but this dinosaur may have been as smart as some birds today.



**Stimulus 8b**

\*

Scientists studied the fossils of footprints and the length of dinosaur bones.

Scientists noticed that ornithomimids looked like ostriches.

Scientists compared the brains of dinosaurs with the brains of birds living today.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Scientists studied the fossils of footprints and the length of dinosaur bones” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “Scientists studied the fossils of footprints and the length of dinosaur bones” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Scientists studied the fossils of footprints and the length of dinosaur bones” 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 “Scientists studied the fossils of footprints and the length of dinosaur bones” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate* the title and the text.
- *Communicate*: **Find the complete sentence about a wind turbine.**

---

### Stimulus 9

#### Wind Power



\* Three blades connect at the top of a tall tower to make a wind turbine.

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the complete sentence,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the complete sentence,	➡	<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 complete sentence,	➡	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 complete sentence,	➡	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 information about wind power.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to the underlined word in the first sentence. *Communicate*: **The verb “turn” needs to be edited for the correct verb tense.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the tense of the verb “turn” that correctly completes the sentence.**

### Stimulus 10a



When the wind blows, it turn the blades on the wind turbine. The moving of the blades is what creates electric power.

### Stimulus 10b

\*

turns

turned

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “turns” in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “turns” in Stimulus 10b,	➡	<ul style="list-style-type: none"><li>• model the desired student action by finding “turns” in Stimulus 10b and <i>communicate</i> “<b>This is the tense of the verb ‘turn’ that correctly completes the sentence</b>”; and</li><li>• replicate the initial presentation instructions.</li></ul>
After teacher modeling, if the student finds “turns” in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “turns” 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 information about wind power.**
  - *Direct* the student to Stimulus 11a. *Communicate* the text.
  - *Direct* the student to the empty box in the second sentence. *Communicate:* **A preposition is missing from the second sentence.**
  - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find the preposition that correctly completes the sentence.**
- 

### Stimulus 11a



When many wind turbines are built in one place, it is called a wind farm. On a wind farm, there needs to be at least 2,100 feet  each two wind turbines. The Roscoe Wind Farm has 627 wind turbines. That's a lot of land used for turbines on one wind farm!

### Stimulus 11b

above

\*

between

under

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “between” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “between” in Stimulus 11b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Read the sentence with the empty box in Stimulus 11a, inserting each answer choice. <b>OR</b></li> <li>• Have the student describe the field of wind turbines in the photograph.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “between” 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 “between” 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.
  - *Direct* the student to Stimulus 12a. *Communicate* the text.
  - *Direct* the student to the empty box at the end of the paragraph. *Communicate*: **The last sentence of the paragraph is missing.**
  - *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find the last sentence for the paragraph.**
- 

### Stimulus 12a



Wind power is becoming more popular as a source of renewable energy. Texas has a lot of flat, open land available for wind farms.

### Stimulus 12b

The state is home to some of the **more largest** wind farms in the world.

The state is home to some of the **most large** wind farms in the world.

\*

The state is home to some of the **largest** wind farms in the world.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The state is home to some of the <b>largest</b> wind farms in the world” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “The state is home to some of the <b>largest</b> wind farms in the world” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The state is home to some of the <b>largest</b> wind farms in the world” 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 “The state is home to some of the <b>largest</b> wind farms in the world” 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 title and the text.
- *Communicate*: **Find the sentence about the Caverns of Sonora.**

---

### Stimulus 13

#### The Caverns of Sonora



\* The Caverns of Sonora are some of the most beautiful caves on Earth.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence about the Caverns of Sonora,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the sentence about the Caverns of Sonora,	➡	<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 sentence about the Caverns of Sonora,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about the Caverns of Sonora,	➡	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 the Caverns of Sonora.
  - *Direct* the student to Stimulus 14a. *Communicate* the text.
  - *Direct* the student to the last sentence in Stimulus 14a. *Communicate*: The underlined word in this sentence needs to be edited with the correct verb.
  - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
  - *Communicate*: Find the sentence with the correct verb.
- 

### Stimulus 14a



The Caverns of Sonora are famous for having beautiful crystals. Some of the crystal formations looks like butterflies.

### Stimulus 14b

Some of the crystal formations looking like butterflies.

\*

Some of the crystal formations look like butterflies.

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Some of the crystal formations <u>look</u> like butterflies” in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find “Some of the crystal formations <u>look</u> like butterflies” in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “Some of the crystal formations <u>look</u> like butterflies” in Stimulus 14b and <i>communicate</i> <b>“This is the sentence with the correct verb”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “Some of the crystal formations <u>look</u> like butterflies” in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find “Some of the crystal formations <u>look</u> like butterflies” 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 the Caverns of Sonora.
  - *Direct* the student to Stimulus 15a. *Communicate* the text.
  - *Direct* the student to the empty box. *Communicate:* The prepositional phrase in this sentence needs to be edited.
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
  - *Communicate:* Find the prepositional phrase that correctly completes the sentence.
- 

### Stimulus 15a



Visitors must use stairs to go below the ground and tour the caves.

Once they are , visitors enjoy looking at the many beautiful crystal formations.

### Stimulus 15b

over the caves

\*

inside the caves

behind the caves

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “inside the caves” in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “inside the caves” 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 where the people in the photograph are. <b>OR</b></li> <li>• Reread the sentence, inserting each answer choice.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “inside the caves” 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 “inside the caves” 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 the Caverns of Sonora.**
  - *Direct* the student to the photograph in Stimulus 16a. *Communicate:* **The sentence describing this photograph needs to be edited for the correct use of capital letters.**
  - *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find the sentence with capital letters used correctly.**
- 

### Stimulus 16a



### Stimulus 16b

\* The Caverns of Sonora are in West Texas, between San Antonio and Big Bend National Park.

The Caverns of Sonora are in West Texas, between San Antonio and big bend national park.

The Caverns of Sonora are in West Texas, between san antonio and Big Bend National Park.

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The Caverns of Sonora are in West Texas, between San Antonio and Big Bend National Park” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “The Caverns of Sonora are in West Texas, between San Antonio and Big Bend National Park” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The Caverns of Sonora are in West Texas, between San Antonio and Big Bend National Park” 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 “The Caverns of Sonora are in West Texas, between San Antonio and Big Bend National Park” 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 article “Beauty, the Bald Eagle.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the bald eagle that lost part of her beak.

---

### Stimulus 17

#### Beauty, the Bald Eagle



This is Beauty, a bald eagle. Many years ago, she lost the top part of her beak in an accident.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Beauty, the bald eagle,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find Beauty, the bald eagle,	➡	<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 Beauty, the bald eagle,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find Beauty, the bald eagle,	➡	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 article “Beauty, the Bald Eagle.”
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* This is a zookeeper. This is a raptor expert.
- *Communicate:* Find who was on “The Beauty Team.”

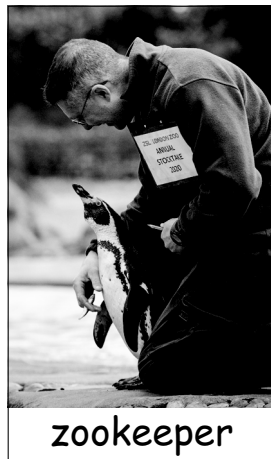
---

### Stimulus 18a

After her accident, Beauty was not able to feed herself. A raptor expert, a person who takes care of birds of prey, brought Beauty to a nearby raptor center. At the raptor center, the raptor expert and others formed a group called “The Beauty Team” to build Beauty a new beak.



### Stimulus 18b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the raptor expert in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the raptor expert in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the raptor expert in Stimulus 18b and <i>communicate</i> “<b>This is a person who was on ‘The Beauty Team’</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the raptor expert in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the raptor expert 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 article “Beauty, the Bald Eagle.”
- *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 word in the article that means the opposite of “hollow.”

---

### Stimulus 19a

No one had ever built a beak for an eagle before. But “The Beauty Team” was ready for the challenge. Eagle beaks are not solid. They have hollow areas where air must pass through. The team used a special computer program to make a 3D picture of the beak. From the picture, the team created a beak that was like Beauty’s natural beak.



Beauty’s new beak had to be fitted by hand. At first it was not exactly the right size or shape, and the beak had to be fitted again. Beauty lay on the table for hours, letting team members try the beak on and off in order to get it just right. The experts were surprised by how calm Beauty remained.



### Stimulus 19b

\*

*solid*

*special*

*surprised*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “solid” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “solid” in Stimulus 19b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Pair “hollow” with each answer choice in Stimulus 19b. <b>OR</b></li> <li>• Highlight the answer choices in the text in Stimulus 19a. <b>OR</b></li> <li>• Have the student describe Beauty’s beak. <b>OR</b></li> <li>• Have the student explain the difference between “opposite” and “same.”</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “solid” 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 “solid” 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 article “Beauty, the Bald Eagle.”
  - *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 shows that Beauty has recovered from her injury.
- 

### Stimulus 20a



At the center, raptor experts take care of many birds of prey. After she got her new beak, Beauty stayed at the center and grew stronger. Some of her beak has slowly grown back and is pushing the new beak off. She is now able to feed herself. But Beauty will never be able to return to the wild. She will continue to live at the raptor center, where she is safe and cared for.

The raptor center has an area where large birds of prey can spread their wings and fly. Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains.

When visitors come to the raptor center, they can meet Beauty and learn about protecting birds of prey. Learning Beauty's story can help keep other eagles safe. Beauty shows that people can do good things even when bad things have been done to animals.

**Stimulus 20b**

*At the center, raptor experts take care of many birds of prey.*

\* *Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains.*

*When visitors come to the raptor center, they can meet Beauty and learn about protecting birds of prey.*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ <i>Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains</i> ” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “ <i>Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains</i> ” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains</i> ” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “ <i>Beauty can now land on tall tree branches and enjoy views of forests, a lake, and mountains</i> ” in Stimulus 20b,	➡	mark <b>C</b> for question 20.

**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 5  
Reading Language Arts  
Spring 2025**

