



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

English II

STAAR Alternate 2

Administered Spring 2025

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English II			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.	make connections to personal experiences, ideas in other texts, and society (4)
Item 2	Strand 2	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	evaluate details read to determine key ideas (5)
Item 3	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 (6)
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 (7)

English II			Cluster 2
Reporting Category 1 Reading			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 5	Strand 4	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	explain the influence of the setting, including historical and cultural settings, on the plot (4)
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 relevant meaning of unfamiliar words or multiple-meaning words (5)
Item 7	Strand 4	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze how the characters' internal and external responses develop the plot (6)
Item 8	Strand 4	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	analyze how characters' qualities influence events and resolution of the conflict (7)

English II			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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
Item 10	Strand 6	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (5)
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 consistent, appropriate use of verb tenses (7)
Item 12	Strand 6	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses and semicolons (7)

English II			Cluster 4
Reporting Category 2 Writing			
Item	Strand	Knowledge and Skills Statement	Prerequisite Skill
Item 13	Strand 6	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
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 adjectives, including their comparative and superlative forms (5)
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 conjunctive adverbs (6)
Item 16	Strand 6	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (7)

English II			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 (4)
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 (5)
Item 19	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 (6)
Item 20	Strand 3	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	use text evidence to support an appropriate response (7)

ENGLISH II

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the article “A Global Feast: Interesting Foods from Around the World.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the toasted grasshoppers with the guacamole.

Stimulus 1

A Global Feast: Interesting Foods from Around the World



Have you ever tried toasted grasshoppers with your guacamole? This popular snack from Mexico is one of many interesting foods from around the world adventurous eaters should try.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the toasted grasshoppers,	➡	mark A for question 1 and move to question 2.
If the student does not find the toasted grasshoppers,	➡	<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 toasted grasshoppers,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the toasted grasshoppers,	➡	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 “A Global Feast: Interesting Foods from Around the World.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These are century eggs. These are hard-boiled eggs.**
- *Communicate:* **Find the eggs people like to put on top of congee.**

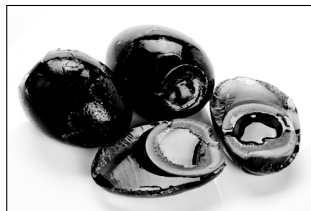
Stimulus 2a



A common breakfast in China is a rice cereal called congee topped with a century egg. The egg is similar in taste and texture to a hard-boiled egg. To prepare a century egg, the egg is soaked in a mixture of salt and ash, which causes the different parts of the egg to change color from white and yellow to shades of brown.

Stimulus 2b

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the century eggs in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the century eggs in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the century eggs in Stimulus 2b and <i>communicate</i> “These are the eggs people like to put on top of congee”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the century eggs in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the century eggs 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 “A Global Feast: Interesting Foods from Around the World.”
- *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 how hákarl and durian fruit are alike.

Stimulus 3a



If you want something more exciting than a peanut butter and jelly sandwich for lunch, try a hákarl sandwich from Iceland. Hákarl is shark meat that has been fermented to remove its natural poisons. Hákarl has an extremely strong smell and can be a challenge to eat the first time you try it.



You might also like to try a few slices of durian fruit to go along with your hákarl sandwich. Durian fruit looks like a spiky melon but smells like gym socks, rotting meat, or garbage. The smell is so unpleasant that in Singapore it is not allowed in public places. Nevertheless, the fruit has a sweet taste that many people enjoy.

Stimulus 3b

Hákarl and durian fruit come from Iceland.

Hákarl and durian fruit are tasty on sandwiches.

* Hákarl and durian fruit have strong smells.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Hákarl and durian fruit have strong smells” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Hákarl and durian fruit have strong smells” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “Iceland,” “sandwiches,” and “smells” in the answer choices in Stimulus 3b. OR • Have the student describe the characteristics of hákarl and durian fruit. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Hákarl and durian fruit have strong smells” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Hákarl and durian fruit have strong smells” 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 “A Global Feast: Interesting Foods from Around the World.”
 - *Direct* the student to Stimulus 4a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
 - *Communicate:* Find the author’s purpose for writing this article.
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Stimulus 4a

For dinner, if you like vegetarian food and want a change from pasta or rice, try fufu and groundnut stew from Ghana with a Mexican cactus salad on the side.



Fufu comes from Ghana and has become popular in many other parts of Africa and the Caribbean. The recipe for fufu starts with mashing yams or cassavas to make a dough, and then the dough is boiled to form a dumpling. People use fufu as a kind of eating utensil, picking off small pieces to scoop up their food. Fufu is great to eat with West African groundnut stew, which includes peanuts, vegetables, and spices.

When you are ready for your cactus salad, have no fear. The cactus spikes are removed from the flat green pads of the Mexican nopal cactus. Then, the cactus pads are cut into small, thin strips that are cooked ahead of time and served cold. Cactus salad can also include tomatoes, peppers, and cheese.



Finally, for dessert, you might want to try avocado ice cream, which is popular in Brazil and some other Latin American countries. Or, if you prefer something warm and crisp, you might like a breaded, deep-fried candy bar that was invented in Scotland.



If you have enjoyed your global feast, just remember that you do not have to travel very far to explore interesting dishes from around the world. Restaurants, special grocery stores, and online recipes can bring food from around the world right to your kitchen table.

Stimulus 4b

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to encourage the reader to try foods that people from other countries enjoy

to help the reader identify countries where unusual foods are prepared

to explain to the reader how salads and desserts are different in other countries

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to encourage the reader to try foods that people from other countries enjoy” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “to encourage the reader to try foods that people from other countries enjoy” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to encourage the reader to try foods that people from other countries enjoy” 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 encourage the reader to try foods that people from other countries enjoy” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the story “The Baseball Bat.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: Find the old baseball bat mounted on the wall.

Stimulus 5

The Baseball Bat



Every time Andy asked his mom whether he could play with the old baseball bat that was mounted on the wall even for just a swing or two, her answer was always the same.

“No way!” Mom would say. “That bat belonged to your grandfather. It was given to him by Baseball Hall of Famer Pop Lloyd, who was a famous shortstop in the 1920s.”

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the old baseball bat mounted on the wall,	➡	mark A for question 5 and move to question 6.
If the student does not find the old baseball bat mounted on the wall,	➡	<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 old baseball bat mounted on the wall,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the old baseball bat mounted on the wall,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* Here is more of the story “The Baseball Bat.”
- *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 what the phrase “a great sense of humor” tells the reader about Andy’s grandfather.

Stimulus 6a



The story was that Pop Lloyd gave the bat to Andy's grandfather during an interview right after a game. Lloyd was in a bad mood after losing the game. Andy's grandfather was a sports reporter with a great sense of humor. Lloyd was upset about the loss, but Andy's grandfather made him laugh. "Thanks, I needed cheering up," Lloyd said and then handed him the baseball bat.

Stimulus 6b

* He saw things in a funny way.

He was passionate about baseball.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “He saw things in a funny way” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “He saw things in a funny way” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “He saw things in a funny way” in Stimulus 6b and <i>communicate</i> “The phrase ‘a great sense of humor’ tells the reader that Andy’s grandfather saw things in a funny way”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “He saw things in a funny way” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “He saw things in a funny way” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* Here is more of the story “The Baseball Bat.”
- *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 Mom tells the store owner about the old baseball bat.

Stimulus 7a

When Andy’s mom was a child, she loved basketball. She didn’t know that the baseball bat was important. To her it was just a bat used for Sunday afternoon games in the park. But Granddad wanted his daughter to share his love of baseball. So one day he told her the story of the bat. “Louisa,” he said, “this bat might not look like much, but it once belonged to the great shortstop Pop Lloyd. If you let me teach you how to play baseball, I’ll give it to you.”

Mom responded by asking, “Who’s Pop Lloyd?” Granddad’s answer must have convinced her that a bat like that wasn’t something that comes along every day. She agreed to learn baseball, and she played the game all through her childhood. When she was grown, she decided to mount the bat on the wall. Andy never got to use the bat, but the story of the bat inspired him to play baseball too. In high school, Andy played on the varsity baseball team.



One afternoon, during the summer before his senior year, Andy and his mom were downtown and walked into an antique store. Mom was interested in some old baseball cards in a display case near the counter. She learned in a conversation with the store owner, Mr. Anderson, that he had a special interest in antique sports equipment. Of course, Mom mentioned the bat, and she told him she’d bring it by sometime.



Stimulus 7b

Mom decides to sell the baseball bat because Andy is never going to use it.

Mom wants to trade the old baseball bat for several rare baseball cards.

* Mom learns that the store owner is interested in old sports equipment.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Mom learns that the store owner is interested in old sports equipment” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “Mom learns that the store owner is interested in old sports equipment” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight “sell,” “trade,” and “learns” in Stimulus 7b. OR• Have the student use the illustrations to retell the story. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Mom learns that the store owner is interested in old sports equipment” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Mom learns that the store owner is interested in old sports equipment” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* Here is the conclusion of the story “The Baseball Bat.”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* Find what Andy realizes about the old baseball bat.

Stimulus 8a

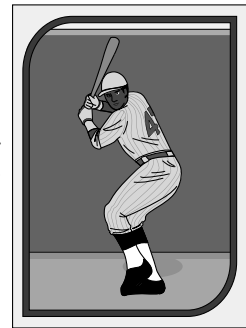
Andy and his mom couldn't stop wondering how much the old bat might be worth. When they returned to the antique shop, they watched as Mr. Anderson rubbed his hand along the grain of the wood and gripped the bat to feel the balance of it in his hands.



"That's a fine bat," he said, handing it back to Mom. "I can tell it has been treasured by several generations."

"It is really amazing," Mom replied, "that we somehow ended up with Pop Lloyd's bat."

Mr. Anderson cleared his throat a little nervously and paused. Finally he said, "Unfortunately, it isn't really worth a great deal of money, so I can't offer to buy it from you."



Mom thanked Mr. Anderson, and she and Andy left the store. As they got in the car, Andy asked, "Why don't we prove him wrong and take it to another antique dealer?"

"Oh, Andy," she answered, smiling slightly, "he's an expert, so I imagine he's right."

When they returned home, Mom carefully placed the bat back on the wall. Andy realized that it really didn't matter how much the bat was worth. It was important because it had become a part of his family's history, going all the way back to his grandfather's Sunday afternoon games. That alone made it worthy of its place of honor on the wall.



Stimulus 8b

Andy realizes that —

- * the bat is more important to his family's history than how much it is worth to an antique dealer

the store owner does not want to buy the old bat because customers want to buy newer bats

his mom is disappointed because she had hoped to sell the old bat to buy tickets to more baseball games

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “the bat is more important to his family’s history than how much it is worth to an antique dealer” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “the bat is more important to his family’s history than how much it is worth to an antique dealer” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “the bat is more important to his family’s history than how much it is worth to an antique dealer” 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 “the bat is more important to his family’s history than how much it is worth to an antique dealer” 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 photographs and the sentences above the photographs in Stimulus 9. *Communicate* the text. **Communicate: These two sentences can be combined into one sentence.**
- *Direct* the student to the sentence below the photographs in Stimulus 9. *Communicate* the text.
- **Communicate: Find the combined sentence.**

Stimulus 9

Bicycles have changed and improved. They were first invented more than 200 years ago.



* Bicycles have changed and improved since they were first invented more than 200 years ago.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Bicycles have changed and improved since they were first invented more than 200 years ago,”	➡	mark A for question 9 and move to question 10.
If the student does not find “Bicycles have changed and improved since they were first invented more than 200 years ago,”	➡	<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 “Bicycles have changed and improved since they were first invented more than 200 years ago,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “Bicycles have changed and improved since they were first invented more than 200 years ago,”	➡	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 the history of bicycles.
- *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate:* The two underlined phrases are fragments. These phrases can be combined into a complete complex sentence.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* Find the correctly edited sentence about the first bicycles.

Stimulus 10a



The first bicycles were called velocipedes. A wooden seat and two wheels with metal rims. However, not pedals. Riders sat on the seat and pushed their feet against the ground to make the velocipede move forward.

Stimulus 10b

* They had a wooden seat and two wheels with metal rims; however, they did not have pedals.

Besides a wooden seat and two wheels with metal rims, not pedals.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “They had a wooden seat and two wheels with metal rims; however, they did not have pedals” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “They had a wooden seat and two wheels with metal rims; however, they did not have pedals” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “They had a wooden seat and two wheels with metal rims; however, they did not have pedals” in Stimulus 10b and <i>communicate</i> “This is the correctly edited sentence about the first bicycles”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “They had a wooden seat and two wheels with metal rims; however, they did not have pedals” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “They had a wooden seat and two wheels with metal rims; however, they did not have pedals” 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 history of bicycles.
 - *Direct* the student to Stimulus 11a. *Communicate* the text.
 - *Direct* the student to the underlined sentence in Stimulus 11a. *Communicate*: **This sentence needs to be edited for the correct tense of the verb.**
 - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the sentence that has been edited for the correct tense of the verb.**
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Stimulus 11a

The penny-farthing bicycle was all metal, with a large front wheel and a very small back wheel. The penny-farthing was faster and more fun to ride than the velocipede. But it was dangerous. Hitting something in the road would cause the rider to falls off the bicycle. And getting on and off the bicycle was difficult. However, the penny-farthing became very popular.



Stimulus 11b

Hitting something in the road would cause the rider to fell off the bicycle.

Hitting something in the road would cause the rider to falling off the bicycle.

* Hitting something in the road would cause the rider to fall off the bicycle.

Scoring Instructions

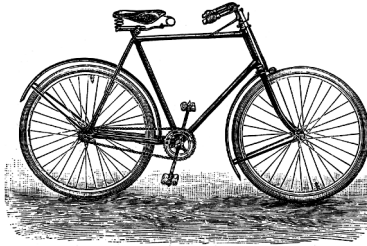
Student Action		Test Administrator Action
If the student finds “Hitting something in the road would cause the rider to fall off the bicycle” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “Hitting something in the road would cause the rider to fall off the bicycle” in Stimulus 11b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “fell,” “falling,” and “fall” in the answer choices in Stimulus 11b. OR • Have the student describe why the penny-farthing was dangerous. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Hitting something in the road would cause the rider to fall off the bicycle” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Hitting something in the road would cause the rider to fall off the bicycle” 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 history of bicycles.**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 12a. *Communicate*: **This sentence needs to be edited to use commas correctly.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice, reading with the commas in place.
- *Communicate*: **Find the sentence that uses commas correctly.**

Stimulus 12a

With the invention of the Rover Safety Bicycle, the penny-farthings became less popular. The "Safety Cycle" was easier to ride, and it was safer because the rider was closer to the ground. The pedals powered the back wheel



using a chain and gears. Bicycles today including mountain bikes and road bikes are similar to the Rover Safety Bicycle that was first built more than 100 years ago.

Stimulus 12b

Bicycles today including mountain bikes, and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago.

* Bicycles today, including mountain bikes and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago.

Bicycles today including mountain bikes and road bikes, are similar to the Rover Safety Bicycle, that was first built more than 100 years ago.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Bicycles today, including mountain bikes and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Bicycles today, including mountain bikes and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Bicycles today, including mountain bikes and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago” 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 “Bicycles today, including mountain bikes and road bikes, are similar to the Rover Safety Bicycle that was first built more than 100 years ago” 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 photographs and the sentence above the photographs in Stimulus 13.
Communicate: **This sentence can be revised to give the reader more information about grizzly bears and polar bears.**
- *Direct* the student to the sentence below the photographs. *Communicate* the text.
- *Communicate*: **Find the revised sentence that gives the reader more information about grizzly bears and polar bears.**

Stimulus 13

Grizzly bears and polar bears are alike and different.



* Grizzly bears and polar bears can be compared and contrasted because they are alike and different in several ways.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Grizzly bears and polar bears can be compared and contrasted because they are alike and different in several ways,”	➡	mark A for question 13 and move to question 14.
If the student does not find “Grizzly bears and polar bears can be compared and contrasted because they are alike and different in several ways,”	➡	<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 “Grizzly bears and polar bears can be compared and contrasted because they are alike and different in several ways,”	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find “Grizzly bears and polar bears can be compared and contrasted because they are alike and different in several ways,”	➡	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 grizzly bears and polar bears.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Communicate*: **The underlined words need to be edited.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that correctly edit the sentence.**

Stimulus 14a

Both grizzly bears and polar bears are extremely large bears with thick fur coats and large paws. Polar bears have enormous paws they use for swimming. Their claws are short and sharp than the grizzly bears' claws so that they can walk on ice. Grizzly bears have longer and stronger claws that they use for digging and climbing.



Stimulus 14b

* shorter and sharper

shortest and sharpest

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "shorter and sharper" in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find "shorter and sharper" in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "shorter and sharper" in Stimulus 14b and <i>communicate</i> "These are the words that correctly edit the sentence"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "shorter and sharper" in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find "shorter and sharper" 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 grizzly bears and polar bears.
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Communicate*: **The two underlined sentences can be combined.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that has been correctly edited to combine the two underlined sentences.**

Stimulus 15a



Polar bears and grizzly bears are both excellent swimmers. Both of these bears can walk on their hind legs. Polar bears are usually larger than grizzly bears. Polar bears almost always eat meat. Grizzly bears prefer to eat fish.

Stimulus 15b

Polar bears almost always eat meat, therefore grizzly bears prefer to eat fish.

Polar bears almost always eat meat, anyway grizzly bears prefer to eat fish.

* Polar bears almost always eat meat, while grizzly bears prefer to eat fish.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Polar bears almost always eat meat, while grizzly bears prefer to eat fish” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “Polar bears almost always eat meat, while grizzly bears prefer to eat fish” in Stimulus 15b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “therefore,” “anyway,” and “while” in the answer choices in Stimulus 15b. OR • Have the student describe how grizzly bears and polar bears are different. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Polar bears almost always eat meat, while grizzly bears prefer to eat fish” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Polar bears almost always eat meat, while grizzly bears prefer to eat fish” 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 grizzly bears and polar bears.**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to the empty box at the end of the second paragraph. *Communicate:* **The last sentence of the paragraph is missing.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the complete sentence to add to the end of the paragraph.**

Stimulus 16a



Polar bears live in arctic regions with harsh weather conditions. Polar bears are born with thick layers of fat that they need in order to keep warm. Some polar bears live in dens during the winter. Others continue to hunt for food all year.

Grizzly bears also live in cold climates. They build up their body fat while they are getting ready to hibernate through the winter season. They can hibernate for up to seven months. First, grizzly bears dig a hole for their den.

Stimulus 16b

They slow down their heart rate, and they are inside the den, and their fat will last longer.

* Then, so their fat will last longer, they slow down their heart rate once they are inside the den.

Then slow down their heart rate, their fat will last longer, inside the den.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Then, so their fat will last longer, they slow down their heart rate once they are inside the den” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “Then, so their fat will last longer, they slow down their heart rate once they are inside the den” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Then, so their fat will last longer, they slow down their heart rate once they are inside the den” 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 “Then, so their fat will last longer, they slow down their heart rate once they are inside the den” 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 “Shoes with a Soul.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find **Blake Mycoskie**, who had the idea for TOMS shoes.

Stimulus 17

Shoes with a Soul



Blake Mycoskie got the idea for TOMS Shoes when he was on vacation in Argentina and saw many adults and children barefoot because they did not have shoes.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds Blake Mycoskie,	➡	mark A for question 17 and move to question 18.
If the student does not find Blake Mycoskie,	➡	<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 Blake Mycoskie,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Blake Mycoskie,	➡	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 “Shoes with a Soul.”
- *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 meaning of the word “inadequate” as it is used in the article.

Stimulus 18a



Mycoskie traveled to Argentina, where he met an American woman who was distributing donated shoes to people in the poor areas of the country. Mycoskie realized that the small number of donated shoes was **inadequate** to give to all the people who needed them. Mycoskie wanted to do something especially to help children who needed shoes to protect their feet from infections and to give them the opportunity to attend school where shoes were required.

Stimulus 18b

*

not enough

the right amount

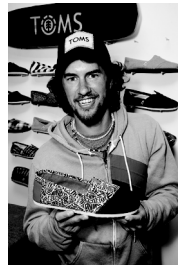
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “not enough” in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find “not enough” in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “not enough” in Stimulus 18b and <i>communicate</i> “This is the meaning of the word ‘inadequate’ as it is used in the article”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “not enough” in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “not enough” 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 “Shoes with a Soul.”**
- *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 why Blake Mycoskie brought shoes from Argentina to the United States.**

Stimulus 19a

Mycoskie decided to use what he knew about business to give shoes to children all over the world. His idea was to give away a pair of shoes to someone who needed them every time he sold a pair of shoes. Many people he spoke with were interested in his shoe business. However, many others thought it was a dumb idea. They said that you can't make money by giving away your product, but they did not consider the power of Mycoskie's story.



Mycoskie had seen many people in Argentina wearing a style of shoe called the alpargata. The alpargata is a lightweight shoe without laces. The top is made of fabric, and the bottom is often made of braided rope. Mycoskie asked several Argentinian shoemakers to make different styles of the alpargata shoe. He left Argentina with 250 pairs of shoes that he hoped to sell in the United States.

Stimulus 19b

* Mycoskie wanted to sell shoes in the United States to help children in Argentina.

Mycoskie wanted shoemakers in the United States to make shoes like the shoemakers in Argentina.

Mycoskie wanted alpargata shoes because they reminded him of his trip to Argentina.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Mycoskie wanted to sell shoes in the United States to help children in Argentina” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “Mycoskie wanted to sell shoes in the United States to help children in Argentina” in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “sell shoes,” “make shoes,” and “reminded him of his trip” in Stimulus 19b. OR • Reread the second paragraph in Stimulus 19a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Mycoskie wanted to sell shoes in the United States to help children in Argentina” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Mycoskie wanted to sell shoes in the United States to help children in Argentina” 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 “Shoes with a Soul.”
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that describes how TOMS is different from other shoe companies.

Stimulus 20a



Russell Lee/Alamy Stock Photo

Mycoskie returned from Argentina and started his new shoe company called TOMS, which stands for “Tomorrow’s Shoes.” His plan was that for every pair of TOMS sold, the company would give one pair of shoes to a child in Argentina who didn’t have any.

In the United States, Mycoskie found a store willing to sell TOMS shoes. A newspaper article told people about the shoes and how the company hoped to help children in Argentina. The day the article was published, Mycoskie had more than 2,000 orders. Because he had only 250 pairs of shoes ready to sell, Mycoskie traveled back to Argentina to have more shoes made.



Magazines started showing pictures of famous people wearing TOMS shoes. Soon people around the world wanted to buy the shoes. They enjoyed the simple and comfortable alpargata shoe style. They also enjoyed knowing that the shoes they bought helped someone else.

TOMS has given more than 75 million pairs of shoes to children around the world. Mycoskie likes to say, “Start something that matters.” He has shown the world how something as simple as a shoe business can matter to millions of people.

Stimulus 20b

In the United States, Mycoskie found a store willing to sell TOMS shoes.

Magazines started showing pictures of famous people wearing TOMS shoes.

*

TOMS has given more than 75 million pairs of shoes to children around the world.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds <i>“TOMS has given more than 75 million pairs of shoes to children around the world”</i> in Stimulus 20b,	➡	mark A for question 20.
If the student does not find <i>“TOMS has given more than 75 million pairs of shoes to children around the world”</i> in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“TOMS has given more than 75 million pairs of shoes to children around the world”</i> in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find <i>“TOMS has given more than 75 million pairs of shoes to children around the world”</i> in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
English II
Spring 2025**

