





English II	Cluster 3
Reporting Category 2	
Knowledge and Skills Statement English II (6)	
Essence Statement	
Item 9 Prerequisite Skill	
Item 10 Prerequisite Skill	
Item 11 Prerequisite Skill	
Item 12 Prerequisite Skill	

English II	Cluster 4
Reporting Category 5	
Knowledge and Skills Statement English II (13)	
Essence Statement	
Item 13 Prerequisite Skill	
Item 14 Prerequisite Skill	
Item 15 Prerequisite Skill	
Item 16 Prerequisite Skill	





# ENGLISH II

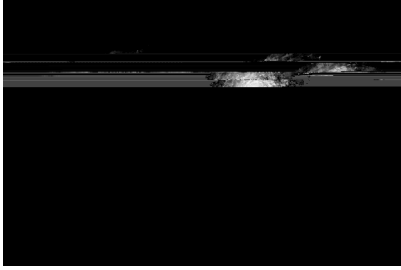




## Presentation Instructions for Question 1

- 1. Present Stimulus 1.
- 2. Allow the student to view Stimulus 1.
- 3. Ask the student to identify the telescope.

1

\* 

telescope

The Hubble Space **Telescope** makes the planets, stars, and galaxies seem larger and closer to Earth than they really are.

Scoring Instructions		
1. If the student finds the telescope, <b>A</b>	➡	mark <b>A</b> for question 1 and move to question 2.
2. If the student does not find the telescope,	➡	remove the stimulus; wait at least five seconds; and replicate the initial presentation instructions.
3. After the five-second wait time, if the student finds the telescope,	➡	mark for question 1 and move to question 2.
4. After the five-second wait time, if the student does not find the telescope,	➡	mark for question 1 and move to question 2.



## Scoring Instructions

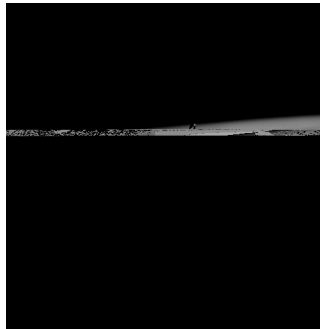
<p>If the student finds "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b,</p>	➔	<p>mark <b>A</b> for question 2 and move to question 3.</p>
<p>If the student does not find "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b,</p>	➔	<p>model the desired student action by finding "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b and</p> <p style="text-align: center;">▶</p> <p>and</p> <p>replicate the initial presentation instructions.</p>
<p>After teacher modeling, if the student finds "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b,</p>	➔	<p>mark for question 2 and move to question 3.</p>
<p>After teacher modeling, if the student does not find "The telescope helps scientists see galaxies trillions of miles away from Earth" in Stimulus 2b,</p>	➔	<p>mark for question 2 and move to question 3.</p>

### Presentation Instructions for Question 3

- Stimulus 3a and 3b.
- the student to Stimulus 3a. the text.
- the student to each answer choice in Stimulus 3b. the text in each answer choice.

3.

The **enormity** and speed of the Hubble Space Telescope are impressive. It is as large as a school bus and weighs as much as two adult elephants. The telescope travels around Earth at approximately 5 miles per second. That would be like driving a car from New York to California in 10 minutes.



3

loud noise

\* gigantic size

elegant design

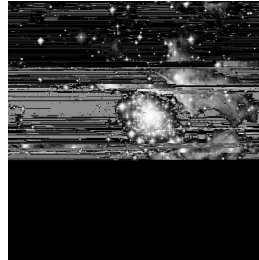
Scoring Instructions	
If the student finds <u>gigantic size</u> in Stimulus 3b,	➔ mark <b>A</b> for question 3 and move to question 4.
If the student does not find <u>gigantic size</u> in Stimulus 3b,	➔ provide one of these allowable teacher assists to the student: Read the first sentence, inserting each answer choice for the underlined word. Highlight <u>loud</u> , <u>size</u> , and <u>design</u> in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds <u>gigantic size</u> in Stimulus 3b,	➔ mark for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find <u>gigantic size</u> in Stimulus 3b,	➔ mark for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Stimulus 4a and 4b.
- the student to Stimulus 4a. the text.
- the student to each answer choice in Stimulus 4b. the text in each answer choice.

4

The Hubble Space Telescope orbits high above Earth and its gaseous atmosphere. Therefore, Hubble can see space better than telescopes on Earth can. Hubble is not the kind of telescope that you look through with your eye. Instead, Hubble uses a digital camera, like the camera on a cell phone. Then Hubble uses radio waves to **transmit** the photographs back to Earth from outer space. Although Hubble is now more than 25 years old, it still takes beautiful photographs, like this one of a star forming in outer space.



4

*like the camera on a cell phone*

\* *back to Earth from outer space*

*still takes beautiful photographs*

## Scoring Instructions

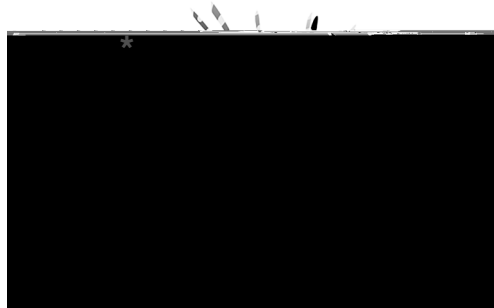
A		A
If the student finds in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds in Stimulus 4b,	➡	mark for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find in Stimulus 4b,	➡	mark for question 4 and move to question 5.

**Presentation Instructions for Question 5**

Stimulus 5.  
 the student to Stimulus 5. the text.

5

**The Lionfish Invasion**



Lionfish came from oceans thousands of miles from the United States.

<b>Scoring Instructions</b>		
If the student finds the lionfish,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the lionfish,	➡	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 lionfish,	➡	mark for question 5 and move to question 6.
After the five-second wait time, if the student does not find the lionfish,	➡	mark for question 5 and move to question 6.





## Presentation Instructions for Question 7

- Stimulus 7a and 7b.
  - the student to Stimulus 7a. the text.
  - the student to each answer choice in Stimulus 7b. the text in each answer choice.
- 1986 2013.

7.

Many scientists believe that people released their unwanted lionfish from home aquariums into the Atlantic Ocean more than 25 years ago. In 1986, people had no idea that this would cause harm to the earth's ecosystems. Usually, species that come from far away don't survive in a new environment, but lionfish adapted perfectly to their new home in the Atlantic Ocean.

A female lionfish lays about two million eggs in a year. Once the eggs turn into larvae, they can float along ocean currents for hundreds of miles before developing into adult fish. This allows the lionfish to invade other nearby ecosystems. By 2013, lionfish had spread across the Caribbean Sea and as far north as the coast of Rhode Island.



to show the states where people have lionfish in their aquariums

to show that lionfish did not survive their new environment

\* to show the population of lionfish along the Atlantic coast

Scoring Instructions		
Item	Item	Item

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to encourage readers to go diving

\* to inform readers about the problem of the fast-growing population of lionfish

to explain to readers how to carefully remove the lionfish's poisonous spines

Scoring Instructions		
Stimulus	Response	Scoring
If the student finds to inform readers about the problem of the fast-growing population of lionfish in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find to inform readers about the problem of the fast-growing population of lionfish in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds to inform readers about the problem of the fast-growing population of lionfish 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 inform readers about the problem of the fast-growing population of lionfish in Stimulus 8b,	➡	mark for question 8 and move to question 9.



## Presentation Instructions for Question 10

Stimulus 10a and 10b.

the student to Stimulus 10a.

the text.

the student to each answer choice in Stimulus 10b.

2016

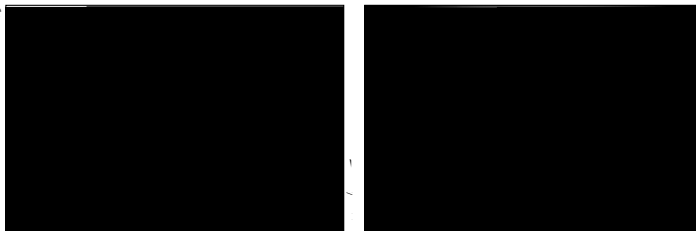
10.



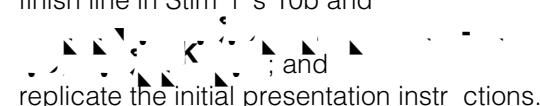
During the 2016 Olympic marathon, Keflezighi had been running for more than two hours when he slipped in a puddle of water and fell to the ground. Keflezighi had been feeling sick that day and had stopped seven times during the race. But instead of quitting when he fell down, Keflezighi did a few push-ups, stood up, and finished the race. He stayed true to his motto: "Never give up on your dreams."

10

\*



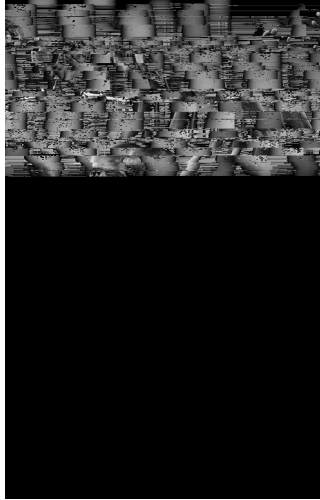
## Scoring Instructions

<b>A</b>		<b>A</b>
If the student finds Meb Kefle ighi doing p sh- ps near the finish line in Stim I s 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find Meb Kefle ighi doing p sh- ps near the finish line in Stim I s 10b,	➡	<p>model the desired student action by finding Meb Kefle ighi doing p sh- ps near the finish line in Stim I s 10b and</p>  <p>replicate the initial presentation instructions.</p>
After teacher modeling, if the student finds Meb Kefle ighi doing p sh- ps near the finish line in Stim I s 10b,	➡	mark for question 10 and move to question 11.
After teacher modeling, if the student does not find Meb Kefle ighi doing p sh- ps near the finish line in Stim I s 10b,	➡	mark for question 10 and move to question 11.

## Presentation Instructions for Question 11

- 1. Stimulus 11a and 11b.
- 2. the student to Stimulus 11a. the text.
- 3. the student to each answer choice in Stimulus 11b. the text in each answer choice.

### 11



Keflezighi grew up in a small rural village in eastern Africa. He was 12 years old when he moved with his family to the United States and settled in San Diego, California. For Keflezighi, learning English was very challenging. When Keflezighi was in the seventh grade, the P.E. teacher told the class to run a mile. Keflezighi left the other kids behind in the dust. He went on to race in high school, winning many marathon races. He got a scholarship to run for the University of California in Los Angeles, where he won four NCAA championships. In 1988, when he graduated, Keflezighi became a U.S. citizen.



Keflezighi went on to have a brilliant athletic career. He competed in four Olympic Games and many marathon races, including the New York City Marathon and the Boston Marathon. In the 2004 Olympics, Keflezighi was the first American marathon runner since 1976 to receive a medal.



11

taught Keflezighi to speak English



\* told Keflezighi's class to run a mile

watched Keflezighi run in the Boston Marathon

Scoring Instructions		
<p>mark <b>A</b></p>		<p>mark <b>A</b>   mark <b>A</b></p>
<p>If the student finds told Keflezighi's class to run a mile. in Stimulus 11b,</p>	<p>➡</p>	<p>mark <b>A</b> for question 11 and move to question 12.</p>

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## Scoring Instructions

A		A
If the student finds Keflegi wanted to share with people that he knows about training for the Olympic Games and marathon races. in Stimulus 12b,	➔	mark <b>A</b> for question 12 and move to question 13.
If the student does not find Keflegi wanted to share with people that he knows about training for the Olympic Games and marathon races. in Stimulus 12b,	➔	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds Keflegi wanted to share with people that he knows about training for the Olympic Games and marathon races. in Stimulus 12b,	➔	mark for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find Keflegi wanted to share with people that he knows about training for the Olympic Games and marathon races. in Stimulus 12b,	➔	mark for question 12 and move to question 13.

### Presentation Instructions for Question 13

Stimulus 13.

the student to the first sentence in Stimulus 13. the text.

the student to the second sentence in Stimulus 13. the text.

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## Presentation Instructions for Question 14

- Stimulus 14a and 14b.
  - the student to Stimulus 14a. the text.
  - the student to the underlined sentence in Stimulus 14a.
  - the student to each answer choice in Stimulus 14b. the text in each answer choice.
- 

14,



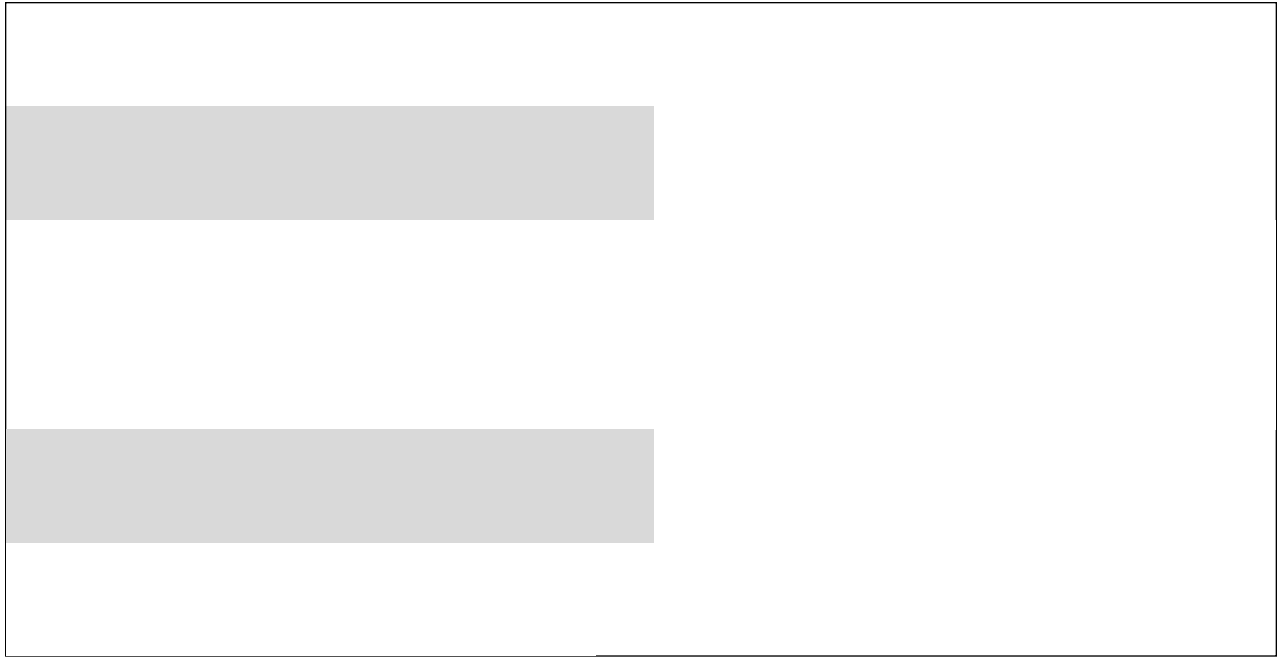
Service dogs begin their training as puppies to assist people with specific tasks. These dogs provide support for people who are blind or deaf. **They can also help other people.**

14

They can help people.

\*

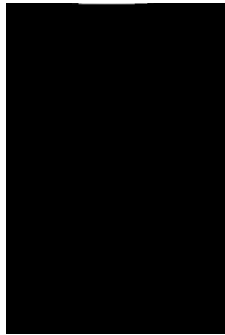
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## Presentation Instructions for Question 15

- Stimulus 15a and 15b.
- the student to Stimulus 15a.
- the student to the underlined sentence in Stimulus 15a.
- the student to each answer choice in Stimulus 15b.

15.



Service dog training includes opening doors and pushing buttons on elevators, and also service dogs are trained to alert their owner to changing situations. Some service dogs are trained to sense when their owner needs comfort. People with seizure and anxiety disorders rely heavily on their service dogs for support.

15

\* Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations.

Service dog training includes opening doors and pushing. Buttons on elevators and also are trained to alert their owner to changing situations.

Service dog training includes opening doors and pushing buttons on elevators. Also, trained to alert their owner service dogs are changing situations.

## Scoring Instructions

A		A
<p>If the student finds Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations in Stimulus 15b,</p>	➔	<p>mark <b>A</b> for question 15 and move to question 16.</p>
<p>If the student does not find Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations in Stimulus 15b,</p>	➔	<p>provide this allowable teacher assist to the student:                      Highlight the text after the first sentence in each answer choice.                      Replicate the initial presentation instructions.</p>
<p>After the teacher assistance, if the student finds Service dog training includes opening doors and pushing buttons on elevators. Also, service dogs are trained to alert their owner to changing situations in Stimulus 15b,</p>		

2.15 2.413 Td4h i T11.15 2.413 Td4h i 7to fo67ng b t -1e d h8T4EM2:



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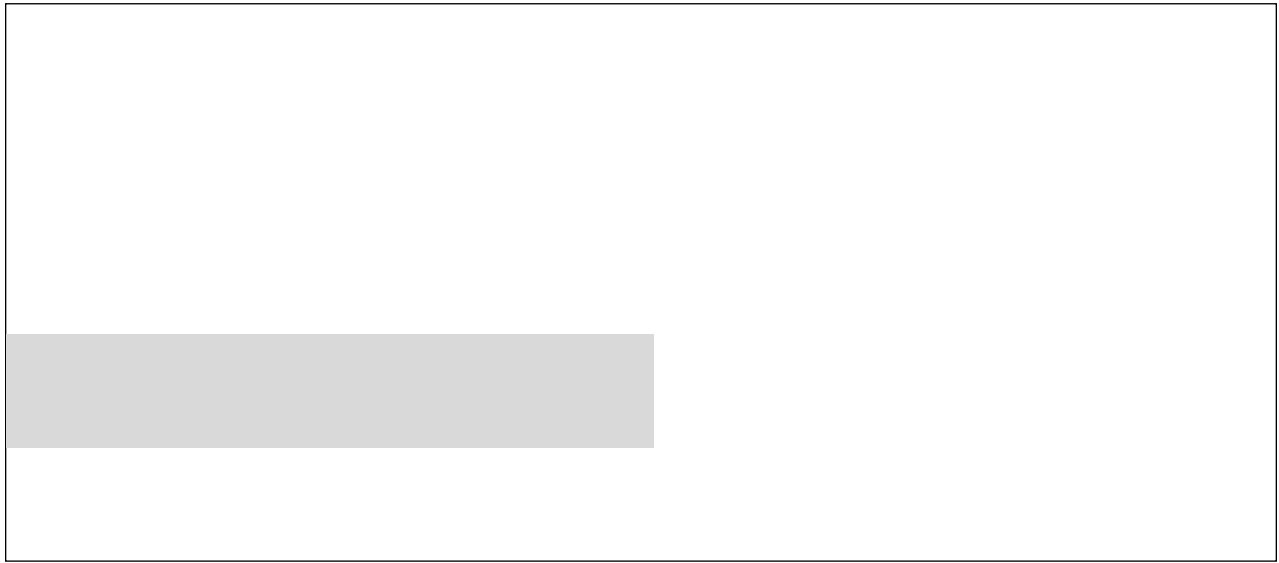
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## Scoring Instructions

A		A
If the student finds The are not simpl pets, and their ork is to gi e s pport to their disabled o ner. in Stim l s 16b,	➡	mark A for q uestion 16 and mo e to q uestion 17.
If the student does not find The are not simpl pets, and their ork is to gi e s pport to their disabled o ner. in Stim l s 16b,	➡	replicate the initial presentation instr ctions.
After the teacher repeats the instr ctions, if the student finds The are not simpl pets, and their ork is to gi e s pport to their disabled o ner. in Stim l s 16b,	➡	mark for q uestion 16 and mo e to q uestion 17.
If the student does not find The are not simpl pets, and their ork is to gi e s pport to their disabled o ner. in Stim l s 16b,	➡	mark for q uestion 16 and mo e to q uestion 17.



**Presentation Instructions for Question 18**

- Stimulus 18a and 18b.
- the student to Stimulus 18a. the text.
- the student to each answer choice in Stimulus 18b. the text in each answer choice.

18.



Iceland has **wondering** differences, including summer days with no darkness and winter days with little sunlight.

18

- \*  wonderful
- wandered

<b>Scoring Instructions</b>	
If the student finds <b>wonderful</b> in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
If the student does not find <b>wonderful</b> in Stimulus 18b,	➡ model the desired student action by finding <b>wonderful</b> in Stimulus 18b and replicate the initial presentation instructions.
After teacher modeling, if the student finds <b>wonderful</b> in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find <b>wonderful</b> in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

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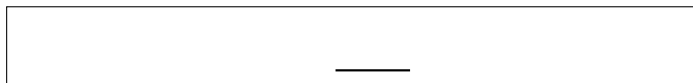
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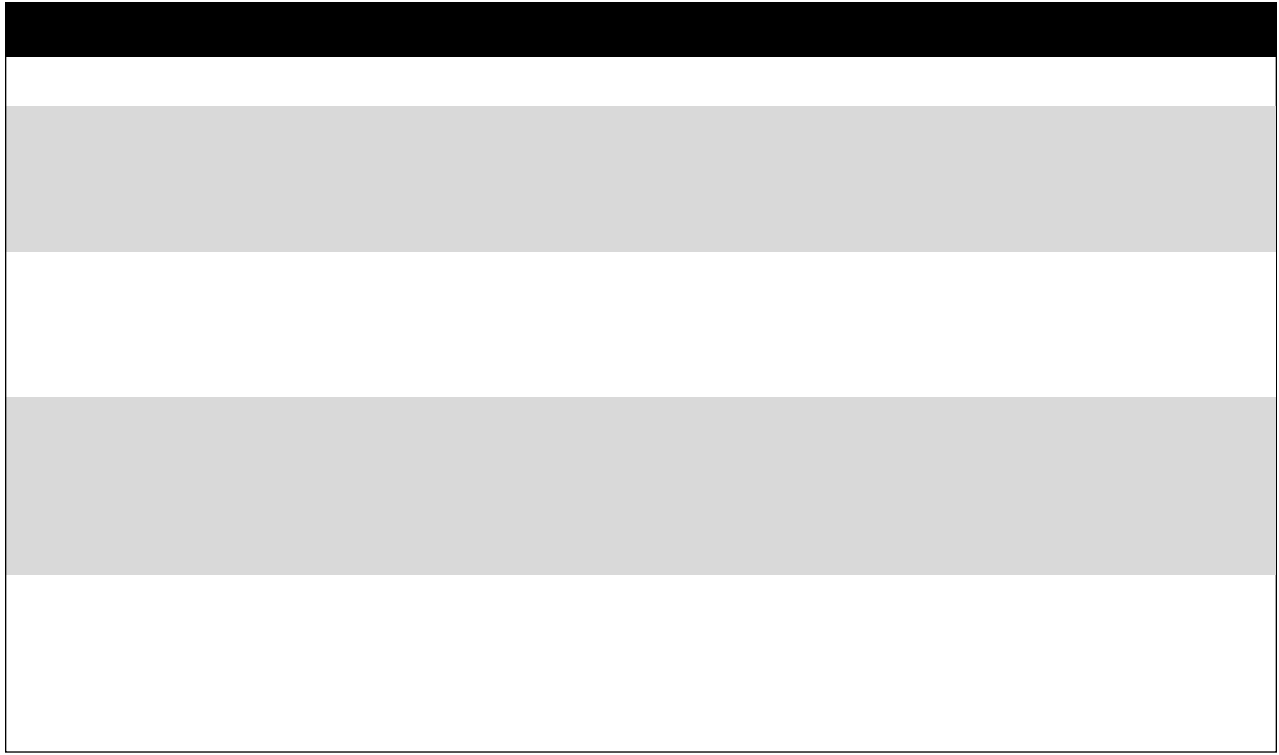
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## Scoring Instructions

mark <b>A</b>		mark <b>A</b> or <b>A</b>
If the student finds the correct edited sentence in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find the correct edited sentence in Stimulus 19b,	➡	provide this allowable teacher assist to the student: Highlight <i>fasten-growing</i> , <i>fasting-growing</i> , and <i>fastest-growing</i> in the answer choices. Replicate the initial presentation instructions.
After the teacher assistance, if the student finds the correct edited sentence in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
After the teacher assistance, if the student does not find the correct edited sentence in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.









**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
English II**

**April 2019**