

TEST INSTRUCTIONS

GRADE 5 Reading Language Arts STAAR Alternate 2

Administered April 2023

RELEASED

Reading Language Arts Grade 5		Cluster 4
Reporting Category 2	Writing	
Strand 6	Composition – Writing Process and Genres	
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts –writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
Item 13 Prerequisite Skill Item	revise drafts by adding details in pictures or words (K)	

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- Present Stimulus 1. Communicate: Here is the story “Double Dutch.”

Presentation Instructions for Question 2

- Presentation Instructions for Question 2: Stimulus 2 and 5 points for.5s0t



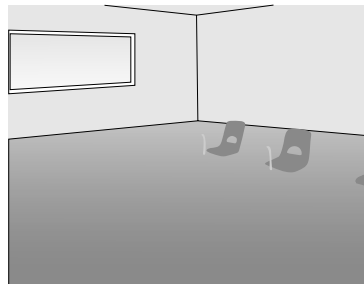


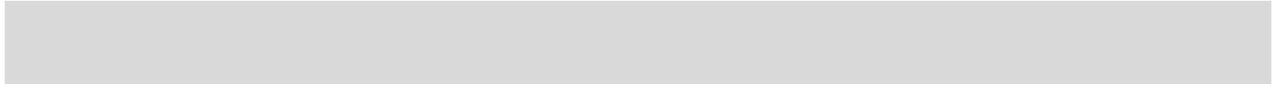
\$IWHU GLQQHU
6DOO\ WDNHV D
SHUPDQHQQW PDUNHU
DQG ZULWHV D
PHVVDJH IRU HDFK
RI KHU WHDPPDWHV
RQ D EDOORRQ 6KH
FDOOV RWKHU FODVVPDW

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. Communicate: Here is the conclusion of the story “Double Dutch.”
 - Direct the student to Stimulus 4a. Communicate the text.
 - Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
 - Communicate: Find how Sally shows her support for the double-Dutch team.
-

Stimulus 4a



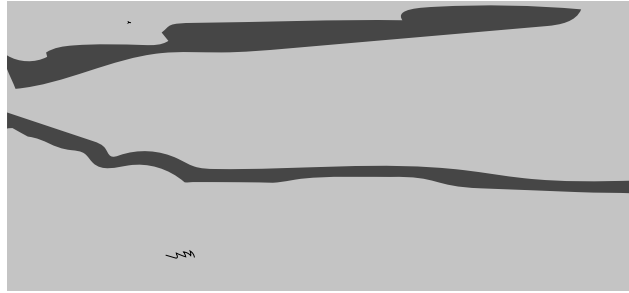


Presentation Instructions for Question 5

- Present Stimulus 5. Communicate: Here is the story “Skipping Lessons.”
- Direct the student to Stimulus 5. Communicate the title and the text.
- Communicate: Find the boys skipping stones.

Stimulus 5

Skipping Lessons

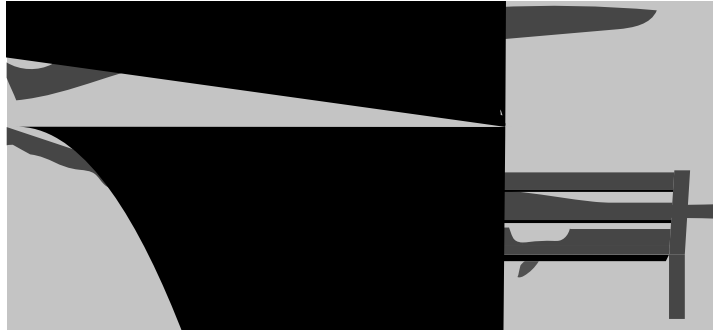


\$DURQ ZDWFKHV KLV |
6DPP\ SLFN XS VWRQHV DQG VNLS WKH
DFURVV WKH ZDWHU

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. Communicate: Here is more of the story “Skipping Lessons.”
- Direct the student to Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate: This stone is skipping across the lake. This stone will sink to the bottom of the lake.
- Communicate: Find what happens when Tad throws the stone over the water.

Stimulus 6a



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the stone skipping across the lake in Stimulus 6b,	mark A for question 6 and move to question 7.
If the student does not find the stone skipping across the lake in Stimulus 6b,	<ul style="list-style-type: none"> • model the desired student action by finding the stone skipping across the lake in Stimulus 6b and communicate “When Tad throws the stone, it starts skipping across the lake”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the stone skipping across the lake in Stimulus 6b,	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the stone skipping across the lake in Stimulus 6b,	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. Communicate: Here is more of the story “Skipping Lessons.”
 - 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:
-

7KH ERV RU D
WULDQJO G VW
WKDW ZLQ Q P\ I
'EXW 6DP HV VWF
OLWWOH HU μ



Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Aaron's stone sinks to the bottom of the lake" in Stimulus 7b,	mark A for question 7 and move to question 8.
If the student does not find "Aaron's stone sinks to the bottom of the lake" in Stimulus 7b,	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student retell the story using the illustrations in Stimulus 7a. OR • Highlight the words "not as tall," "cannot find a stone," and "stone sinks" in the answer choices in Stimulus 7b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "Aaron's stone sinks to the bottom of the lake" in Stimulus 7b,	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Aaron's stone sinks to the bottom of the lake" in Stimulus 7b,	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. Communicate: Here is the conclusion of the story “Skipping Lessons.”
- 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 Aaron thinks he might be good at skipping stones.

Stimulus 8a

Scoring Instructions

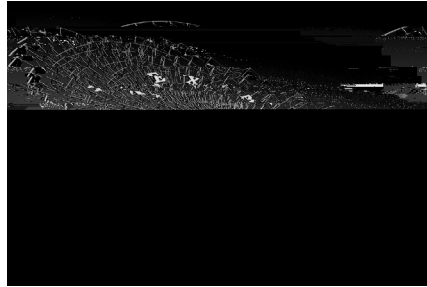
Student Action	Test Administrator Action
If the student finds “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	mark A for question 8 and move to question 9.
If the student does not find “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Aaron watches his stone skip 12 times across the lake” 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 “Aaron watches his stone skip 12 times across the lake” in Stimulus 8b,	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. Communicate the text.
- Communicate: Find the sentence about the Texas Star.

Stimulus 9

The Texas Star



* 7KH 7H[DV 6W DU LV WKH PRVW SRSXOD
ULGH DW WKH 6WDWH)DLU RI 7H[DV

Scoring Instructions		
Student Action		Test Administrator Action

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
 - Direct the student to each answer choice in Stimulus 11b.
 - Communicate: One of these sentences has been edited to use capital letters correctly. Communicate the text in each answer choice.
 - Communicate: Find the sentence that uses capital letters correctly.
-

Stimulus 11a



Stimulus 11b

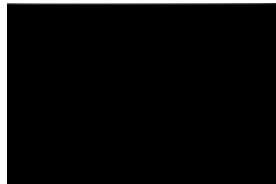
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The Texas Star can carry up to 264 people” in Stimulus 11b,	mark A for question 11 and move to question 12.
If the student does not find “The Texas Star can carry up to 264 people” in Stimulus 11b,	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “Texas Star” in each answer choice in Stimulus 11b. OR

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. Communicate the text. Communicate: The sentence with the empty box needs to be edited.
- Direct the student to each answer choice in Stimulus 12b. Communicate the text in each answer choice.
- Communicate: Find the words that complete the sentence correctly.

Stimulus 12a



\$QRWKHU SRSXODU ULGH
RI 7H[DV LV WKH :DYH 6Z
DGXOWV DUH VWUDSSHG
KDQJ IURP FDEOHV 7KH
WKURXJK WKH DLU LQ D
6ZLQJ L ULGH DW WKH
6WDWH)DLU RI 7H[DV

Stimulus 12b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “most fun” in Stimulus 12b,	mark A for question 12 and move to question 13.
If the student does not find “most fun” in Stimulus 12b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “most fun” 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 “most fun” 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 the text.
- Communicate: Find the sentence about Jenny.

Stimulus 13



* -HQQ\ LV H[FLWHG WR JR]LS OLQLQJ

[Redacted]		

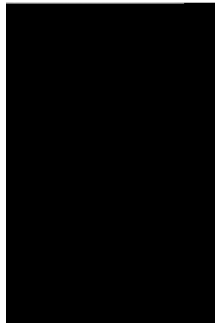
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Jenny goes zip-lining while she is at camp” in Stimulus 14b,		mark A for question 14 and move to question 15.
If the student does not find “Jenny goes zip-lining while she is at camp” in Stimulus 14b,		•

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. Communicate the text.
- Communicate: This sentence needs to be edited.
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: Find the correctly edited sentence that tells about Jenny and her brothers.

Stimulus 15a



-HQQ\ WDNH KH
RQ D]LS OLQH D

Stimulus 15b

* -HQQ\ WDNHV KHU EURWKHUV RQ D
]LS OLQH DGYHQWXUH

-HQQ\ WDNLQJ KHU
]LS OLQH DGYHQWXUH

-HQQ\ WDNHQ KHU EURWKHUV RQ D
]LS OLQH DGYHQWXUH

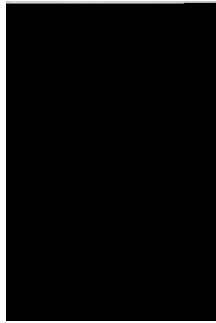
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Jenny takes her brothers on a zip-line adventure” in Stimulus 15b,		mark A

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. Communicate the text.
- Communicate: The underlined sentence can be revised to give more details about Jenny and her brothers.
- Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- Communicate: Find the revised sentence that gives the most details about Jenny and her brothers.

Stimulus 16a



-HQQ\ DQG KHU EURWKHUV DUH
UHDG\ IRU D]LS OL
They are in the mountains.

Stimulus 16b

7KH\ DUH LQ WKH PRXQWDLQV RQ D
YDFDWLRQ

7KH\ DUH LQ WKH PRXQWDLQV ZLWK
WKHLU IDPLO\

* 7KH\ DUH LQ WKH PRXQWDLQV RQ D
VXPPHU YDFDWLRQ ZLWK WKHLU IDPLO\

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	mark A for question 16 and move to question 17.
If the student does not find “They are in the mountains on a summer vacation with their family” in Stimulus 16b,	mark for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. Communicate: Here is the article “Texas Water Towers.”
 -
-
-

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. Communicate: Here is more of the article “Texas Water Towers.”
 - Direct the student to Stimulus 18a. Communicate the text.
 - Direct the student to each answer choice in Stimulus 18b. Communicate: This is a watermelon. This is a watermelon farmer.
 - Communicate: Find what the water tower in Luling, Texas, is painted to look like.
-

Stimulus 18a•

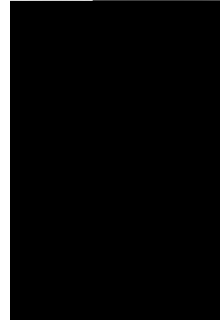


Presentation Instructions for Question 19

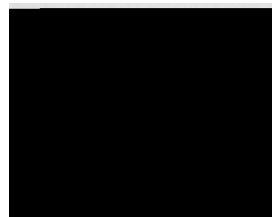
- Present Stimulus 19a and 19b. Communicate: Here is more of the article “Texas Water Towers.”
- Direct the student to Stimulus 19a. Communicate the text.
- Direct the student to each answer choice in Stimulus 19b. Communicate the text in each answer choice.
- Communicate: Find why the author includes photographs of water towers in Texas.

Stimulus 19a

Just as Luling is proud of its watermelons, the town of Poteet, Texas, is proud of its strawberry crops. For this reason, Poteet’s water tower is painted to look like a giant red strawberry.



7 KH Z D W H U W R Z F
Texas, is unremarkable during the day. But at night, the tower is lit in different colors. For example, if the high school football team is playing, the tower will be lit up with the team’s colors.



Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. Communicate: Here is the conclusion of the article “Texas Water Towers.”
 - Direct the student to Stimulus 20a. Communicate the text.
 - Direct the student to each answer choice in Stimulus 20b. Communicate the text in each answer choice.
 - Communicate: Find the sentence that describes why water towers are important for Texas towns.
-

Stimulus 20a

(YHU\ GD\ SHRSOH LQ W
WRZHUV XVH PDQ\ JDOOF



Stimulus 20b

*
:DWHU WRZHUV FROHFW DQG VWRUH
ZDWHU VR WKDW WKH WRZQVSHRSOH
DOZDIV KDYH WKH ZDWHU WKH QHHG
RUGHU WR OLYH

7ZHQWI IRXU KRXUV D GDI ZDWHU LV
SXPSHG IURP QHDUEI ODNHV RU ULYHU
WKURXJK SLSHV DQG LQWR ZDWHU
WRZHUV

:DWHU WRZHUV UHOI RQ JUDYLWI WR
KHOS SXVK WKH ZDWHU IURP WKH WRZ
GRZQ WKURXJK WKH SLSHV³WKDW LV Z
ZDWHU WRZHUV DUH VR WDOO

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Water towers collect and store water so that the townspeople always have the water they need in order to live” in Stimulus 20b,	mark A for question 20.
If the student does not find “Water towers collect and store water so that the townspeople always have the water they need in order to live” in Stimulus 20b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Water towers collect and store water so that the townspeople always have the water they need in order to live” in Stimulus 20b,	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Water towers collect and store water so that the townspeople always have the water they need in order to live” in Stimulus 20b,	mark C for question 20.

