



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 6 Reading Language Arts STAAR Alternate 2**

**Administered Spring 2025**

**RELEASED**



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

<b>Reading Language Arts Grade 6</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>
Item 1	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 (2)
Item 2	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 read to determine key ideas (3)
Item 3	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 (3)
Item 4	Strand 1	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 relevant meaning of unfamiliar words and multiple-meaning words (4)

<b>Reading Language Arts Grade 6</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>
Item 5	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 the main character(s) and the reason(s) for their actions (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 context within and beyond a sentence to determine the meaning of unfamiliar words (2)
Item 7	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.	explain the relationships among the major and minor characters (3)
Item 8	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 (4)

Reading Language Arts Grade 6			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 (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 complete sentences with subject-verb agreement (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 punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)
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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)

Reading Language Arts Grade 6			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 (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.	revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
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 coordinating conjunctions to form compound subjects, predicates, and sentences (3)
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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)

Reading Language Arts Grade 6			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 (2)
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 context within and beyond a sentence to determine the meaning of unfamiliar words (2)
Item 19	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 (3)
Item 20	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.	explain the author’s purpose and message within a text (4)



# READING LANGUAGE ARTS



## Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the article “Try It! You’ll Like It!”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the unusual fruits.

### Stimulus 1

#### Try It! You’ll Like It!



Don't let the unusual looks of the dragon fruit, the cherimoya, or the mangosteen keep you from tasting these delicious fruits.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the unusual fruits,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the unusual fruits,	➡	<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 unusual fruits,	➡	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 unusual fruits,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

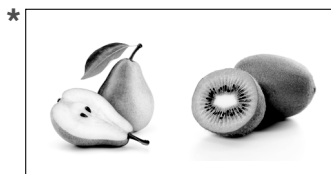
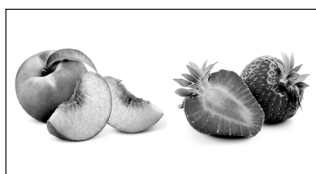
- *Present* Stimulus 2a and 2b. *Communicate*: **Here is more of the article “Try It! You’ll Like It!”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **These are peaches and strawberries. These are pears and kiwis.**
- *Communicate*: **Find the fruits that the dragon fruit tastes like.**

### Stimulus 2a



The dragon fruit has bright pink skin with green shoots like the flames of a meteor. When you cut open a dragon fruit, you see the white or dark red fruit that you can eat right out of the skin. Inside are tiny seeds that you can also eat. This unusual-looking fruit tastes like the mix of a kiwi and a pear.

### Stimulus 2b



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pears and kiwis in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the pears and kiwis in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the pears and kiwis in Stimulus 2b and <i>communicate</i> “<b>These are the fruits that the dragon fruit tastes like</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the pears and kiwis 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 pears and kiwis 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 “Try It! You’ll Like It!”
- *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 sentence that shows that the reader may enjoy eating cherimoya.

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#### Stimulus 3a



The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside. This fruit tastes like ice cream.



On the outside, the cherimoya is covered with green skin that looks like fish scales. But the fruit inside is white, creamy, and sweet. It tastes a bit like pineapple, mango, and peach all mixed together. When you cut a cherimoya open, you’ll see a few black seeds inside. They are easy to remove. Then you can scoop the fruit out with a spoon, just like a bowl of ice cream!

#### Stimulus 3b

\* *The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside.*

*On the outside, the cherimoya is covered with green skin that looks like fish scales.*

*When you cut a cherimoya open, you’ll see a few black seeds inside.*

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>“The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside”</i> in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find <i>“The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside”</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>“tasty surprise inside,” “covered with green skin,”</i> and <i>“black seeds inside”</i> in Stimulus 3b. <b>OR</b></li> <li>• Have the student describe the cherimoya.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>“The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside”</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>“The cherimoya fruit may look as though a baby dinosaur will hatch out of it, but it has a tasty surprise inside”</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 “Try It! You’ll Like It!”
- *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 the word “remote” helps the reader understand about mangosteens.

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### Stimulus 4a

The mangosteen is a small fruit with shiny dark purple skin. Inside you'll find about six or eight sweet white pieces. Some people say it tastes like a mix of strawberry, peach, and vanilla ice cream.



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Long ago, Queen Victoria of England would make anyone who brought her mangosteen a knight. Getting a ripe mangosteen to the queen was challenging. Men had to travel to remote countries where the fruits are found.



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### Stimulus 4b

Mangosteens grow in countries where it is difficult to keep the fruit fresh.

Mangosteens grow in countries where picking the fruit quickly is difficult.

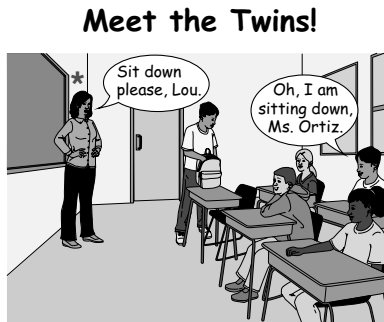
\* Mangosteens grow in countries that are far away and difficult to reach.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Mangosteens grow in countries that are far away and difficult to reach” in Stimulus 4b,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “Mangosteens grow in countries that are far away and difficult to reach” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Mangosteens grow in countries that are far away and difficult to reach” 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 “Mangosteens grow in countries that are far away and difficult to reach” 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 story “Meet the Twins!”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* Find the teacher who cannot tell the difference between Lou and Drew.

### Stimulus 5



Lou and Drew are twin brothers who like to play tricks on their math teacher Ms. Ortiz. The whole class laughs when the teacher asks Lou to sit down. Lou calls from the back, “Oh, I am sitting down, Ms. Ortiz.”

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the teacher,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the teacher,	➡	<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 teacher,	➡	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 teacher,	➡	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 story “Meet the Twins!”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word with a similar meaning to the word “identical” as it is used in the story.**

### Stimulus 6a



“Ugh!” says Ms. Ortiz. “I’ll never be able to tell the two of you apart. You are **identical**! If only you didn’t always wear the same T-shirts and jeans. It is going to get really crazy tomorrow when a new set of twins joins our class.”

Lou and Drew have big smiles thinking about how two sets of twins can mix up Ms. Ortiz even more.

### Stimulus 6b

\*

alike

separate

### Scoring Instructions

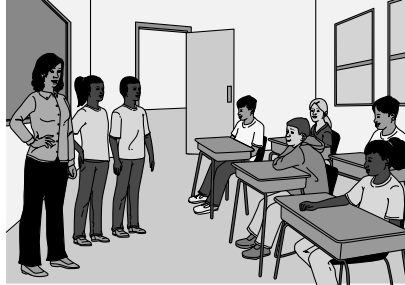
Student Action		Test Administrator Action
If the student finds “alike” in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find “alike” in Stimulus 6b,	➡	<ul style="list-style-type: none"><li>• model the desired student action by finding “alike” in Stimulus 6b and <i>communicate</i> “<b>This is a word with a similar meaning to the word ‘identical’ as it is used in the story</b>”;</li><li>and</li><li>• replicate the initial presentation instructions.</li></ul>
After teacher modeling, if the student finds “alike” in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find “alike” 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 story “Meet the Twins!”**
- *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 why Lou and Drew are not smiling when Ms. Ortiz introduces the new twins.**

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### Stimulus 7a



The next day, Ms. Ortiz announces, “Class, I want to introduce Riley and Randy O’Brien.” Ms. Ortiz is smiling, but Lou and Drew are not. “Riley and Randy are not identical twins like Lou and Drew. They are fraternal twins. They do not look alike.”

Lou and Drew are disappointed because their plan to mix up Ms. Ortiz even more will no longer work.

“Fraternal twins,” explains Ms. Ortiz, “can be two boys, two girls, or one of each, like Riley and Randy.”

“I know something cool,” Randy adds. “Identical twins like Lou and Drew are almost the same in every way. But they do have different fingerprints.”

“So,” says Riley, looking at Lou and Drew, “which one of you is Lou, and which one is Drew?”

The boys give their correct names, and Ms. Ortiz looks at them closely. Then she starts math class, and she mixes up the boys’ names only twice.

When the class is over, Riley stops at Ms. Ortiz’s desk to speak to her.

## Stimulus 7b

\* Lou and Drew realize the new twins do not look alike.

Lou and Drew realize the new twins are girl twins.

Lou and Drew realize the new twins have matching fingerprints.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Lou and Drew realize the new twins do not look alike” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “Lou and Drew realize the new twins do not look alike” in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Highlight “do not look alike,” “are girl twins,” and “have matching fingerprints” in Stimulus 7b. <b>OR</b></li><li>• Have the student retell this part of the story.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Lou and Drew realize the new twins do not look alike” 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 “Lou and Drew realize the new twins do not look alike” 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 story “Meet the Twins!”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that explains how Ms. Ortiz tells Lou and Drew apart.

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### Stimulus 8a

The next day, Ms. Ortiz writes a math problem on the board and asks Lou to come to the board to solve the problem. A boy gets up quickly and walks up to the board.

“Oh, I’m sorry, Drew, but I asked Lou to come solve the problem,” Ms. Ortiz says with a smile. Drew walks back to his desk, and Lou goes to the board.

Then the fire alarm rings, and everyone must leave the classroom.



After the fire drill, the students sit back down in their seats. Ms. Ortiz says, “Lou and Drew, please switch places and sit in your own seats.”

“Busted!” someone calls out. Lou and Drew frown as they switch seats.

“How come we can’t fool you today?” asks Drew.

“You’ll never be able to trick me again,” answers Ms. Ortiz. “After class yesterday, Riley taught me some more about twins. Will you share the information with the class, Riley?”

Riley stands up and explains, "Some identical twins are 'mirror-image twins,' which means they are exact reflections of each other. Drew and Lou are this type. Drew's hair parts on the right, while Lou's part is on the left. Drew has a freckle under his right eye, but Lou's freckle is under his left eye. So, if you remember 'Lou' and 'left' both have the letter L, you'll never get them mixed up again."



That's an equation Ms. Ortiz will never forget how to solve!

#### Stimulus 8b

*"Oh, I'm sorry, Drew, but I asked Lou to come solve the problem," Ms. Ortiz says with a smile.*

*Ms. Ortiz says, "Lou and Drew, please switch places and sit in your own seats."*

\* *"So, if you remember 'Lou' and 'left' both have the letter L, you'll never get them mixed up again."*

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ ‘So, if you remember “Lou” and “left” both have the letter L, you’ll never get them mixed up again’ ” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “ ‘So, if you remember “Lou” and “left” both have the letter L, you’ll never get them mixed up again’ ” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ ‘So, if you remember “Lou” and “left” both have the letter L, you’ll never get them mixed up again’ ” 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 “ ‘So, if you remember “Lou” and “left” both have the letter L, you’ll never get them mixed up again’ ” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate* the text.
- *Direct* the student to the sentence above the photograph in Stimulus 9. *Communicate* the text.
- *Direct* the student to the sentence below the photograph in Stimulus 9. *Communicate*: **This sentence about moon phases has been revised by adding details.** *Communicate* the text.
- *Communicate*: **Find the revised sentence about moon phases.**

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### Stimulus 9

People around the world can see different phases of the moon.



\* People around the world can see different phases of the moon as it changes from a bright, full moon to a dark and invisible moon.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the revised 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 revised 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 revised 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 moon phases.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Communicate*: **This sentence needs to be edited. There is a word missing in the sentence.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the missing word.**

### Stimulus 10a



As the moon changes, its shape slowly  
 until it is fully rounded.

### Stimulus 10b

fill

\*  fills

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “fills” in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “fills” in Stimulus 10b,	➡	<ul style="list-style-type: none"><li>• model the desired student action by finding “fills” in Stimulus 10b and <i>communicate</i> “<b>This is the missing word</b>”; and</li><li>• replicate the initial presentation instructions.</li></ul>
After teacher modeling, if the student finds “fills” in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “fills” 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 moon phases.**
  - *Direct* the student to Stimulus 11a. *Communicate* the text.
  - *Communicate:* **The last sentence needs to be added.**
  - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find the last sentence that uses the apostrophe correctly.**
- 

### Stimulus 11a



The moon is a rocky sphere that orbits, or circles, Earth. The glow that we see from the moon is the sun's light reflected from the moon like a mirror.

### Stimulus 11b

As the moon orbits Earth, the moon is sometimes in Earths shadow.

As the moon orbits Earth, the moon is sometimes in Earths' shadow.

\* As the moon orbits Earth, the moon is sometimes in Earth's shadow.

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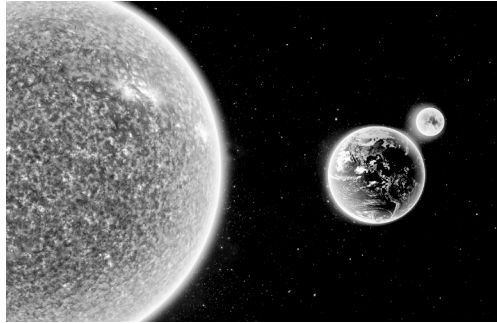
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “As the moon orbits Earth, the moon is sometimes in Earth’s shadow” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “As the moon orbits Earth, the moon is sometimes in Earth’s shadow” in Stimulus 11b,	➡	<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 correct use of an apostrophe in possessive nouns. <b>OR</b></li> <li>• Highlight “Earths,” “Earths’,” and “Earth’s” in the answer choices in Stimulus 11b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “As the moon orbits Earth, the moon is sometimes in Earth’s shadow” 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 “As the moon orbits Earth, the moon is sometimes in Earth’s shadow” 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 more information about moon phases.
  - *Direct* the student to Stimulus 12a. *Communicate* the text.
  - *Communicate*: **The underlined sentences can be combined to improve the sentence structure.**
  - *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find the revised sentence that improves the sentence structure in the paragraph.**
- 

### Stimulus 12a



During the twenty-seven-day journey around Earth, the sunlit side of the moon that is visible from Earth changes. We can see only part of it. This causes the changes we see.

### Stimulus 12b

\* We can see only part of the moon, and this causes the changes we see.

We can see only part of the moon, but this causes the changes we see.

We can see only part of the moon, or this causes the changes we see.

---

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “We can see only part of the moon, and this causes the changes we see” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “We can see only part of the moon, and this causes the changes we see” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “We can see only part of the moon, and this causes the changes we see” 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 “We can see only part of the moon, and this causes the changes we see” 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 sentence that gives the most specific details about green sea turtles.

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### Stimulus 13

Green sea turtles live in water.



\* Green sea turtles live in saltwater environments like the Gulf of Mexico.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence with the most specific details about green sea turtles,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the sentence with the most specific details about green sea turtles,	➡	<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 with the most specific details about green sea turtles,	➡	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 with the most specific details about green sea turtles,	➡	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 green sea turtles.
  - *Direct* the student to Stimulus 14a. *Communicate* the text.
  - *Communicate*: **This sentence can be revised to give more details.**
  - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find the sentence that gives more details about green sea turtles.**
- 

### Stimulus 14a



Green sea turtles like the warm weather.

### Stimulus 14b

\*

Green sea turtles like the warm weather in Texas near the Gulf of Mexico.

Green sea turtles like warm weather.

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Green sea turtles like the warm weather in Texas near the Gulf of Mexico” in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find “Green sea turtles like the warm weather in Texas near the Gulf of Mexico” in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “Green sea turtles like the warm weather in Texas near the Gulf of Mexico” in Stimulus 14b and <i>communicate</i> <b>“This is the sentence that gives more details about green sea turtles”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “Green sea turtles like the warm weather in Texas near the Gulf of Mexico” in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find “Green sea turtles like the warm weather in Texas near the Gulf of Mexico” 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 green sea turtles.**
- *Direct* the student to Stimulus 15a. *Communicate* the text. *Communicate*: **A word is missing from this paragraph.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that belongs in the empty box.**

### Stimulus 15a



In the winter of 2021, temperatures in Texas dropped below freezing. The turtles were shocked by the cold weather and couldn't swim. Thankfully, humans were aware of the problem,  they came to the rescue. People used boats to take freezing turtles to warming centers.

### Stimulus 15b

but

or

\*

so

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "so" in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find "so" in Stimulus 15b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Reread the third sentence in Stimulus 15a using a new answer choice each time. <b>OR</b></li> <li>• Have the student use examples of when to use "but," "or," and "so."</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "so" 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 "so" 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 green sea turtles.
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Communicate*: The underlined sentences can be combined to improve the sentence structure in the paragraph.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: Find the revised sentence that improves the sentence structure in the paragraph.

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### Stimulus 16a



At the warming centers, scientists put the cold-stunned turtles in dry plastic kiddie pools or plastic tarps until the outside temperature rose. Then the turtles were taken back to the ocean. Many made a healthy return to their habitats.

### Stimulus 16b

Then the turtles were taken back to the ocean, or many made a healthy return to their habitats.

Then the turtles were taken back to the ocean, but many made a healthy return to their habitats.

\* Then the turtles were taken back to the ocean, and many made a healthy return to their habitats.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Then the turtles were taken back to the ocean, and many made a healthy return to their habitats” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “Then the turtles were taken back to the ocean, and many made a healthy return to their habitats” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Then the turtles were taken back to the ocean, and many made a healthy return to their habitats” 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 “Then the turtles were taken back to the ocean, and many made a healthy return to their habitats” 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 “One Hundred Years of Girl Scout Cookies.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate*: Find the Girl Scouts selling cookies.

### Stimulus 17

#### One Hundred Years of Girl Scout Cookies



For more than 100 years, Girl Scouts in America have been selling cookies.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the Girl Scouts,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the Girl Scouts,	➡	<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 Girl Scouts,	➡	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 Girl Scouts,	➡	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 “One Hundred Years of Girl Scout Cookies.”
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: Find the word with a similar meaning to the word “founded” as it is used in the article.

### Stimulus 18a

Girl Scouts began selling cookies in 1917, five years after the organization was founded. A troop in Oklahoma realized they needed money to support their activities. They baked cookies and sold them in a high school cafeteria. Their cookie sale was so successful that Girl Scout troops in other places began selling homemade cookies.



### Stimulus 18b

\*

started

appeared

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “started” in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find “started” in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “started” in Stimulus 18b and <i>communicate</i> “<b>This is the word with a similar meaning to the word ‘founded’ as it is used in the article</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “started” in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find “started” 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 “One Hundred Years of Girl Scout Cookies.”
- *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 sentence that explains why the Girl Scouts hired companies to bake all the cookies.

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### Stimulus 19a



In 1922, Girl Scouts began making sugar cookies at home using a recipe that was published in a Girl Scout magazine. They placed them in wax paper bags and sealed them with a sticker. Then they sold them door to door. The cookies were very tasty and became very popular.

In 1935, Girl Scouts in New York decided to design their own cookie. The cookies were sold in boxes with “Girl Scout Cookies” printed on the top. Girl Scouts were selling so many cookies that it became too difficult to bake them all at home. So, the next year, the Girl Scout organization hired baking companies, which began making all the cookies the Girl Scouts sold.



## Stimulus 19b

*In 1922, Girl Scouts began making sugar cookies at home using a recipe that was published in a Girl Scout magazine.*

*In 1935, Girl Scouts in New York decided to design their own cookie.*

\* *Girl Scouts were selling so many cookies that it became too difficult to bake them all at home.*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>“Girl Scouts were selling so many cookies that it became too difficult to bake them all at home”</i> in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find <i>“Girl Scouts were selling so many cookies that it became too difficult to bake them all at home”</i> in Stimulus 19b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Highlight <i>“began making sugar cookies at home,” “design their own cookie,”</i> and <i>“selling so many cookies”</i> in Stimulus 19b. <b>OR</b></li><li>• Have the student retell this part of the article.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds <i>“Girl Scouts were selling so many cookies that it became too difficult to bake them all at home”</i> 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 <i>“Girl Scouts were selling so many cookies that it became too difficult to bake them all at home”</i> 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 “One Hundred Years of Girl Scout Cookies.”
- *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 most likely reason the author wrote this article.

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### Stimulus 20a

Today, only two companies make all the Girl Scout cookies. The companies always bake the three original cookies made after World War II: the sandwich, the shortbread, and the chocolate mint. Other cookies are made as well and can change from year to year.



Some of the money the Girl Scouts earn from their cookie sales goes to pay for outdoor fun and science activities. Some troops save enough to do amazing things. In 1969, for example, 100 Girl Scouts raised enough money to travel to Florida to watch the launch of the *Apollo 12* rocket headed for the moon. Another group paid its way to the Summer Olympic Games in Atlanta, Georgia.



Girl Scouts also use their money to help people. They sometimes plant gardens to grow food for community food banks. They create care packages for kids in hospitals. They send cookies to U.S. troops living in other countries. The cookie sale that started more than 100 years ago has helped Girl Scouts make a difference not only in their own lives but also in the lives of those around them.

**Stimulus 20b**

to encourage people to bake and sell cookies using the Girl Scout recipe

\* to share the history and successes of Girl Scout cookie sales

to describe how to organize a Girl Scout cookie sale

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to share the history and successes of Girl Scout cookie sales” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “to share the history and successes of Girl Scout cookie sales” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to share the history and successes of Girl Scout cookie sales” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “to share the history and successes of Girl Scout cookie sales” in Stimulus 20b,	➡	mark <b>C</b> for question 20.

**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 6  
Reading Language Arts  
Spring 2025**

