TEST INSTRUCTIONS

GRADE 3
Reading Language Arts
STAAR Alternate 2

Administered April 2023

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 3		Cluster 1
Reporting Category 1		
Strand 4		
Knowledge and Skills Statement		

READING LANGUAGE ARTS

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. Communicate: **Here is more of the story “Lessons from the Garden.”**

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. Communicate: **Here is more of the story “Lessons from the Garden.”**
- 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 what Chris’s mother wants Chris to learn from planting a garden.**

Stimulus 3a

Stimulus 4b

Chris continued to water the pots and make sure they got enough sunlight.

Chris and his mother carefully set each plant into the ground.

* *Chris held up a large cucumber he had just picked from his garden.*

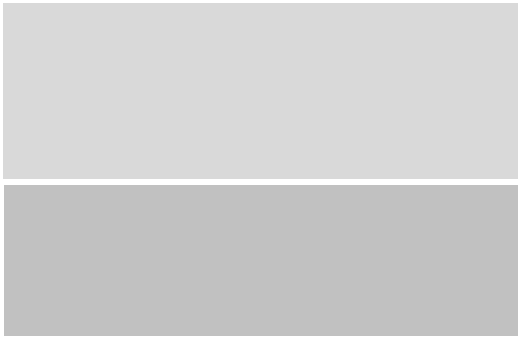
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Chris held up a large cucumber he had just picked from his garden” in Stimulus 4b,		mark **A** for question 4 and move to question 5.
If the student does not find “Chris held up a large cucumber he had just picked from his garden” in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Chris held up a large cucumber he had just picked from his garden” 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 “Chris held up a large cucumber he had just picked from his garden” 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 “Key to My Heart.”**
- Direct the student to Stimulus 5. Communicate the title and the text.
- Communicate: **Find Jamie putting on roller skates.**

Stimulus 5

Key to My Heart



Jamie was getting ready to roller-skate at the park with his friends.

Presentation Instructions for Question 6

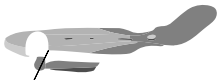
- Present Stimulus 6a and 6b. Communicate: **Here is more of the story “Key to My Heart.”**
- Direct the student to Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate: **This is a pair of in-line skates. This is a pair of roller skates.**

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. Communicate: Here is more of the story “Key to My Heart.”
- 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 problem that Jamie has with his skates.

Stimulus 7a

Grandma added, “I still have those skates in the attic. You can wear them if you want to go get them. And the wonderful thing about them is that they can be sized to fit anyone.”



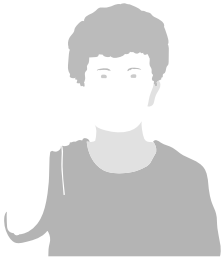
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Jamie has outgrown his roller skates” in Stimulus 7b,		mark **A** for question 7 and move to question 8.
If the student does not find “Jamie has outgrown his roller skates” in Stimulus 7b,		provide one of these allowable teacher assists to the student:

"Try this," she said.

Jamie put the skates onto the bottom of his shoes. He buckled the leather straps around his ankles. The key helped him tighten the clamps. Then he stood up and started to skate.

"They work! Thanks, Grandma!" Jamie saw his friends down at the corner and started to skate away.

"Wait a minute!" his grandmother called after him. "You forgot the most important part." She held up the key on the string.



Stimulus 8b

* Grandma shows Jamie how to use the skate key to make her old roller skates fit.

Grandma gives Jamie a key to the pair of roller skates from the attic.

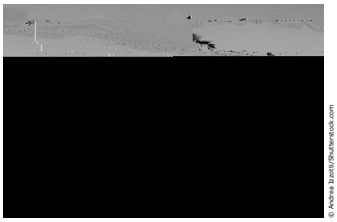
Grandma tells Jamie about how roller-skating was her favorite sport.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Grandma shows Jamie how to use the skate key to make her old roller skates fit” in Stimulus 8b,		mark **A**

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. Communicate the text.
- Communicate: **Find the sentence about the White House.**

Stimulus 9



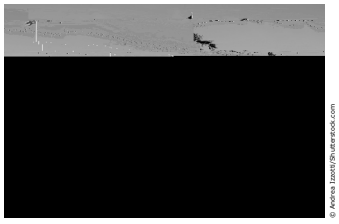
* The White House in Washington, D.C., is the home and the office for the president of the United States.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about the White House,		mark **A** for question 9 and move to question 10.
If the student does not find the sentence about the White House,		• 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 sentence about the White House,		mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the sentence about the White House,		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 White House.**
- Direct the student to Stimulus 10a. Communicate the text.
- Direct the student to each answer choice in Stimulus 10b. Communicate the text in each answer choice.
- Communicate: **Find the complete sentence about the White House.**

Stimulus 10a



The White House in Washington, D.C.

Stimulus 10b

* George Washington never lived in the White House.

George Washington and the White House

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “John Adams, the second president, was the first president to live in the White House” in Stimulus 11b,		mark **A** for question 11 and move to question 12.
If the student does not find “John Adams, the second president, was the first president to live in the White House” in Stimulus 11b,		provide one of these allowable teacher assists to the student: • Have the student identify which letters in a name should be capitalized. **OR** • Highlight “John Adams, the second president,” “John adams, the second President,” and “John Adams, the Second President” in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “John Adams, the second president, was the first president to live in the White House” in Stimulus 11b,		mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “John Adams, the second president, was the first president to live in the White House” in Stimulus 11b,		mark **C** for question 11 and move to question 12.

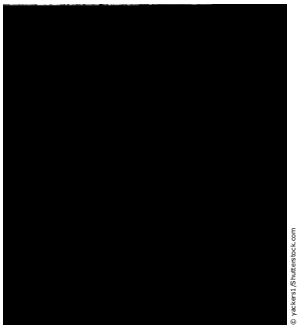
•**24**

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Today, the White House has 132 rooms” in Stimulus 12b,		mark **A** for question 12 and move to question 13.
If the student does not find “Today, the White House has 132 rooms” in Stimulus 12b,		

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. Communicate the text.
- Communicate: **Find the sentence about Kermit the Frog.**

Stimulus 13



* Kermit the Frog is a puppet on *Sesame Street*.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about Kermit the Frog,		mark **A** for question 13 and move to question 14.
If the student does not find the sentence about Kermit the Frog,		• 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 sentence about Kermit the Frog,		mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about Kermit the Frog,		

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. Communicate: **Here is more information about Kermit the Frog.**
- Direct the student to Stimulus 14a. Communicate the text.
- Direct the student to each answer choice in Stimulus 14b. Communicate the text in each answer choice.
- Communicate: **Find the revised sentence that tells more about Kermit the Frog.**

Stimulus 14a

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Kermit the Frog is the kindest and most honest character on Sesame Street” in Stimulus 14b,		mark **A** for question 14 and move to question 15.
If the student does not find “Kermit the Frog is the kindest and most honest character on Sesame Street” in Stimulus 14b,		• model the desired student action by finding “Kermit the Frog is the kindest and most honest character on Sesame Street” in Stimulus 14b and communicate **“This is the revised sentence that tells more about Kermit the Frog”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Kermit the Frog is the kindest and most honest character on Sesame Street” in Stimulus 14b,		mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find “Kermit the Frog is the kindest and most honest character on Sesame Street” 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 Kermit the Frog.**
- Direct the student to Stimulus 15a. Communicate the text.
- Direct the student to the empty box in Stimulus 15a. Communicate: **The sentence that goes in the box needs to be edited for correct capitalization.**
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that uses capital letters correctly.**

Stimulus 15a

Kermit the Frog performs on television and in movies with other puppets.

Stimulus 15b

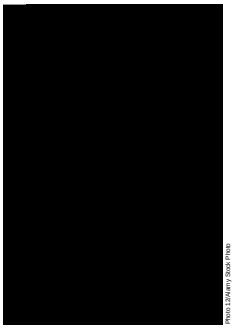
box needs t>>BDC Q q 1nce that goes in the
box needs tP1 95.72 hat TF39-1.2 TDil <</MCID 1392/r puppets **83 Tm**

Scoring Instructions		
Student Action		

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. Communicate: Here is more information about Kermit the Frog.
- Direct the student to Stimulus 16a. Communicate: There are empty boxes where punctuation marks belong. Communicate the text.
- Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- Communicate: Find the sentence that has been edited with the correct end punctuation.

Stimulus 16a



Stimulus 16b

Jim Henson created the puppet he named Kermit the Frog from an old green coat that his mother threw in the garbage?

He used an old Ping-Pong ball for the frog s eyes!

*

[redacted]

Presentation Instructions for Question 18

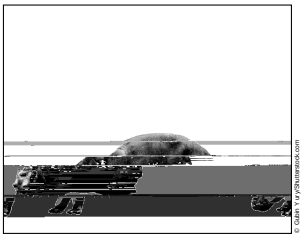
- Present Stimulus 18a and 18b. Communicate: **Here is more of the article "Fiona, the Baby Hippo."**
- Direct the student to Stimulus 18a. Communicate the text.
- Direct the student to each answer choice in Stimulus 18b. Communicate: **This is a mother hippopotamus. This is a baby hippopotamus.**
- Communicate: **Find the baby hippopotamus that surprised the zookeepers.**

Stimulus 18a

When Fiona was tiny the keepers because she was Baby Fiona weighed about half of when they are

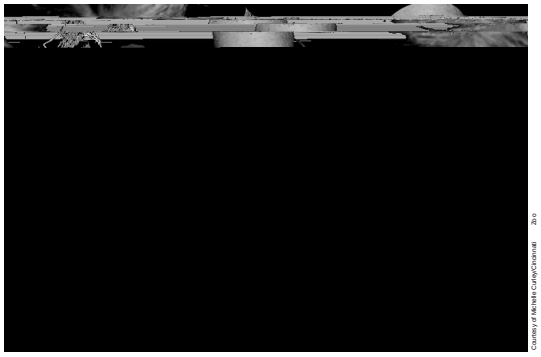
Stimulus 18b

*



- Present Stimulus 19a and 19b. Communicate: Here is more of the article “Fiona, the Baby Hippo.”
- 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 zookeepers fed Fiona from a bottle.

Stimulus 19a



The zookeepers at the Cincinnati Zoo were worried. Fiona was very weak. She could not walk very well. She could not even stand long enough to drink her mother s milk. So the zookeepers wrapped Fiona in warm blankets. They fed her from a bottle. More than 20 workers from the zoo were caring for Fiona. They were known as Team Fiona.

Stimulus 19b

*

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. Communicate: **Here is the conclusion of the article "Fiona, the Baby Hippo."**
- 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 summary of this section.**

Stimulus 20a

Stimulus 20b

Many people have grown to love the

Many people loved watching the baby hippo online falling asleep in the shower.

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