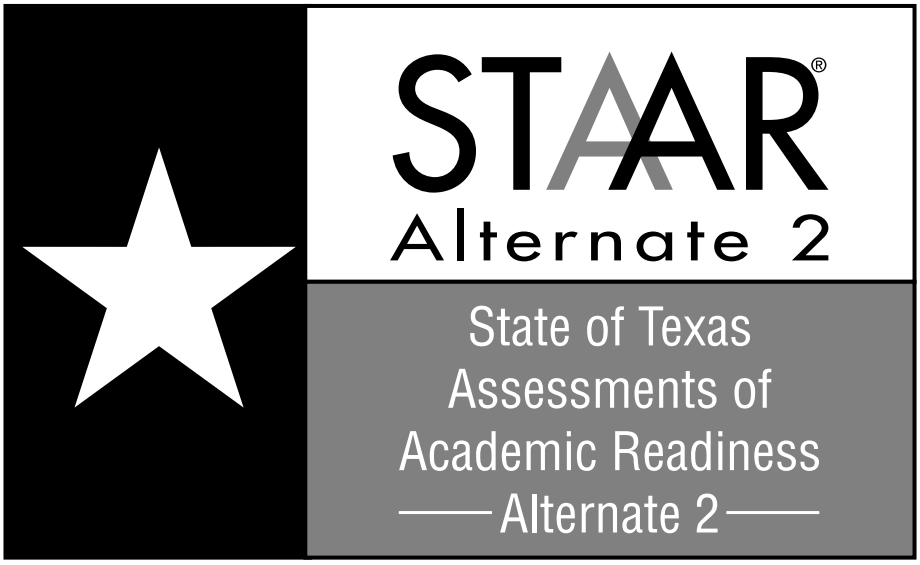

TEST ADMINISTRATOR MANUAL

GRADE 3
Reading
STAAR Alternate 2

Administered April 2019

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 3 Reading	Cluster 1
Reporting Category 1	Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.
Knowledge and Skills Statement 3.4	Students understand new vocabulary and use it when reading and writing.
Essence Statement	Identifies new vocabulary words using a variety of strategies.
Item 1 Prerequisite Skill	Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses (PK)
Item 2 Prerequisite Skill	Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses (PK)
Item 3 Prerequisite Skill	Identify and use words that name actions, directions, positions, sequences, and locations (K)
Item 4 Prerequisite Skill	Identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)

Grade 3 Reading	Cluster 2
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
Knowledge and Skills Statement 3.16	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
Essence Statement	Recognizes that informational media conveys meaning.
Item 5 Prerequisite Skill	Use information learned from books by describing, relating, categorizing, or comparing and contrasting (PK)
Item 6 Prerequisite Skill	Ask and respond to questions about texts read aloud (K)
Item 7 Prerequisite Skill	Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance (1)
Item 8 Prerequisite Skill	Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance (1)

Grade 3 Reading	Cluster 3
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 3.8	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
Essence Statement	Identifies plot and character interaction in literary texts.
Item 9 Prerequisite Skill	Retell or re-enact a story after it is read aloud (PK)
Item 10 Prerequisite Skill	Retell or re-enact a story after it is read aloud (PK)
Item 11 Prerequisite Skill	Retell or act out important events in stories (K)
Item 12 Prerequisite Skill	Retell or act out important events in stories in logical order (1)

Grade 3 Reading	Cluster 4
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 3.9	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
Essence Statement	Identifies features of literary nonfiction.
Item 13 Prerequisite Skill	Ask and respond to questions relevant to the text read aloud (PK)
Item 14 Prerequisite Skill	Ask and respond to questions relevant to the text read aloud (PK)
Item 15 Prerequisite Skill	Ask relevant question, seek clarification and locate fact and details about stories and other texts (1).
Item 16 Prerequisite Skill	Ask relevant question, seek clarification and locate fact and details about stories and other texts (1).

Grade 3 Reading	Cluster 5
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
Knowledge and Skills Statement 3.13	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
Essence Statement	Identifies the main idea and supporting details in informational texts.
Item 17 Prerequisite Skill	Use information learned from books by describing, relating, categorizing, or comparing and contrasting (PK)
Item 18 Prerequisite Skill	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)
Item 19 Prerequisite Skill	Retell important facts in a text, heard or read (K)
Item 20 Prerequisite Skill	Restate the main idea, heard or read (1)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: http://tea.texas.gov/student.assessment/special-ed/staaralt/

READING

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the word "together" and the picture in Stimulus 1. *Communicate:* **This is the word "together."**
- *Direct* the student to the sentence. *Communicate* the text.
- *Communicate:* **Find the Lego blocks that go together.**

Stimulus 1

together

*

The boy puts **together** the Lego blocks.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the blocks,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the blocks,	➨	• 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 blocks,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the blocks,	➨	mark **C** for question 1 and move to question 2.

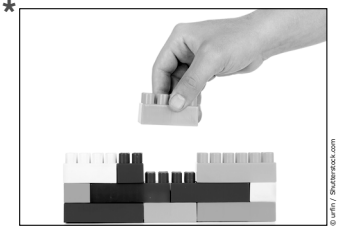
Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **The boy puts together the Lego blocks. The boy takes apart the Lego blocks.**
- *Communicate:* **Find the Lego blocks that were put together.**

Stimulus 2a

The boy puts **<u>together</u>** the Lego blocks of different sizes. The boy likes to build towers with the blocks.

Stimulus 2b

* 

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the first answer choice in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the first answer choice in Stimulus 2b,	➨	• model the desired student action by finding the first answer choice in Stimulus 2b and *communicate* **"These Lego blocks were put together"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the first answer choice in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the first answer choice in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the meaning for the word "construct."**

Stimulus 3a

The boy uses many Lego blocks to
construct a large tower.

Stimulus 3b

count	take	* build

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "build" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "build" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe the meaning of each answer choice. **OR** • Have the student tell about what the boy is doing in the picture. **OR** • Read the sentence, inserting "count," "take," and "build" for the underlined word in the sentence. **OR** • Have the student demonstrate each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "build" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "build" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b.
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the words that help the reader understand the meaning of the word "scatter."**

Stimulus 4a

These boys like to **scatter** Lego blocks on top of the table when they build towers. When the blocks are spread out, the boys can see the different colors and shapes they can choose from.

Stimulus 4b

on top of the table

*	*blocks are spread out*

different colors and shapes

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “blocks are spread out” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “blocks are spread out” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “blocks are spread out” 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 “blocks are spread out” 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 Stimulus 5. *Communicate:* **This is the article "Balloon Lady."**
- *Communicate* the text.
- *Communicate:* **Find Thelma Levett, the balloon lady.**

Stimulus 5

Balloon Lady

Thelma Levett is known as the balloon lady. She makes art by twisting balloons.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Thelma Levett, the balloon lady,	➨	mark **A** for question 5 and move to question 6.
If the student does not find Thelma Levett, the balloon lady,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Thelma Levett, the balloon lady,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find Thelma Levett, the balloon lady,	➨	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Here is more of the article "Balloon Lady."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This girl has her face painted. These are twisted balloon animals.**
- *Communicate:* **Find what Thelma Levett is famous for.**

Stimulus 6a

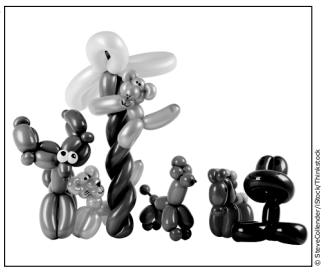
Courtesy of Thelma Levett, Smudgy Entertainments

Thelma Levett is famous for her balloon art. She was painting faces at a school fair when someone said she should try balloon twisting. Levett found a book in the library and has been twisting balloons to make animals and other interesting things ever since.

Stimulus 6b

© Luis Louro/Shutterstock. com

*



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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the twisted balloon animals in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the twisted balloon animals in Stimulus 6b,	➨	• model the desired student action by finding the twisted balloon animals in Stimulus 6b and *communicate* **"These twisted balloon animals are what Thelma Levett is famous for"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the twisted balloon animals in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the twisted balloon animals in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the article "Balloon Lady."**
- *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 the caption that tells about the photograph.**

Stimulus 7a

Levett lives in England. She started working with balloons about 20 years ago. People stop and stare when they see her sitting in her car made of only balloons. Levett uses thousands of balloons in her work. Besides a life-sized car, Levett has made mobile phones, bicycles, teapots, huge ears of corn, and even a skeleton out of balloons.

Stimulus 7b

Thelma Levett uses balloons to make mobile phones, bicycles, and skeletons.

Thelma Levett has been working with balloons for more than 20 years.

* Thelma Levett smiles as she sits in her all-balloon car.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Thelma Levett smiles as she sits in her all-balloon car" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "Thelma Levett smiles as she sits in her all-balloon car" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what is happening in the photograph. **OR** • Read and insert each answer choice in the caption box. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Thelma Levett smiles as she sits in her all-balloon car" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Thelma Levett smiles as she sits in her all-balloon car" 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 of the article "Balloon Lady."**
- *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 why the author included the photograph of the balloon-art wedding dress.**

Stimulus 8a

© Worldwide Features/Starcraft Media/Getty Images

Levett's most famous and most difficult balloon art was the wedding dress she made. She had to blow up the balloons and work very quickly to make the dress because balloons will only hold air for about four days. The dress had lace sleeves, and its full skirt was made from carefully twisted balloons.

Levett keeps thinking of new balloon ideas. People everywhere love her work. She was even named International Balloon Twister of the Year!

Stimulus 8b

* to show what the wedding dress made of balloons looked like

to show her international balloon award

to show how to twist balloons to make a wedding dress

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "to show what the wedding dress made of balloons looked like" in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find "to show what the wedding dress made of balloons looked like" in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "to show what the wedding dress made of balloons looked like" 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 "to show what the wedding dress made of balloons looked like" in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

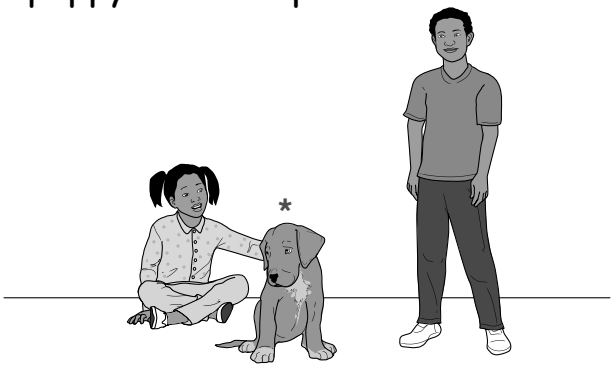
Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **Here is the story "Welcome to the Family."**
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate:* **Find Sparkles.**

Stimulus 9

Welcome to the Family

Jared and his little sister Tracy had a new puppy named Sparkles.



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Sparkles,	➨	mark **A** for question 9 and move to question 10.
If the student does not find Sparkles,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Sparkles,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find Sparkles,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **Here is more of the story "Welcome to the Family."**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is Jared laughing at what Sparkles did. This is Jared mad about what Sparkles did.**
- *Communicate:* **Find how Jared feels about what Sparkles did.**

Stimulus 10a

Jared was mad when he called for Tracy and Mom to come to his room and see what Sparkles had done. His pillow was torn, and the fluff from the inside of the pillow was floating in the air. Tracy and Mom laughed when they saw the tiny pieces of cotton in Sparkles's dark fur.

Stimulus 10b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Jared mad about what Sparkles did in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find Jared mad about what Sparkles did in Stimulus 10b,	➨	• model the desired student action by finding the illustration of Jared with an angry expression in Stimulus 10b and *communicate* **"This is Jared. He is angry about what Sparkles did"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Jared mad about what Sparkles did in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find Jared mad about what Sparkles did 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 of the story "Welcome to the Family."**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 11b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find why Tracy wants to take Sparkles to puppy training school.**

Stimulus 11a

Sparkles had made many big messes since Jared brought her home from the farm a few weeks ago. The puppy had chewed up Tracy's backpack and library book. Sparkles had chewed a hole in Jared's soccer uniform and in one of his basketball shoes.

Nothing in the house was safe from Sparkles. She ate Dad's homemade cookies and Mom's apple pie. Sparkles chewed on table legs, chair cushions, and even the bottom step of the stairs.

"This is enough!" Jared said as he cleaned up the mess in his room. "I am taking Sparkles back to the farm."

Mom bent down to pet Sparkles. "Maybe the farm is a better place for a lively little puppy like Sparkles."

But Tracy wanted to keep their new puppy. "Please give me a chance to work with her," Tracy begged. "Maybe I can take Sparkles to a puppy training school. She can take lessons on how to behave."

Mom agreed that taking Sparkles to puppy school was a good idea. "If your idea works, we can keep her. If not, Sparkles will be happy on the farm."

Stimulus 11b

Tracy wants to take Sparkles to puppy training school to teach Sparkles —

* how to behave

how to clean up the messes she makes

how to be a farm dog

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "how to behave" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "how to behave" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Retell the story. **OR** • Have the student identify why Tracy wants to take Sparkles to puppy training school. **OR** • Highlight the verb phrases in the answer choices: "to behave," "to clean up," "to be a farm dog." **OR** • Read the beginning of Stimulus 11b three times and insert each answer choice at the end. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "how to behave" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "how to behave" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

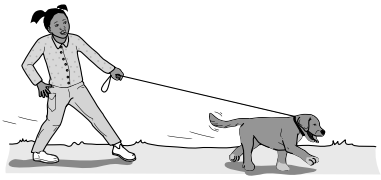
Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **Here is more of the story "Welcome to the Family."**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells why puppy school is important for Tracy and Sparkles.**

Stimulus 12a

Every Saturday morning Tracy took Sparkles to the Good Neighbor Puppy School. At first Sparkles tried to wiggle out of her leash. She chewed on chairs while people sat and watched.

At puppy school Tracy learned that puppies chew on things because they are young and have a lot of energy. Tracy learned ways to help Sparkles use up some of that energy.



At home Tracy played games with Sparkles to keep her from chewing up shoes and clothes. She took Sparkles on walks to give her exercise and gave Sparkles bones to chew on instead of the furniture. After six weeks the owners of the puppy school gave Sparkles the Most Improved Puppy award.

Tracy's mother was so proud of Tracy. "Without you, we would not have a well-trained pet. Welcome to the family, Sparkles!"

Stimulus 12b

Every Saturday morning Tracy took Sparkles to the Good Neighbor Puppy School.

* *Tracy learned ways to help Sparkles use up some of that energy.*

After six weeks the owners of the puppy school gave Sparkles the Most Improved Puppy award.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Tracy learned ways to help Sparkles use up some of that energy" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "Tracy learned ways to help Sparkles use up some of that energy" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Tracy learned ways to help Sparkles use up some of that energy" 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 "Tracy learned ways to help Sparkles use up some of that energy" 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 Stimulus 13. *Communicate:* **Here is an article about the book *Our Great Big Backyard*.**
- *Communicate* the text.
- *Communicate:* **Find Laura Bush and her daughter Jenna Bush Hager.**

Stimulus 13

*

Former First Lady Laura Bush and her daughter Jenna Bush Hager love the outdoors. They wrote a children's book titled *Our Great Big Backyard*.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Laura Bush and her daughter Jenna Bush Hager,	➨	mark **A** for question 13 and move to question 14.
If the student does not find Laura Bush and her daughter Jenna Bush Hager,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Laura Bush and her daughter Jenna Bush Hager,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find Laura Bush and her daughter Jenna Bush Hager,	➨	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more about *Our Great Big Backyard*, a book by Laura Bush and Jenna Bush Hager.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is former President Bush and First Lady Laura Bush. This is former First Lady Laura Bush and her daughter Jenna.**
- *Communicate:* **Find who had the idea for *Our Great Big Backyard*.**

Stimulus 14a

Our Great Big Backyard is a book about a family that has fun visiting national parks in the United States. First Lady Laura Bush and her daughter Jenna know what this is like. Jenna and her mother had the idea to write a book about their family vacations in national parks.

Stimulus 14b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the former First Lady Laura Bush and her daughter Jenna in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the former First Lady Laura Bush and her daughter Jenna in Stimulus 14b,	➨	• model the desired student action by finding the former First Lady Laura Bush and her daughter Jenna in Stimulus 14b and *communicate* **"This is the former First Lady Laura Bush and her daughter Jenna"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the former First Lady Laura Bush and her daughter Jenna in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the former First Lady Laura Bush and her daughter Jenna 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 about *Our Great Big Backyard*, a book by Laura Bush and Jenna Bush Hager.**
- *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 what changes Jane's mind about visiting the national parks.**

Stimulus 15a

The book *Our Great Big Backyard* is about the beauty and fun of national parks. It is the story of a girl named Jane and her family. At first Jane is excited about summer vacation. But when her parents plan a trip to visit national parks, Jane is disappointed. She does not care about going on vacation to a park and wants to spend time with her friends.

While Jane rides in the car, she is so busy sending e-mails to her friends that she does not see the things around her. Then one night Jane's dad calls her to look through a telescope. Together they see the twinkling stars over Big Bend National Park in Texas. Jane is so excited after seeing the stars that she forgets about sending e-mails. She starts to look forward to each new adventure in a different national park.

Stimulus 15b

Jane's dad uses a map to plan a trip.

Jane's friends cannot send e-mails.

* Jane's dad shows her the twinkling stars.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Jane's dad shows her the twinkling stars" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "Jane's dad shows her the twinkling stars" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "look through a telescope" in the last paragraph. **OR** • Identify what happens when the family goes to Big Bend National Park. **OR** • Have the student describe the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Jane's dad shows her the twinkling stars" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "Jane's dad shows her the twinkling stars" 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 about *Our Great Big Backyard*, a book by Laura Bush and Jenna Bush Hager.**
- *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 why Laura Bush and her daughter Jenna wrote the book *Our Great Big Backyard*.**

Stimulus 16a

Our Great Big Backyard was published the year the national parks system turned 100 years old. First Lady Laura Bush and her daughter Jenna wanted to share why national parks are so special. These parks might have mountains, lakes, waterfalls, or deserts. Some even have volcanoes! These parks also have interesting animals and plants. The National Park Service keeps these places safe so that people can visit the parks and enjoy nature.

Laura Bush and Jenna found it fun to remember and easy to write about their past family vacations. They want children today to enjoy these special places with their families. As Laura Bush says, "The national parks really are our great big backyard!"

Stimulus 16b

Laura Bush and Jenna wrote the book to —

warn readers about volcanoes in national parks

* encourage readers to visit national parks

describe for readers the different animals they can see in national parks

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Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "encourage readers to visit national parks" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find "encourage readers to visit national parks" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "encourage readers to visit national parks" 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 "encourage readers to visit national parks" in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate:* **This is the article "Fun and Games with Galápagos Tortoises."**
- *Communicate* the text.
- *Communicate:* **Find Elvis and Mr. Potato Head.**

Stimulus 17

Fun and Games with Galápagos Tortoises

Elvis and Mr. Potato Head are Galápagos tortoises. They live at the zoo in El Paso, Texas.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Elvis and Mr. Potato Head,	➨	mark **A** for question 17 and move to question 18.
If the student does not find Elvis and Mr. Potato Head,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Elvis and Mr. Potato Head,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find Elvis and Mr. Potato Head,	➨	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

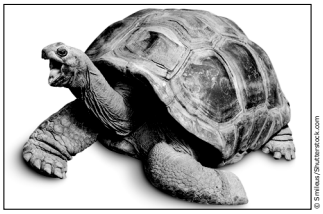
- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more of the article "Fun and Games with Galápagos Tortoises."**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is a tortoise egg. This is a Galápagos tortoise.**
- *Communicate:* **Find the Galápagos tortoise.**

Stimulus 18a

Galápagos tortoises are the largest tortoises in the world. Mr. Potato Head weighs almost 700 pounds! Elvis weighs more than 500 pounds. They hatched from eggs more than 60 years ago, but that is not old for a tortoise. Galápagos tortoises can live to be about 150 years old.

Stimulus 18b

*



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the Galápagos tortoise in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the Galápagos tortoise in Stimulus 18b,	➨	• model the desired student action by finding the Galápagos tortoise in Stimulus 18b and *communicate* **"This is the Galápagos tortoise"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the Galápagos tortoise in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the Galápagos tortoise 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 "Fun and Games with Galápagos Tortoises."**
- *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 how animal trainers at the El Paso Zoo train Galápagos tortoises.**

Stimulus 19a

The El Paso Zoo is one of the only zoos in the United States where tortoises work with animal trainers to practice their skills. Every day Mr. Potato Head and Elvis get to play a fun game, like "Apple on a String." They practice using their brains as they would use them in the wild.

Mr. Potato Head stretches out his neck and opens his mouth. An apple hangs from a string in front of him. Mr. Potato Head's jaws snap shut, but the apple bumps away from him. So Mr. Potato Head tries again. He knows he can get a bite of the delicious apple if he just keeps trying.

Stimulus 19b

Animal trainers take the tortoises into the wild to let the animals practice their skills.

Animal trainers feed the tortoises delicious oranges every day.

* Animal trainers play games with the tortoises so that the animals can use their brains.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Animal trainers play games with the tortoises so that the animals can use their brains" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "Animal trainers play games with the tortoises so that the animals can use their brains" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Describe what animal trainers do with the tortoises. **OR** • Highlight the first paragraph. **OR** • Highlight "take the tortoises into the wild," "feed the tortoises," and "play games" in Stimulus 19b. **OR** • Have the student describe what "Apple on a String" is. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Animal trainers play games with the tortoises so that the animals can use their brains" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Animal trainers play games with the tortoises so that the animals can use their brains" 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 more of the article "Fun and Games with Galápagos Tortoises."**
- *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 states the main idea of this section.**

Stimulus 20a

Galápagos tortoises come from the Galápagos Islands, off the coast of South America. Long ago many giant tortoises lived on the islands. But today Galápagos tortoises are in danger of disappearing from Earth. What is happening to them?

Hawks like to eat the eggs and baby tortoises. People sailed their ships to the islands and hunted the tortoises. Animals that came on the ships ate tortoise eggs and the food the tortoises needed to eat. With all these problems, very few tortoises lived.

Scientists wanted to save the tortoises, so they put them in a special program when the tortoises were young. The tortoises were let back into the wild when they were old enough to be safe from animals eating them. Zoos also helped. Some tortoises, like Elvis and Mr. Potato Head, live in zoos all their lives. Because of programs that protect tortoises, the number of Galápagos tortoises is getting larger.

Stimulus 20b

* Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save them.

A very large number of Galápagos tortoises live on islands off the coast of South America.

Elvis and Mr. Potato Head are Galápagos tortoises that will live in a zoo all their lives.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save them” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save them” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save them” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save them” in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 3
Reading
April 2019

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