



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 8 Reading Language Arts STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 8			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 (2)
Item 2	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, homophones, and homographs in a text (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.	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (4)
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 (5)

Reading Language Arts Grade 8			Cluster 2
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 5	Strand 2	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	synthesize information to create new understanding (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 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 (4)
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 (5)

Reading Language Arts Grade 8			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, deleting, or rearranging words, phrases, or sentences (2)
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 coordinating conjunctions to form compound subjects, predicates, and sentences (3)
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 pronouns, including reflexive (4)
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 (5)

Reading Language Arts Grade 8			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 capitalization of official titles of people, holidays, and geographical names and places (3)
Item 14	Strand 6	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	edit drafts using standard English conventions, including punctuation marks, 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 adjectives, including their comparative and superlative forms (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.	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)

Reading Language Arts Grade 8			Cluster 5
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 17	Strand 4	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes 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 18	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 sequence of events, the conflict, and the resolution (3)
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 (4)
Item 20	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 rising action, climax, falling action, and resolution (5)

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* Here is the article “Beep Baseball.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* Find the beep baseball player.

Stimulus 1

Beep Baseball



In beep baseball, players wear blindfolds. Beep baseball is a kind of baseball game for people with blindness or visual impairment.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the beep baseball player,	➡	mark A for question 1 and move to question 2.
If the student does not find the beep baseball player,	➡	<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 beep baseball player,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the beep baseball player,	➡	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 “Beep Baseball.”
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate*: Find the word with a similar meaning to the word “circumstance” as it is used in the article.

Stimulus 2a



Some players on a beep baseball team are legally blind. Others are visually impaired, which means that their vision may be limited to an awareness of light and shapes. Putting on a blindfold while playing the game creates a circumstance in which all players have the same level of vision. It takes away the advantage that players with some vision have over other players who are totally blind.

Stimulus 2b

demonstration

*

situation

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “situation” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find “situation” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “situation” in Stimulus 2b and <i>communicate</i> “This is a word with a similar meaning to the word ‘circumstance’ as it is used in the article”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “situation” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “situation” 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 “Beep Baseball.”**
- *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 why beep baseball is a good game for people who are blind or visually impaired.**

Stimulus 3a



To play beep baseball, players use a softball that makes a beeping sound. The players listen for the beeping sound to figure out where the ball is. When the batter hits the ball, the players in the field follow the beeping sound of the ball.



There are other differences between baseball and beep baseball. In baseball, a batter runs around three bases and then back to home plate to score. In beep baseball, there are only two bases. A run is scored when the batter tackles one of the large padded bases at first or third base.

Stimulus 3b

Beep baseballs and bases are larger, making them easier to see.

Beep baseball players run around three padded bases to score.

*

Beep baseball players use the sounds made by the ball.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Beep baseball players use the sounds made by the ball” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Beep baseball players use the sounds made by the ball” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “baseballs and bases are larger,” “players run around three padded bases,” and “players use the sounds made by the ball” in Stimulus 3b. OR • Have the student retell important details from the article. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Beep baseball players use the sounds made by the ball” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Beep baseball players use the sounds made by the ball” 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 “Beep Baseball.”**
- *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 why the author wrote the article about beep baseball.**

Stimulus 4a



Although beep baseball is different from baseball, it is still an exciting game to watch. To play the game, a blindfolded batter walks up to home plate with the help of a sighted spotter. The pitcher—who is on the same team as the batter and is able to see—calls, “Ready, set, pitch!”

If the batter hits the ball, the base operator flips a switch that causes either first or third base to buzz. If the base to the right makes a buzzing sound, the batter runs to the right. If the base on the left makes a buzzing sound, the batter runs to the left. The batter must tackle the base before the players in the field can get the ball. If the players in the field get the beeping ball before the batter can make it to the base, the batter is out and the play is over. If the batter can get to the base before a player in the field gets the ball, the batter scores a run.



The National Beep Baseball Association has made it possible for people with visual impairments to enjoy the excitement, fun, and friendships that come with playing a team sport. The league now has 33 teams, including the Austin Blackhawks, who have won the National Beep Baseball League World Series nine times—more than any other team in the league.



Stimulus 4b

to encourage the reader to start a beep
baseball team

*

to explain to the reader how beep baseball is
played

to describe the Austin Blackhawks beep
baseball team

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to explain to the reader how beep baseball is played” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “to explain to the reader how beep baseball is played” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to explain to the reader how beep baseball is played” 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 explain to the reader how beep baseball is played” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the article “Ironman Chris Nikic.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find Chris Nikic participating in the Ironman competition.

Stimulus 5

Ironman Chris Nikic

*



In 2020, Chris Nikic finished his first Ironman competition and became the first person with Down syndrome to cross an Ironman finish line.

Scoring Instructions

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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate*: Here is more of the article “Ironman Chris Nikic.”
- *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 that has a similar meaning to “obstacles” as it is used in the text.

Stimulus 6a



Chris Nikic has overcome many obstacles to reach challenging goals. Because Nikic had trouble balancing, one of his earliest challenges was learning to walk. But by age four, he was walking on his own. As a teenager, he learned to ride a bike after months of trying, and soon he was also running and swimming in the Special Olympics.

Stimulus 6b

*

difficulties

triumphs

Scoring Instructions

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

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the article “Ironman Chris Nikic.”**
- *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 Chris Nikic was successful at preparing for the Ironman competition.**

Stimulus 7a



Athletes who compete in an Ironman competition seem more like superheroes than ordinary people. First, athletes swim 2.4 miles in the open water. This means that instead of the calm water of a swimming pool, they

must swim against waves and currents. After the swim, there is a difficult 112-mile bike ride. Anyone still able to go on after the bike ride must then compete in a 26.2-mile run called a marathon. And just to make things even more challenging, athletes in Ironman races must finish within 17 hours!

When Chris Nikic began to train for an Ironman competition, he started very early every morning working out with his coach. One strategy that led to his success was setting the goal of improving by 1% every day. For example, if he did 100 sit-ups one day, he would try to do 101 the next day. Instead of feeling discouraged by all the hard work he had to do to prepare for the Ironman race, he just focused on running or swimming a little bit farther every day. Finally, after months of hard work, Nikic was ready for the competition.



Stimulus 7b

Chris Nikic practiced swimming 2.4 miles every day.

* Chris Nikic focused on improving by 1% every day.

Chris Nikic completed 100 sit-ups every day.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Chris Nikic focused on improving by 1% every day” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “Chris Nikic focused on improving by 1% every day” in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “practiced swimming,” “focused on improving,” and “completed 100 sit-ups” in Stimulus 7b. OR • Have the student retell how Chris Nikic trained for the Ironman competition. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Chris Nikic focused on improving by 1% every day” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Chris Nikic focused on improving by 1% every day” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* Here is the conclusion of the article “Ironman Chris Nikic.”
- *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 shows that Chris Nikic was determined to complete the Ironman competition.

Stimulus 8a



On the day of the Ironman race, Nikic completed the swimming portion with no problems. But on the long bike ride, Nikic suffered terrible ant bites during one stop when he accidentally stepped on an anthill. Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on.

Nikic finally made it to the 26.2-mile marathon run. With miles left to go, Nikic started to slow down. He was exhausted after the 2.4-mile swim and the 112-mile bike ride. But he was determined to fulfill his dream of finishing. Nikic willed himself to reach the finish line just a few minutes before the 17-hour time limit ended.

After his Ironman victory, Nikic was named a Champion Ambassador for the Special Olympics. He plans to compete in the next Ironman World Championship in Hawaii.



Nikic also used his accomplishments to help others reach their goals following his strategy for success. He and his dad wrote the book *1% Better: Reaching My Full Potential and How You Can Too*. By becoming an Ironman, Nikic has taught everyone that ordinary people can be superheroes. All it takes is the will to improve—just a little bit—every day.

Stimulus 8b

* *Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on.*

After his Ironman victory, Nikic was named a Champion Ambassador for the Special Olympics.

He and his dad wrote the book 1% Better: Reaching My Full Potential and How You Can Too.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>“Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on”</i> in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find <i>“Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on”</i> in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on”</i> 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 <i>“Then, he crashed his bike on a downhill stretch, but he got back on his bike and rode on”</i> 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* the text.
- *Direct* the student to the second sentence in Stimulus 9. *Communicate* the text. *Communicate: This sentence has been revised by adding more details.*
- *Communicate: Find the revised sentence with more details about the giant squid.*

Stimulus 9

A giant squid is large.



* The largest giant squid found by scientists was almost 43 feet long and weighed nearly a ton.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The largest giant squid found by scientists was almost 43 feet long and weighed nearly a ton,”	➡	mark A for question 9 and move to question 10.
If the student does not find “The largest giant squid found by scientists was almost 43 feet long and weighed nearly a ton,”	➡	<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 largest giant squid found by scientists was almost 43 feet long and weighed nearly a ton,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “The largest giant squid found by scientists was almost 43 feet long and weighed nearly a ton,”	➡	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 giant squids.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to the two underlined sentences in Stimulus 10a. *Communicate:* **These two underlined sentences can be combined using a conjunction.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the two sentences that have been combined using the correct conjunction.**

Stimulus 10a



Giant squids live deep underwater. They are rarely seen.
In 2012 a group of scientists filmed a giant squid in its natural habitat for the first time. People around the world were finally able to see a giant squid.

Stimulus 10b

*

Giant squids live deep underwater,
so they are rarely seen.

Giant squids live deep underwater,
or they are rarely seen.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Giant squids live deep underwater, so they are rarely seen” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “Giant squids live deep underwater, so they are rarely seen” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “Giant squids live deep underwater, so they are rarely seen” in Stimulus 10b and <i>communicate</i> “This is the sentence that is correctly combined using a conjunction”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Giant squids live deep underwater, so they are rarely seen” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “Giant squids live deep underwater, so they are rarely seen” 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 the giant squid.**
 - *Direct* the student to Stimulus 11a. *Communicate* the text.
 - *Direct* the student to the underlined word in the third sentence in Stimulus 11a. *Communicate:* **This sentence can be edited by replacing the underlined pronoun “It.”**
 - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate:* **Find the words that correctly replace the pronoun “It.”**
-

Stimulus 11a



Giant squids belong to a group of animals that shoot out ink. The giant squid sprays the dark ink as a defense against predators. It blinds predators so the squid can escape and not be seen.

Stimulus 11b

The group of animals

The predator

*

The dark ink

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “The dark ink” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “The dark ink” 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 how the giant squid defends itself from a predator. OR • Reread the third sentence in Stimulus 11a, replacing “It” with each answer choice from Stimulus 11b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “The dark ink” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “The dark ink” 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 the giant squid.**
 - *Direct* the student to Stimulus 12a. *Communicate* the text.
 - *Direct* the student to the empty box at the end of the paragraph in Stimulus 12a. *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 sentence that belongs at the end of the paragraph.**
-

Stimulus 12a



Giant squids have very large eyes that help them find food in deep, dark ocean waters, where most other animals cannot see anything. Giant squids have eight arms and two long feeding tentacles that they use to bring food to their mouths. They eat fish, shrimp, and other squids.

Stimulus 12b

Scientists do not know for sure where to find giant squids.

Scientists in Japan brought a giant squid to the surface of the water.

* Some scientists think giant squids might even eat small whales.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Some scientists think giant squids might even eat small whales” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Some scientists think giant squids might even eat small whales” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Some scientists think giant squids might even eat small whales” 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 “Some scientists think giant squids might even eat small whales” 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* the text.
- *Direct* the student to the second sentence in Stimulus 13. *Communicate* the text. *Communicate: This sentence has been edited for the correct use of capital letters.*
- *Communicate: Find the sentence that uses capital letters correctly.*

Stimulus 13

This snowy mountain resort hosted skiing and snowboarding events for the 2022 winter olympics in beijing, china.



* This snowy mountain resort hosted skiing and snowboarding events for the 2022 Winter Olympics in Beijing, China.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “This snowy mountain resort hosted skiing and snowboarding events for the 2022 Winter Olympics in Beijing, China,”	➡	mark A for question 13 and move to question 14.
If the student does not find “This snowy mountain resort hosted skiing and snowboarding events for the 2022 Winter Olympics in Beijing, China,”	➡	<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 “This snowy mountain resort hosted skiing and snowboarding events for the 2022 Winter Olympics in Beijing, China,”	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find “This snowy mountain resort hosted skiing and snowboarding events for the 2022 Winter Olympics in Beijing, China,”	➡	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 the 2022 Winter Olympics.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the underlined words in the first sentence. *Communicate*: **These words need to be edited to use apostrophes correctly.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the edited words that use apostrophes correctly.**

Stimulus 14a



The opening and closing ceremonies for the 2022 Winter Olympics were inside Beijing National Stadium called the Bird Nest. The stadium gets its name from the web of twisted steel sections that form the sides and roof.

Stimulus 14b

Birds Nest

*

Bird's Nest

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Bird's Nest" in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find "Bird's Nest" in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "Bird's Nest" in Stimulus 14b and <i>communicate</i> "These are the edited words that use apostrophes correctly"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Bird's Nest" in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find "Bird's Nest" 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 the 2022 Winter Olympics.
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to the empty box in the first sentence. *Communicate:* **This sentence is missing the correct form of the adjective “large.”**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* Find the form of the word “large” that correctly completes the sentence.

Stimulus 15a



The Bird's Nest is also one of the steel structures in the world. Construction began in 2003. The building was finally completed five years later, in time for the 2008 Olympics. It was reused for the 2022 Winter Olympics and Paralympics. The Bird's Nest was the only stadium in the world to host both summer and winter Olympic Games ceremonies.

Stimulus 15b

large

larger

*

largest

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “largest” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “largest” in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the first sentence, replacing the empty box with each answer choice. OR • Have the student describe the differences in meaning between the answer choices. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “largest” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “largest” 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 the 2022 Winter Olympics.
- *Direct* the student to Stimulus 16a. *Communicate* the text. *Communicate:* This paragraph needs to be revised. One of the sentences does not belong.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that does not belong in the paragraph.

Stimulus 16a



The Beijing National Aquatics Center is also known as the Water Cube. It was built to host the diving, swimming, and synchronized swimming events for the 2008 Summer Olympics. The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials. When Beijing was awarded the 2022 Winter Olympics, the Water Cube was renovated and became the Ice Cube. The multi-lane swimming pool was converted into a curling rink with four sheets of ice.

Stimulus 16b

It was built to host the diving, swimming, and synchronized swimming events for the 2008 Summer Olympics.

* *The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials.*

The multi-lane swimming pool was converted into a curling rink with four sheets of ice.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>“The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials”</i> in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find <i>“The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials”</i> in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials”</i> 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 <i>“The city of Beijing built a housing facility with over 3,000 beds for Olympic athletes and officials”</i> 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 story “The Mystery of the Missing Photograph.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the boy reading the mystery book.

Stimulus 17

The Mystery of the Missing Photograph



Jayden is reading one of his favorite books. It is about a detective solving the mystery of a very valuable lost painting. He does not notice his neighbor Ms. Garcia nervously walking up and down the sidewalk in front of their apartment building.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boy reading the book,	➡	mark A for question 17 and move to question 18.
If the student does not find the boy reading the book,	➡	<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 boy reading the book,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the boy reading the book,	➡	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 story “The Mystery of the Missing Photograph.”
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* This is an old photograph from Ms. Garcia’s high school graduation. This is an old photograph from Ms. Garcia’s high school prom.
- *Communicate:* Find what Ms. Garcia found in the drawer.

Stimulus 18a



When Jayden looks up from his book, he sees Ms. Garcia wringing her hands and asks, “Is something wrong?”

“I’m so upset,” Ms. Garcia answers. “When I was cleaning out a drawer I found an old photograph taken in 1977 of some friends at my high school prom. I decided to have it framed, so I set it aside while I finished cleaning out the drawer. Now it has disappeared!”

Stimulus 18b



Scoring Instructions

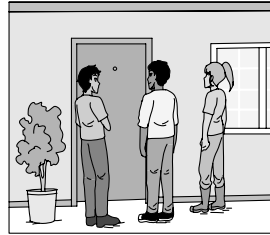
Student Action		Test Administrator Action
If the student finds Ms. Garcia’s high school prom photograph in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find Ms. Garcia’s high school prom photograph in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Ms. Garcia’s high school prom photograph in Stimulus 18b and <i>communicate</i> “This is what Ms. Garcia found in the drawer”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Ms. Garcia’s high school prom photograph in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Ms. Garcia’s high school prom photograph 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 story “The Mystery of the Missing Photograph.”
- *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 missing photograph is important to Ms. Garcia.

Stimulus 19a

Jayden texts his friends Rebecca and Vincent and asks them to meet him at Ms. Garcia’s apartment and help find Ms. Garcia’s missing photograph from her high school dance. The photograph is all that Ms. Garcia had left to remind her of her friends.



Jayden, Rebecca, and Vincent search under the furniture and behind bookshelves, but the photograph is not in the apartment. Then Jayden remembers seeing someone loading boxes onto a truck earlier that day.



“Ms. Garcia, after you cleaned out the drawer,” Jayden asks, “did you donate anything you found in it to charity?”

“Why yes,” she replies. “I filled a few boxes with old books from the cabinet, and then I called the used bookstore to pick them up.”

“Maybe the photograph fell into one of those boxes,” Jayden suggests. “But don’t worry. The bookstore is just a few blocks away. We’ll walk there and look for it.”

The three friends meet the manager at the bookstore and tell him that they are looking for Ms. Garcia’s missing photograph. The manager takes them to a stack of boxes at the back of the store that has just been unloaded. They search through the boxes for the missing photograph.



After looking carefully through each book in every box, Jayden says sadly, “Ms. Garcia will be so disappointed. I was sure we’d find the photograph inside one of the boxes.”

Stimulus 19b

*

The photograph is all that Ms. Garcia had left to remind her of her friends.

Jayden, Rebecca, and Vincent search under the furniture and behind bookshelves, but the photograph is not in the apartment.

The three friends meet the manager at the bookstore and tell him that they are looking for Ms. Garcia's missing photograph.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>"The photograph is all that Ms. Garcia had left to remind her of her friends"</i> in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find <i>"The photograph is all that Ms. Garcia had left to remind her of her friends"</i> in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the answer choices in the text. OR • Have the student identify something of personal importance and explain why it is important. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>"The photograph is all that Ms. Garcia had left to remind her of her friends"</i> in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find <i>"The photograph is all that Ms. Garcia had left to remind her of her friends"</i> 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 story “The Mystery of the Missing Photograph.”
- *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 clue that helps Jayden solve the mystery of the missing photograph.

Stimulus 20a

“Wait!” Jayden shouts. He picks up an empty box and notices that a loose piece of packing tape on the bottom of the box is stuck to his hand. “What if Ms. Garcia accidentally set this box on top of the photograph? The photo could have stuck to it, but neither Ms. Garcia nor the delivery driver would have seen it. It could have fallen off onto the floor of the truck when the boxes were unloaded.”



Jayden, Rebecca, and Vincent run outside to the delivery truck that is still in the parking lot. They ask the driver if they can search inside it, but they do not find the missing photograph. About to give up, Jayden sees something blowing in the wind. Whatever it is finally gets trapped by a patch of weeds growing up from a crack in the sidewalk. He goes over and picks up an old black-and-white photograph of teenagers dressed in old-fashioned clothes at a high school prom. The number 1977 is written on the back.



Ms. Garcia is so happy when the three friends bring back the photograph. She wants to hear all about how they solved the case of her missing photograph.

Later that evening, Jayden picks up his book again and reads about how the detective in the story follows the clues to find the missing painting. He realizes that he has also solved a mystery by finding something that was lost and very valuable to someone.



Stimulus 20b

* the packing tape from the box stuck to his hand

the delivery truck in the parking lot behind the bookstore

the patch of weeds growing from a crack in the sidewalk

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “the packing tape from the box stuck to his hand” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “the packing tape from the box stuck to his hand” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “the packing tape from the box stuck to his hand” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “the packing tape from the box stuck to his hand” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 8
Reading Language Arts
Spring 2025**

