



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

English I

STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English I			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 (3)
Item 2	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 or multiple-meaning words (4)
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 (5)
Item 4	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.	make inferences and use evidence to support understanding (6)

English I			Cluster 2
Reporting Category 2 Writing			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 5	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 6	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)
Item 7	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 and their influence on subject-verb agreement (5)
Item 8	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 complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)

English I			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 capitalization of official titles of people, holidays, and geographical names and places (3)
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.	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
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 conjunctive adverbs (5)
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 for clarity, development, organization, style, word choice, and sentence variety (6)

English I			Cluster 4
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 13	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 14	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 or multiple-meaning words (4)
Item 15	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)
Item 16	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 how the characters’ internal and external responses develop the plot (6)

English I			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 (3)
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 relevant meaning of unfamiliar words or multiple-meaning words (4)
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 (5)
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 (6)

ENGLISH I

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the article “The Puppy Bowl.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the puppy on the field for the Puppy Bowl.

Stimulus 1

The Puppy Bowl



Each year adorable puppies participate in the Puppy Bowl, a television show created to raise awareness about adopting pets from shelters and rescuing abandoned animals.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the puppy on the field for the Puppy Bowl,	➡	mark A for question 1 and move to question 2.
If the student does not find the puppy on the field for the Puppy Bowl,	➡	<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 puppy on the field for the Puppy Bowl,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the puppy on the field for the Puppy Bowl,	➡	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 “The Puppy Bowl.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These puppies are eating. These puppies are trying to score a touchdown.**
- *Communicate:* Find the puppies that are “competing” in the Puppy Bowl.

Stimulus 2a



Puppies are selected from animal shelters or rescue centers to **compete** in the Puppy Bowl, a television show that airs on the same day as the Super Bowl. The Super Bowl is a football game played on a field in a stadium with a very large crowd of people watching. The Puppy Bowl, however, is played inside a miniature “stadium” without an audience.

Stimulus 2b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the puppies trying to score a touchdown in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the puppies trying to score a touchdown in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the puppies trying to score a touchdown in Stimulus 2b and <i>communicate</i> “These are the puppies that are ‘competing’ in the Puppy Bowl”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the puppies trying to score a touchdown in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the puppies trying to score a touchdown 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 “The Puppy Bowl.”**
- *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 explains why the Puppy Bowl is filmed several months before the Super Bowl.**

Stimulus 3a



The first Puppy Bowl was shown in February 2005 on the same day as Super Bowl 39. In 2015 the production team began to divide the puppies into Team Ruff and Team Fluff. The puppies wear different-colored

bandannas around their necks so that the fans can find and watch their favorite puppy. At the beginning of the Puppy Bowl, a variety of football-shaped chew toys are put inside the stadium. When a puppy drags one of the toys into the end zone, it is called a puppy touchdown. Points are put on a scoreboard by a hamster running on a wheel.



Even though they are shown on the same day, the Puppy Bowl is filmed several months before the Super Bowl. It takes two full days to film what becomes a two-hour television show on Animal Planet. Many camera operators shoot the action on the “field” at the same time to get as much film of each puppy as possible. To get close-up shots of the puppies, the production team puts a camera under a glass-bottom water bowl and hides other cameras in the chew toys. The toys are smeared with peanut butter to attract the puppies to them.



Stimulus 3b

The first Puppy Bowl was shown in February 2005 on the same day as Super Bowl 39.

Points are put on a scoreboard by a hamster running on a wheel.

* *It takes two full days to film what becomes a two-hour television show on Animal Planet.*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>"It takes two full days to film what becomes a two-hour television show on Animal Planet"</i> in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find <i>"It takes two full days to film what becomes a two-hour television show on Animal Planet"</i> in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight the answer choices in Stimulus 3b in Stimulus 3a. OR• Have the student describe what happens during the filming of the Puppy Bowl. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds <i>"It takes two full days to film what becomes a two-hour television show on Animal Planet"</i> in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find <i>"It takes two full days to film what becomes a two-hour television show on Animal Planet"</i> 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 “The Puppy Bowl.”**
- *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 Puppy Bowl production team is successful at finding homes for all the puppies on the show.**

Stimulus 4a



The goal of the Puppy Bowl production team is to find a forever home for each of the puppies the team has selected from animal shelters and centers across the United States. In 2022 there were

more than 100 dogs from 67 shelters in 33 states selected for the show. During the two days of filming, as many different puppies as possible are rotated off and on the “field” to give each puppy as much camera time as possible. A veterinarian is always on the set during the filming to make sure that the puppies are safe and that any medical care they might need is provided. There is also a representative from each of the shelters to be sure that the puppies get a break from the lights, camera, and action every 30 minutes.



The Puppy Bowl has a 100% success rate of finding a new home for each of the puppies, often before the show airs on television. People can go to the Discovery Channel website to see photos and read about each

of the puppies before Super Bowl Sunday. By the time the show is on television, most of the puppies have already been adopted. Since the first Puppy Bowl in 2005, more than 500 dogs have found their forever homes.

Stimulus 4b

More than 100 puppies are selected to participate in the Puppy Bowl.

* People can go to the Discovery Channel website to see and learn about the puppies.

A veterinarian is on the set to be sure the puppies are well cared for.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “People can go to the Discovery Channel website to see and learn about the puppies” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “People can go to the Discovery Channel website to see and learn about the puppies” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “People can go to the Discovery Channel website to see and learn about the puppies” 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 “People can go to the Discovery Channel website to see and learn about the puppies” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to the photograph and the sentence above the photograph in Stimulus 5. *Communicate* the text.
- *Communicate*: **This sentence can be revised to give the reader more detail.**
- *Direct* the student to the sentence below the photograph. *Communicate* the text.
- *Communicate*: **Find the revised sentence that gives the reader more details.**

Stimulus 5

Penguins are flightless birds.



* Penguins are flightless birds that have flippers instead of wings.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Penguins are flightless birds that have flippers instead of wings,”	➡	mark A for question 5 and move to question 6.
If the student does not find “Penguins are flightless birds that have flippers instead of wings,”	➡	<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 “Penguins are flightless birds that have flippers instead of wings,”	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find “Penguins are flightless birds that have flippers instead of wings,”	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Here is more information about penguins.**
- *Direct* the student to Stimulus 6a. *Communicate* the text. *Communicate:* **The two underlined sentences can be edited to form a compound sentence.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that has been correctly edited to form a compound sentence.**

Stimulus 6a



On land, penguins are often seen in a huddle. Standing together in a large group helps them protect themselves from predators. When it is extremely cold, huddling helps them stay warm. When the huddle is moving together, it is called a waddle. A group of penguins in the water is called a raft.

Stimulus 6b

When the huddle is moving together, it is called a waddle, or in the water, it is called a raft.

* When the huddle is moving together, it is called a waddle, but in the water, it is called a raft.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “When the huddle is moving together, it is called a waddle, <u>but</u> in the water, it is called a raft” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “When the huddle is moving together, it is called a waddle, <u>but</u> in the water, it is called a raft” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “When the huddle is moving together, it is called a waddle, <u>but</u> in the water, it is called a raft” in Stimulus 6b and <i>communicate</i> “This is the sentence that has been correctly edited to form a compound sentence”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “When the huddle is moving together, it is called a waddle, <u>but</u> in the water, it is called a raft” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “When the huddle is moving together, it is called a waddle, <u>but</u> in the water, it is called a raft” 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 information about penguins.**
 - *Direct* the student to Stimulus 7a. *Communicate* the text.
 - *Direct* the student to the empty box. *Communicate:* **This sentence is missing a phrase.**
 - *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
 - *Communicate:* **Find the phrase that belongs in the empty box to correctly complete the sentence.**
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Stimulus 7a

The female emperor penguin returns to the ocean to hunt for food . The male emperor penguin sits on the nest for over two months in freezing weather waiting for the egg to hatch. The female does not return to the nest until after the egg hatches.



Stimulus 7b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “after she lays her egg” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “after she lays her egg” in Stimulus 7b,	➡	<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 what the male and female emperor penguins do. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “after she lays her egg” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “after she lays her egg” 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 more information about penguins.**
- *Direct* the student to Stimulus 8a. *Communicate* the text. *Communicate*: **The underlined phrase is a fragment. This fragment can be edited to form a complete sentence.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the correctly edited complete sentence about penguins.**

Stimulus 8a



Penguins have black bodies and white bellies. The black on their backs helps them blend in with the darkness of the ocean. It protects them from predators. Penguins' white bellies help them blend in with the bright surface of the water. Protect them from predators looking up from below.

Stimulus 8b

* They protect penguins from predators looking up from below.

Protecting penguins from predators looking up from below.

They protect penguins from predators look up from below.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “They protect penguins from predators looking up from below” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “They protect penguins from predators looking up from below” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “They protect penguins from predators looking up from below” 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 “They protect penguins from predators looking up from below” 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 photograph and the sentence above the photograph in Stimulus 9. *Communicate* the text.
- *Direct* the student to the sentence below the photograph. *Communicate* the text. *Communicate*: **This sentence has been edited for the correct use of capital letters in geographic names and places.**
- *Communicate*: **Find the edited sentence that uses capital letters correctly.**

Stimulus 9

Most of the cotton in texas is grown in the lubbock area.



* Most of the cotton in Texas is grown in the Lubbock area.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Most of the cotton in Texas is grown in the Lubbock area,”	➡	mark A for question 9 and move to question 10.
If the student does not find “Most of the cotton in Texas is grown in the Lubbock area,”	➡	<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 “Most of the cotton in Texas is grown in the Lubbock area,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “Most of the cotton in Texas is grown in the Lubbock area,”	➡	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 cotton in Texas.**
 - *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate*: **This paragraph needs to be revised.**
 - *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice. *Communicate*: **One of the sentences belongs in the paragraph.**
 - *Communicate*: **Find the sentence that belongs in the paragraph.**
-

Stimulus 10a



Cotton is planted for its fiber, but the whole plant is used. More cotton is grown in Texas than in any other state. The seeds are fed to animals and used to make cottonseed oil. The plant stalks are plowed back into the soil after the cotton fiber is harvested.

Stimulus 10b

* *Cotton is planted for its fiber, but the whole plant is used.*

More cotton is grown in Texas than in any other state.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>"Cotton is planted for its fiber, but the whole plant is used"</i> in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find <i>"Cotton is planted for its fiber, but the whole plant is used"</i> in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding <i>"Cotton is planted for its fiber, but the whole plant is used"</i> in Stimulus 10b and communicate "This is the sentence that belongs in the paragraph"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds <i>"Cotton is planted for its fiber, but the whole plant is used"</i> in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find <i>"Cotton is planted for its fiber, but the whole plant is used"</i> 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 cotton in Texas.**
 - *Direct* the student to Stimulus 11a. *Communicate* the text.
 - *Direct* the student to the sentence with the empty box. *Communicate:* **This sentence is missing a word.**
 - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate:* **Find the missing word that correctly completes the sentence.**
-

Stimulus 11a



Changing cotton fiber to cotton cloth begins by separating the fiber from the seeds. This took a very long time when it was done by hand. after Eli Whitney invented a machine to separate the fiber from the seeds, the process became much faster.

Stimulus 11b

Besides,

* However,

Meanwhile,

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “However,” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “However,” in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the third sentence, inserting each answer choice in Stimulus 11b for the empty box in Stimulus 11a. OR • Have the student describe what happened before and after Eli Whitney invented the machine. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “However,” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “However,” 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 cotton in Texas.**
 - *Direct* the student to Stimulus 12a. *Communicate* the text.
 - *Direct* the student to the empty box in Stimulus 12a. *Communicate:* **The last sentence of the paragraph is missing.**
 - *Direct* the student to each answer choice in Stimulus 12b. *Communicate:* **One of these sentences can be added to the paragraph to give more information.** *Communicate* the text in each answer choice.
 - *Communicate:* **Find the sentence that belongs at the end of the paragraph.**
-

Stimulus 12a



The cotton fiber is sent from Eli Whitney's machine, the cotton gin, to a spinning mill. The mill spins the long, hairlike cotton fiber into a white thread. Then a loom weaves the white thread into a cotton fabric. This fabric is then used to make many things people need every day, including denim jeans, T-shirts, diapers, and bedsheets.

Stimulus 12b

* Even the one-dollar bill is made from cotton!

Cotton is also grown in California and Oklahoma.

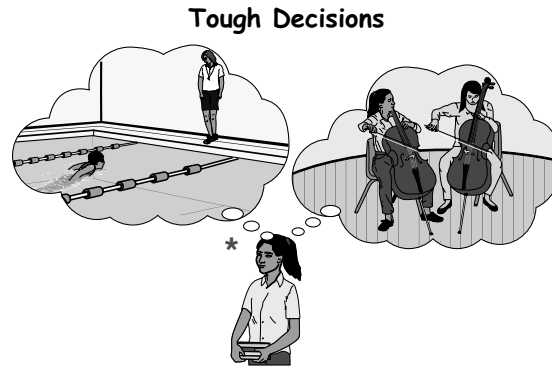
Cotton is stronger when it is wet than when it is dry!

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Even the one-dollar bill is made from cotton!” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Even the one-dollar bill is made from cotton!” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Even the one-dollar bill is made from cotton!” 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 “Even the one-dollar bill is made from cotton!” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* Here is the story “Tough Decisions.”
- *Direct* the student to Stimulus 13. *Communicate* the title and the text.
- *Communicate:* Find Olivia thinking about what she likes to do.

Stimulus 13



Olivia is a high school student thinking about how much she likes swimming on the swim team and playing the cello with the orchestra.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Olivia thinking about what she likes to do,	➡	mark A for question 13 and move to question 14.
If the student does not find Olivia thinking about what she likes to do,	➡	<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 Olivia thinking about what she likes to do,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find Olivia thinking about what she likes to do,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate*: Here is more of the story “Tough Decisions.”
 - *Direct* the student to Stimulus 14a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
 - *Communicate*: Find the meaning of the word “application” as it is used in the story.
-

Stimulus 14a



Coach Hernandez stops Olivia after swim team practice. “Olivia, you have improved so much. I think you have a real chance of being selected for the summer swim program. You would have to practice twice every day during the summer, but it could lead to a college scholarship. Here’s an application. I’ll need you to fill it out and get it back to me by the end of next week.”

“Thanks, Coach! I would love to be in the summer swim program!” Olivia says.

Stimulus 14b

*

a form asking for information

to layer one thing on top of another

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “a form asking for information” in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find “a form asking for information” in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “a form asking for information” in Stimulus 14b and <i>communicate</i> “This is the meaning of the word ‘application’ as it is used in the story”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “a form asking for information” in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “a form asking for information” 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 of the story “Tough Decisions.”
 - *Direct* the student to Stimulus 15a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
 - *Communicate:* Find the sentence from the story that describes Olivia’s tough decision.
-

Stimulus 15a

The next day at school, Olivia and her friend Lucy are in orchestra practice when Mr. Nguyen, the orchestra teacher, calls the two girls up to his desk.



“You two are very talented musicians and should apply for the summer music institute. It’s a monthlong program that will be a fun way to improve your musical skills together,” Mr. Nguyen says.

“Oh no!” Olivia says, turning to Lucy. “I want to go to the summer music institute with you, but I also really want to get better at swimming. I won’t be able to do both at the same time!”



“What are you going to do?” asks Lucy.

“I don’t know,” answers Olivia. “It’s not fair that I can’t do both.”

“It sounds like you have a tough decision to make,” says Mr. Nguyen. “Sometimes you must decide what is more important to you.”

Stimulus 15b

“You two are very talented musicians and should apply for the summer music institute.”

* *“I want to go to the summer music institute with you, but I also really want to get better at swimming.”*

“Sometimes you must decide what is more important to you.”

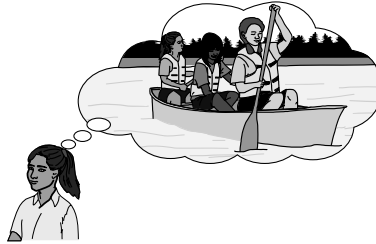
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ <i>I want to go to the summer music institute with you, but I also really want to get better at swimming</i> ” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “ <i>I want to go to the summer music institute with you, but I also really want to get better at swimming</i> ” in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the answer choices from Stimulus 15b in Stimulus 15a. OR • Have the student describe how Olivia is feeling in the story. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “ <i>I want to go to the summer music institute with you, but I also really want to get better at swimming</i> ” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “ <i>I want to go to the summer music institute with you, but I also really want to get better at swimming</i> ” 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 the conclusion of the story “Tough Decisions.”
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: Find what helps Olivia make her tough decision.

Stimulus 16a



Olivia tries not to think about deciding between swimming and playing the cello. She tries to think about the canoe trip and hike she has planned with her friends for the weekend. But then Olivia realizes that it might be one of her last chances to have a fun weekend with her friends. Olivia is going to be very busy once school is out, either at the swimming pool every day or playing the cello.

When Olivia gets to school early Monday morning for swim practice, the smell of the water in the pool reminds her that she is happy to be back at the pool. Olivia can hardly wait to jump into the cool water. She suddenly knows how she wants to spend her summer.

During orchestra practice that afternoon, Olivia tells Lucy her decision.

"You don't have to go to the summer music institute to play music with me," says Lucy. "I can come over to your house in the evenings, and we can play music then."

"I like your idea," says Olivia. "We may not spend the whole day playing the cello together, but we can still have some time to practice and play together."

Stimulus 16b

Olivia realizes that the canoe trip and hike is one of her last chances to be with her friends.

*

Olivia smells the water and is reminded of how happy she is to be at the swimming pool.

Olivia likes Lucy's idea to play the cello together in the evenings during the summer.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Olivia smells the water and is reminded of how happy she is to be at the swimming pool" in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find "Olivia smells the water and is reminded of how happy she is to be at the swimming pool" in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Olivia smells the water and is reminded of how happy she is to be at the swimming pool" 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 "Olivia smells the water and is reminded of how happy she is to be at the swimming pool" 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 “Texas Wind Farms.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find the wind farm.

Stimulus 17

Texas Wind Farms



Most of the renewable electricity in Texas comes from huge, flat areas of land that have been made into wind farms.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the wind farm,	➡	mark A for question 17 and move to question 18.
If the student does not find the wind farm,	➡	<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 wind farm,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the wind farm,	➡	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 “Texas Wind Farms.”
- *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 in the article that helps the reader understand the meaning of the word “generate.”

Stimulus 18a



Thousands of huge wind turbines spin to create electricity on more than 100 wind farms in Texas every day. The Roscoe Wind Farm is the largest. It has 627 wind turbines that **generate** electricity for more than 250,000 homes.

Stimulus 18b

spin

 * *create*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “ <i>create</i> ” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “ <i>create</i> ” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “<i>create</i>” in Stimulus 18b and <i>communicate</i> “This is the word in the article that helps the reader understand the meaning of the word ‘generate’”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “ <i>create</i> ” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “ <i>create</i> ” 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 “Texas Wind Farms.”
 - *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 how electricity gets to homes in Texas.
-

Stimulus 19a

Wind turbines are much larger than the windmills seen in fields on a traditional farm. The blades on a wind turbine are made of a white plastic material and look like the propellers on an airplane. The blades



move to face the direction of the wind. The blade speed is set by the force of the wind. A rod attached to the blades turns a motor that changes the power of the wind into electricity. Then the electricity travels hundreds of miles through transmission lines. Homes in large cities, including Houston, Austin, and Dallas, use most of the electricity from the wind farms.

Stimulus 19b

The blade speed is set by the force of the wind.

*

Then the electricity travels hundreds of miles through transmission lines.

Homes in large cities, including Houston, Austin, and Dallas, use most of the electricity from the wind farms.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>“Then the electricity travels hundreds of miles through transmission lines”</i> in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find <i>“Then the electricity travels hundreds of miles through transmission lines”</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 from Stimulus 19b in Stimulus 19a. OR • Have the student describe what happens after the wind turbine starts spinning. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>“Then the electricity travels hundreds of miles through transmission lines”</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>“Then the electricity travels hundreds of miles through transmission lines”</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 article “Texas Wind Farms.”
 - *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 what the author wants the reader to know about Texas wind farms.
-

Stimulus 20a



Wind farms have been good for the state of Texas. For years, droughts and poor crops had forced many cotton farmers to lose their land. But now, farmers who were once struggling financially have dozens of wind turbines on their land. Energy companies pay these farmers as much as \$10,000 a year for each wind turbine. Money from the energy companies has made some farmers wealthy and brought some small towns back to life.

In addition to saving the land of many Texas farmers, wind farms have reduced the cost of electricity and lowered utility bills for people all over the state. The wind farm industry has also created many new jobs. People who were without jobs are now being trained for jobs such as wind turbine technicians. And because the wind energy does not create any pollution, the air in Texas is probably cleaner.

Today, wind power generates electricity in several states. Thirty years ago, no one would have predicted that Texas would become the country's leader in wind power, producing more electricity from wind than Iowa, California, and Oklahoma combined.

Stimulus 20b

Energy companies will pay farmers as much as \$10,000 a year for each wind turbine they have on their farm.

Wind farms in Texas produce more electricity than the wind farms in Iowa, Oklahoma, and California combined.

* Wind farms have helped farmers financially, saved small towns, and reduced the cost of electricity for many people in Texas.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Wind farms have helped farmers financially, saved small towns, and reduced the cost of electricity for many people in Texas” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “Wind farms have helped farmers financially, saved small towns, and reduced the cost of electricity for many people in Texas” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Wind farms have helped farmers financially, saved small towns, and reduced the cost of electricity for many people in Texas” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Wind farms have helped farmers financially, saved small towns, and reduced the cost of electricity for many people in Texas” in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
English I
Spring 2025**

