STAAR
Alternate 2
State of Texas
Assessments of
Academic Readi s
Alternate 2

Texas Essential Knowledg e 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 ab ility 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

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	

READING

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:

- € Communicate:

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

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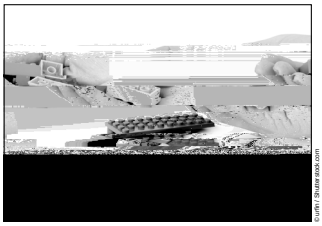


Scoring Instructions		
If the student finds the first answer choice in Stimulus 2b,		mark for question 2 and move to question 3.
[redacted]st answer		€ model the desired student action by finding the first answer choice in Stimulus 2b and communicate ; and € replicate the initial presentation instructions. sG.2465.25 18.50fl

[redacted]

Presentation Instructions for Question 4

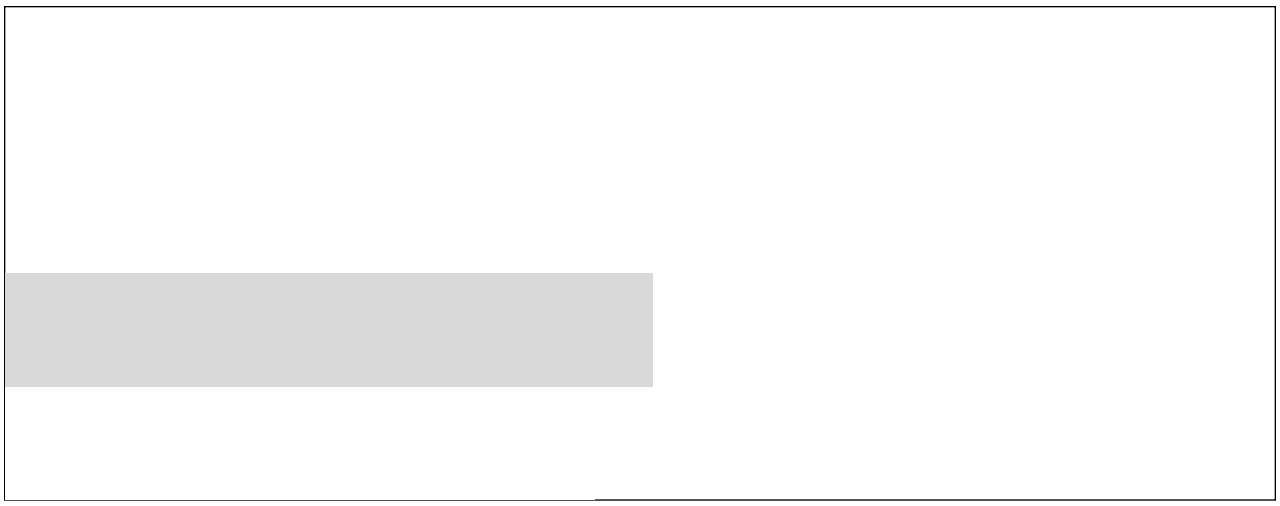
- € Present Stimulus 4a and 4b.
- € Direct the student to Stimulus 4a. Communicate the text.
- € Direct the student to Stimulus 4b. Communicate the text in each answer choice.
- € Communicate:

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.

on top of the table

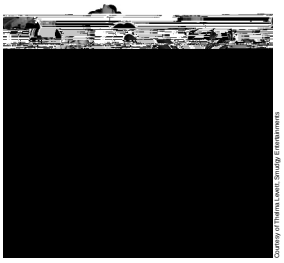
* *blocks are spread out*

different colors and shapes



Presentation Instructions for Question 6

- € Present Stimulus 6a and 6b. Communicate:
- € Direct the student to Stimulus 6a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 6b. Communicate:
- € Communicate:



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.

Scoring Instructions		
If the student finds the twisted balloon animals in Stimulus 6b,		mark 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 ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the twisted balloon animals in Stimulus 6b,		mark 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 for question 6 and move to question 7.

Presentation Instructions for Question 7

- € Present Stimulus 7a and 7b. Communicate:
- € 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:

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.

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		
If the student finds •Thelma Levett smiles as she sits in her all-balloon carŽ in Stimulus 7b,		mark

Presentation Instructions for Question 8

- € Present Stimulus 8a and 8b. Communicate:
- € 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:

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.

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

to show her international balloon award

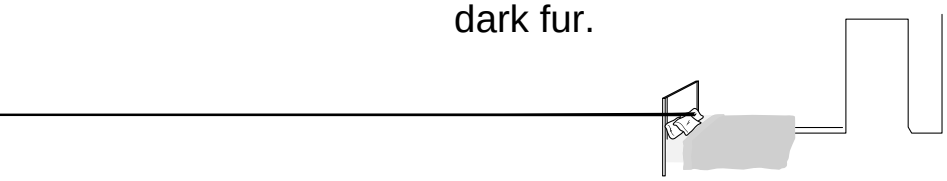
to show how to twist balloons to make a wedding dress

Scoring Instructions		
If the student finds •to show what the wedding dress made of balloons looked likeŽ in Stimulus 8b,		mark for question 8 and move to question 9.
If the student does not find •to show what the wedding dress made of balloons looked likeŽ 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 likeŽ in Stimulus 8b,		mark 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 likeŽ in Stimulus 8b,		mark for question 8 and move to question 9.

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b. Communicate:
- € Direct the student to Stimulus 10a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 10b. Communicate:
- € Communicate:

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.



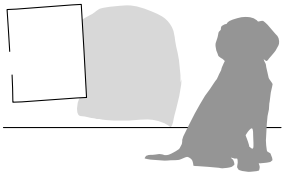
Scoring Instructions		
If the student finds Jared mad about what Sparkles did in Stimulus 10b,		mark for question 10 and move to question 11.

Presentation Instructions for Question 11

- € Present Stimulus 11a and 11b. Communicate:
- € Direct the student to Stimulus 11a. Communicate the text.
- € Direct the student to the stem and each answer choice in Stimulus 11b. Communicate

Scoring Instructions		
If the student finds •how to behaveŽ in Stimulus 11b,		mark for question 11 and move to question 12.
If the student d9lps no finds•how to behaveŽ in		
If the student d9lps no finds•how to behaveŽ in		

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



Presentation Instructions for Question 13

- € Present Stimulus 13.
- € Direct the student to Stimulus 13. Communicate: Our Great Big Backyard
- € Communicate the text.
- € Communicate:

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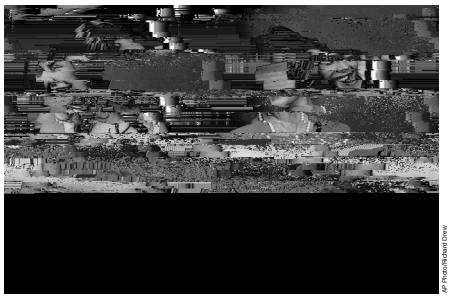
* 

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		
If the student finds Laura Bush and her daughter Jenna Bush Hager,		mark 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 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 for question 13 and move to question 14.

Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b. Communicate: Our Great Big Backyard
- € Direct the student to Stimulus 14a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 14b. Communicate:
- € Communicate: Our Great Big Backyard

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.

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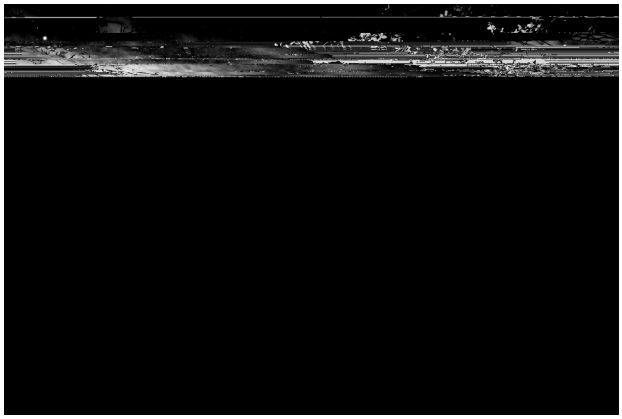
Presentation Instructions for Question 15

- € Present Stimulus 15a and 15b. Communicate: Our Great Big Backyard
- € 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:

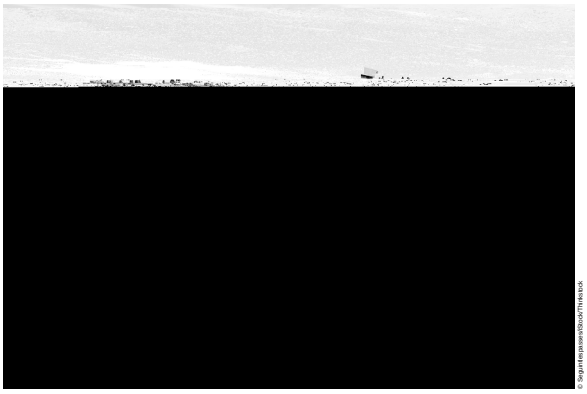


The book *Our Great Big Backyard* is about the beauty and fun of national parks. It is the story of a girl named Jane and her family. At first Jane is excited about summer vacation. But when her parents plan a trip to visit national parks, Jane is disappointed. She does not care about going on vacation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

Presentation Instructions for Question 16

- € Present Stimulus 16a and 16b. Communicate: Our Great Big Backyard
- € 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: . . Our Great Big Backyard



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!Ž

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		
If the student finds •encourage readers to visit national parksŽ in Stimulus 16b,		mark for question 16 and move to question 17.
If the student does not find •encourage readers to visit national parksŽ in Stimulus 16b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •encourage readers to visit national parksŽ in Stimulus 16b,		mark 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 parksŽ in Stimulus 16b,		mark for question 16 and move to question 17.

Presentation Instructions for Question 17

- € Present Stimulus 17.
- € Direct the student to Stimulus 17. Communicate:

- € Communicate the text.
- € Communicate:

Fun and Games with Gal‡pagos Tortoises

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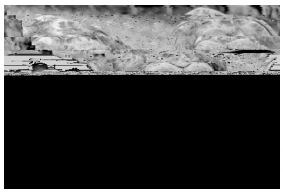
Elvis and Mr. Potato Head are Galápagos tortoises. They live at the zoo in El Paso, Texas.

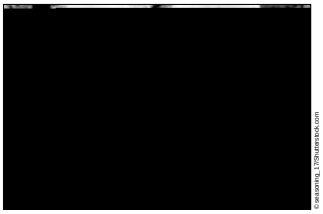
Scoring Instructions		
If the student finds Elvis and Mr. Potato Head,		mark for question 17 and move to question 18.
If the student does not find Elvis and Mr. Potato Head,		€ remove the stimulus; € wait at least five seconds; and € replicate the initial presentation instructions.
After the five-second wait time, if the student finds Elvis and Mr. Potato Head,		mark 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 for question 17 and move to question 18.

Presentation Instructions for Question 18

- € Present Stimulus 18a and 18b. Communicate:
- € Direct the student to Stimulus 18a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 18b. Communicate:
- € Communicate:



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.



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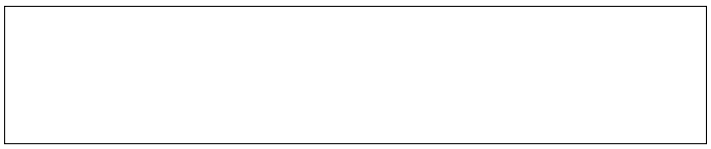
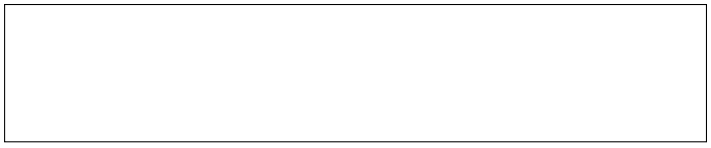
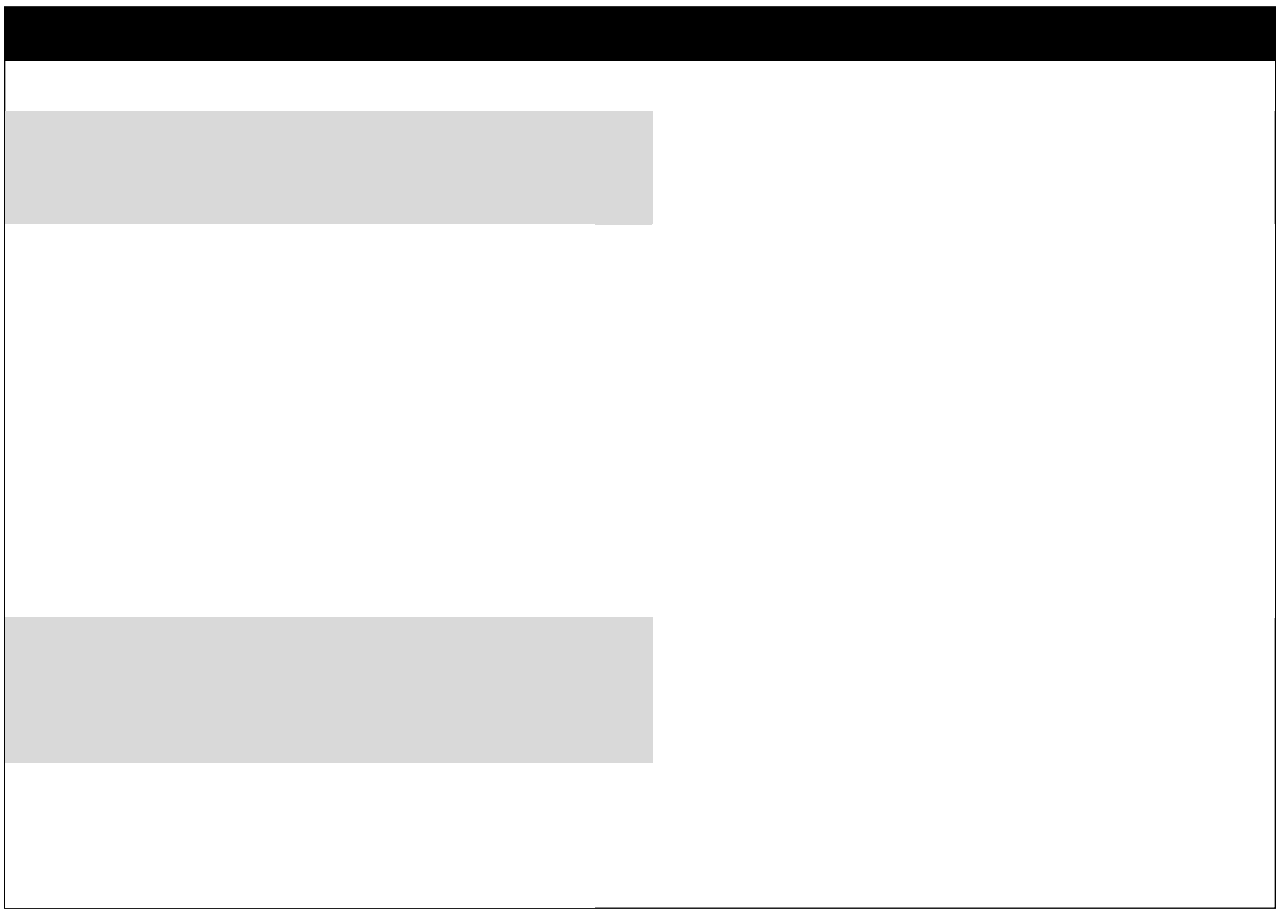
Scoring Instructions		
If the student finds the Galápagos tortoise in Stimulus 18b,		mark for question 18 and move to question 19.
If the student does not find the Galápagos tortoise in Stimulus 18b,		€ model the desired student action by finding the Galápagos tortoise in Stimulus 18b and communicate ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the Galápagos tortoise in Stimulus 18b,		mark for question 18 and move to question 19.
After teacher modeling, if the student does not find the Galápagos tortoise in Stimulus 18b,		mark for question 18 and move to question 19.







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.

* 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		
If the student finds •Galápagos tortoises were in danger of disappearing from Earth until scientists and zoos started programs to save themŽ in Stimulus 20b,		mark 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 themŽ 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 themŽ in Stimulus 20b,		mark 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 themŽ in Stimulus 20b,		mark for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 3
Reading

April 2019