



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 7 Reading Language Arts STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 7			Cluster 1
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
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 with adult assistance (1)
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 (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 context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
Item 4	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 Grade 7			Cluster 2
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
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 (characters’) internal and external traits (2)
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 and multiple-meaning words (3)
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.	analyze plot elements, including the rising action, climax, falling action, and resolution (4)
Item 8	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.	infer basic themes supported by text evidence (4)

Reading Language Arts Grade 7			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 adjectives, including articles (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.	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (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 (4)

Reading Language Arts Grade 7			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, deleting, or rearranging words, phrases, or sentences (2)
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.	edits 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 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 (4)
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 coordinating conjunctions to form compound subjects, predicates, and sentences (4)

Reading Language Arts Grade 7			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 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 19	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 and multiple-meaning words (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 “Jim Abbott Pitches for the Win.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* Find Jim Abbott on the pitcher’s mound.

Stimulus 1

Jim Abbott Pitches for the Win



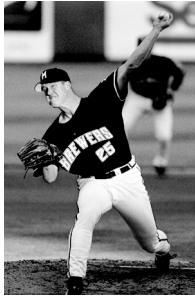
Although Jim Abbott was born without a right hand, he became a great professional baseball player.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Jim Abbott,	➡	mark A for question 1 and move to question 2.
If the student does not find Jim Abbott,	➡	<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 Jim Abbott,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find Jim Abbott,	➡	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 article “Jim Abbott Pitches for the Win.”**
 - *Direct* the student to Stimulus 2a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These children are playing soccer. These children are playing baseball.**
 - *Communicate:* **Find what Jim wanted to do when he was a boy.**
-

Stimulus 2a



When Jim was a boy, his parents wanted him to be able to participate in sports. They bought him a soccer ball because they thought he would enjoy soccer. But Jim did not want to play soccer. He wanted to play baseball with his friends.

Stimulus 2b

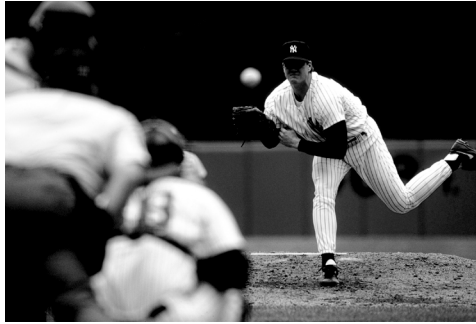


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the children playing baseball in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the children playing baseball in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the children playing baseball in Stimulus 2b and <i>communicate</i> “This is what Jim wanted to do when he was a boy”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the children playing baseball in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the children playing baseball 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 article “Jim Abbott Pitches for the Win.”
 - *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 meaning of the word “technique.”
-

Stimulus 3a



With his dad's help, Jim found a way to play baseball with one hand. He put his baseball glove on his right arm and threw a rubber ball against a brick wall with his left hand. Then he would quickly move the glove to his left hand to catch the ball as it bounced back. Jim practiced this technique for many hours a day. As Jim improved at throwing the ball and switching the glove, he moved closer to the wall. The closer he got to the wall, the faster he had to move the glove.

Stimulus 3b

a reason to ask for help

moving close to something

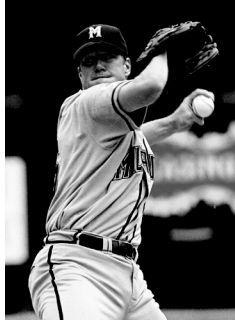
* a method for doing something

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “a method for doing something” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “a method for doing something” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the words “reason,” “moving,” and “method” in the answer choices. OR • Describe how Jim Abbott learned to play baseball with one hand. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “a method for doing something” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “a method for doing something” 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 article “Jim Abbott Pitches for the Win.”
 - *Direct* the student to Stimulus 4a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
 - *Communicate:* Find the most likely reason the author wrote this article.
-

Stimulus 4a



As a baseball player, Abbott received many honors and awards. In college he was named the Most Courageous Athlete. He was also named the best amateur athlete, and he played for the 1988 United States Olympic team.

After college, Abbott played professional baseball for 10 seasons on 4 different teams. One of the greatest moments in his career was when he pitched a no-hitter for the New York Yankees. Abbott pitched so well that no one on the other team was able to hit the ball and get on base. It was the first time in 10 years that a Yankees pitcher had pitched a no-hitter.

After Jim Abbott retired from baseball, he went on to become a motivational speaker. Today, he travels around, telling young athletes that it is possible to overcome great challenges.

Stimulus 4b

to explain how to become a pitcher in baseball

to describe what a no-hitter is in baseball

*
to describe events in the life of an
outstanding athlete

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to describe events in the life of an outstanding athlete” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “to describe events in the life of an outstanding athlete” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to describe events in the life of an outstanding athlete” 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 “to describe events in the life of an outstanding athlete” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the story “Gadget Girl.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the girl using a remote to open her window shade.

Stimulus 5

Gadget Girl



Every morning when the sun comes up, Gina pushes a button on a remote to open her window shade.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the girl,	➡	mark A for question 5 and move to question 6.
If the student does not find the girl,	➡	<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 girl,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the girl,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate*: Here is more of the story “Gadget Girl.”
- *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 “compresses” as it is used in the story.

Stimulus 6a



Gina gets out of bed, and a gadget turns the shower water on as she walks into the bathroom. Then Gina compresses the button on another gadget, and shampoo squirts onto her hair as she steps under the showerhead. Gina LOVES gadgets!

Stimulus 6b

*

pushes

runs

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “pushes” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “pushes” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “pushes” in Stimulus 6b and <i>communicate</i> “This is the word with a similar meaning to ‘compresses’ as it is used in the story”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “pushes” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “pushes” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

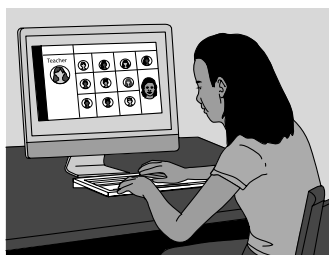
Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* Here is more of the story “Gadget Girl.”
- *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 what happens as Gina walks into the kitchen.

Stimulus 7a



Gina puts on her headphones as she goes into the kitchen for breakfast. She waves at her mother, who is working at her desk. Gina sees her mother start talking, so she pulls her headphones off in time to hear her mother say, “after dinner.” Gina waves and smiles, but she didn’t hear everything her mother said. She pushes a piece of bread down in the toaster and starts thinking of a gadget she could invent to butter her toast. She flips a switch that turns on the vacuum to sweep the crumbs she has dropped on the kitchen floor. Gina LOVES gadgets!



The lights in Gina’s room come on as she walks back in. She sits down in front of her computer. Her picture pops up in the last blank square on the screen that already shows the rest of her classmates.

“Good morning, Gina,” her teacher says to her from the computer. “Glad you could join us. Now, everyone, click the screen to begin your spelling test.”

As Gina types in the spelling words, she is thinking ahead to her science class and the video presentation she will be giving. She has worked for weeks on a gadget that would fill her dog's bowl with food at the same time each day.



Stimulus 7b

* Gina sees her mother but does not hear everything her mother says.

Gina asks her mother if she wants a piece of buttered toast.

Gina stops to tell her mother about her idea for a new gadget.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Gina sees her mother but does not hear everything her mother says” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “Gina sees her mother but does not hear everything her mother says” in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “sees her mother,” “asks her mother,” and “tell her mother” in Stimulus 7b. OR • Have the student retell this part of the story. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Gina sees her mother but does not hear everything her mother says” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Gina sees her mother but does not hear everything her mother says” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate*: Here is the conclusion of the story “Gadget Girl.”
- *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 what Gina learns by the end of the story.

Stimulus 8a

That night after dinner, Gina puts on old clothes and pulls her hair into a messy ponytail. She sits on her bed and begins working on the dog-food gadget she will be presenting in her science class the next day. Even with her headphones on, she hears a loud knock on her door.



Before Gina can say, “Just a minute,” the door opens. Her parents and her three best friends are standing in the doorway, all dressed up.



“Gina?” her mother asks with a confused look on her face. “Why aren’t you ready to go?”

“Go where?” Gina asks.

“It’s what I told you about this morning,” her mother says. “Dad and I are taking the four of you to the play *Thomas Edison: Fire of Genius*.”

“Gina,” her father says as he sits down on her bed, “you are great at making gadgets, but there’s more to life than gadgets.” He points at the people in the room. “How about making some connections with people too?”



"That's right," her mother adds. "Even Thomas Edison had a best friend. It was another inventor that you may have heard of: Henry Ford."

Gina smiles as she jumps up and digs in her closet for her best outfit. "I never thought about it before, but one of you . . ." she points to each friend, "could be my Henry Ford, and I should spend more time with you!"

Then Gina says, "You might say that a lightbulb just went off in my head."

Stimulus 8b

The dog-food gadget needs more work before the presentation.

* Connections with people are more important than gadgets.

Henry Ford was an inventor and a friend of Thomas Edison.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Connections with people are more important than gadgets" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "Connections with people are more important than gadgets" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Connections with people are more important than gadgets" 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 "Connections with people are more important than gadgets" in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the first sentence in Stimulus 9. *Communicate:* **This sentence needs to be edited for subject-verb agreement.** *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 9. *Communicate:* **This sentence has been edited for subject-verb agreement.** *Communicate* the text.
- *Communicate:* **Find the edited sentence.**

Stimulus 9

Blowing glass begin with a mixture of sand and other powders heated in a furnace.



* Blowing glass begins with a mixture of sand and other powders heated in a furnace.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the edited sentence,	➡	mark A for question 9 and move to question 10.
If the student does not find the edited sentence,	➡	<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 edited sentence,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the edited sentence,	➡	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 blowing glass.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 10a. *Communicate*: **The underlined word needs to be replaced.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that correctly replaces the underlined word.**

Stimulus 10a



After the mixture is heated, it glows a bright orange color. The hot glass is thick and sticky, like honey. It is ready to be worked into the shape.

Stimulus 10b

*

a

an

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “a” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “a” in Stimulus 10b,	➡	<ul style="list-style-type: none">• model the desired student action by finding “a” in Stimulus 10b and <i>communicate</i> “This is the word that correctly replaces the underlined word”; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds “a” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “a” 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 blowing glass.**
- *Direct* the student to Stimulus 11a. *Communicate* the text. *Communicate*: **This paragraph needs to be revised.**
- *Direct* the student to the underlined sentences. *Communicate*: **The two sentences at the end need to be combined.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that best combines the underlined sentences to revise the paragraph.**

Stimulus 11a



Glassblowers begin by blowing into a blowpipe, forming a bubble in the liquid glass. With careful spinning and shaping, this bubble will become the inside of a glass object. Glassblowers can make cups and vases. Glassblowers can also make figurines and jewelry and other glass objects.



Stimulus 11b

Glassblowers can make cups, vases, figurines and jewelry, and other glass objects.

Glassblowers can make cups and vases, and figurines and jewelry, and other glass objects.

* Glassblowers can make cups, vases, figurines, jewelry, and other glass objects.

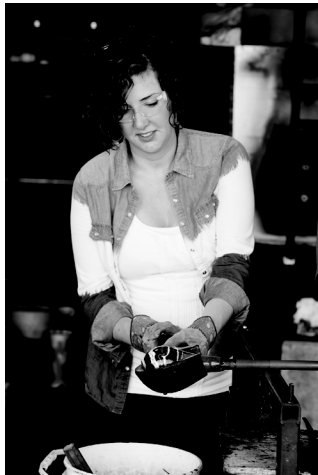
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Glassblowers can make cups, vases, figurines, jewelry, and other glass objects” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “Glassblowers can make cups, vases, figurines, jewelry, and other glass objects” in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe the things that glassblowers can make. OR • Highlight each “and” in the answer choices. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Glassblowers can make cups, vases, figurines, jewelry, and other glass objects” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Glassblowers can make cups, vases, figurines, jewelry, and other glass objects” 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 blowing glass.
 - *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 deleted.**
 - *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the sentence that needs to be deleted to revise the paragraph.**
-

Stimulus 12a



A glassblower wears thick gloves and safety glasses to protect herself. She uses a long metal tube called a blowpipe to gather a "gob" of the hot liquid glass on the end. She has been blowing glass for five years. She pulls the glass out of the furnace. She then spins and shapes the glass with a special tool. It takes many days for the glass to cool.

Stimulus 12b

She uses a long metal tube called a blowpipe to gather a "gob" of the hot liquid glass on the end.

*

She has been blowing glass for five years.

She then spins and shapes the glass with a special tool.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>"She has been blowing glass for five years"</i> in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find <i>"She has been blowing glass for five years"</i> in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>"She has been blowing glass for five years"</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>"She has been blowing glass for five years"</i> in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to the first sentence in Stimulus 13. *Communicate:* **This is a sentence about elephant trunks.** *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 13. *Communicate:* **This sentence has been revised by adding more details about elephant trunks.** *Communicate* the text.
- *Communicate:* **Find the revised sentence about elephant trunks.**

Stimulus 13

Elephants have large trunks.



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- * Elephants have large trunks with five times more smell receptors than a human nose.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark A for question 13 and move to question 14.
If the student does not find the revised sentence,	➡	<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 revised sentence,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the revised sentence,	➡	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 elephant trunks.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 14a. *Communicate*: **This word needs to be edited to show the correct placement of an apostrophe.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that has been edited with the correct placement of the apostrophe.**

Stimulus 14a



The elephants trunk is so powerful that it allows the elephant to smell water, food, or an enemy from many miles away.

Stimulus 14b

* elephant's

elephants'

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "elephant's" in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find "elephant's" in Stimulus 14b,	➡	<ul style="list-style-type: none">• model the desired student action by finding "elephant's" in Stimulus 14b and <i>communicate</i> "This is the word that has been edited with the correct placement of the apostrophe"; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds "elephant's" in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find "elephant's" 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 elephant trunks.**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 15a. *Communicate:* **A word is missing from this sentence.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that correctly completes the sentence.**

Stimulus 15a



The African elephant's trunk can grasp and uproot trees from the ground. Additionally, the tip of the trunk has two "fingers" that allow it to grab smaller items. These "fingers" are so delicate that they can pluck a flower its stem!

Stimulus 15b

on

for

*

from

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "from" in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find "from" in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the sentence, using a different answer choice each time the sentence is read. OR • Have the student give an example sentence that uses each one of the answer choices. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "from" in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "from" 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 elephant trunks.**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to the underlined sentences in Stimulus 16a. *Communicate:* **The three underlined sentences can be combined.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the way to combine the three underlined sentences.**

Stimulus 16a



An elephant's trunk can sip water. An elephant's trunk can store water. An elephant's trunk can spray water. An elephant can use its trunk like a snorkel to breathe air when it's underwater. In a lot of ways, elephant trunks are a true triumph of nature's engineering!

Stimulus 16b

An elephant's trunk can sip water, and an elephant's trunk can store water, and an elephant's trunk can spray water.

*

An elephant's trunk can sip, store, and spray water.

An elephant's trunk can sip water and can store water and can spray water.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “An elephant’s trunk can sip, store, and spray water” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “An elephant’s trunk can sip, store, and spray water” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “An elephant’s trunk can sip, store, and spray water” 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 “An elephant’s trunk can sip, store, and spray water” 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 “Colorado Cliff Dwellings.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the homes carved into the side of a cliff.

Stimulus 17

Colorado Cliff Dwellings



Ancestral Pueblo people in what is now Colorado carved their homes, called dwellings, into the sides of cliffs high above a valley more than 800 years ago.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the homes carved into the side of a cliff,	➡	mark A for question 17 and move to question 18.
If the student does not find the homes carved into the side of a cliff,	➡	<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 homes carved into the side of a cliff,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the homes carved into the side of a cliff,	➡	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 “Colorado Cliff Dwellings.”**
 - *Direct* the student to Stimulus 18a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is a ladder. This is a window.**
 - *Communicate:* **Find how the Pueblo people got into their dwellings.**
-

Stimulus 18a



The Ancestral Pueblo people used ladders to climb into their homes. If an enemy came along, the Ancestral Pueblo people would remove the ladders to keep unwanted people from entering their homes.

Stimulus 18b

★



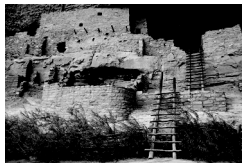
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the ladder in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the ladder in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the ladder in Stimulus 18b and <i>communicate</i> “This is how the Pueblo people got into their dwellings”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the ladder in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the ladder 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 “Colorado Cliff Dwellings.”
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: Find the meaning of the word “access” as it is used in the article.

Stimulus 19a

To build the cliff dwellings, the Ancestral Pueblo people found caves and carved them out to make them larger. They used bricks, wooden beams, and stone masonry to build rooms.



Many of the rooms were connected to make a large village of homes for hundreds of people. Some of the buildings were several stories high.

Ladders or stairs were used to gain **access** from one floor to the next. Some rooms were very large and had ceilings, fireplaces, and windows. Other rooms were used for storage. Many dwellings had a kiva, which was a large round room for ceremonies and celebrations.

Stimulus 19b

an area to store things

*

a way into a place

a home made of bricks

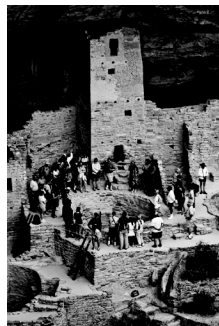
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “a way into a place” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “a way into a place” in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “an area,” “a way into,” and “made of bricks” in Stimulus 19b. OR • Have the student explain this part of the article. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “a way into a place” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “a way into a place” 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 “Colorado Cliff Dwellings.”
- *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.

Stimulus 20a

Scientists have studied the cliff dwellings in Colorado for many years. They still do not know why the Ancestral Pueblo people left the dwellings they worked so hard to build and moved to what is now New Mexico and Arizona.



Maybe the Ancestral Pueblo people could not grow enough food for the hundreds of people who lived in the cliff dwellings. Maybe the population grew too large for the dwellings. Maybe enemies were a threat to the Ancestral Pueblo people and their crops. No one will ever know for sure, but many scientists believe the cause includes all these reasons.

Today, people visit Mesa Verde National Park to see the cliff dwellings, climb the ladders, walk through the rooms, and look out the windows. They can imagine what it must have been like to live in these cliffs hundreds of years ago.



Stimulus 20b

* to describe a unique place where Pueblo people once lived

to share stories and traditions of Pueblo people

to explain how Pueblo people made tools

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to describe a unique place where Pueblo people once lived” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “to describe a unique place where Pueblo people once lived” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to describe a unique place where Pueblo people once lived” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “to describe a unique place where Pueblo people once lived” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 7
Reading Language Arts
Spring 2025**

