STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 8
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 8	**Cluster 1**
Reporting Category 1	Reading
Strand 2	Comprehension Skills
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
Item 1 Prerequisite Skill	synthesize information to create new understanding (2)
Item 2 Prerequisite Skill	evaluate details read to determine key ideas (3)
Item 3 Prerequisite Skill	evaluate details read to determine key ideas (4)
Item 4 Prerequisite Skill	make inferences and use evidence to support understanding (5)

Reading Language Arts Grade 8	**Cluster 2**
Reporting Category 1	Reading
Strand 2	Literary Elements and Genres
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
Item 5 Prerequisite Skill	describe the importance of the setting (2)
Item 6 Prerequisite Skill	explain the relationships among the major and minor characters (3)
Item 7 Prerequisite Skill	explain the interactions of the characters and the changes they undergo (4)
Item 8 Prerequisite Skill	explain the interactions of the characters and the changes they undergo (4)

Reading Language Arts Grade 8	**Cluster 3**
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 9 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
Item 10 Prerequisite Skill	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (3)
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including singular, plural, common, and proper nouns (4)
Item 12 Prerequisite Skill	edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)

Reading Language Arts Grade 8	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	revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
Item 14 Prerequisite Skill	edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places (3)
Item 15 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
Item 16 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)

Reading Language Arts Grade 8	Cluster 5
Reporting Category 1	Reading
Strand 4	Literary Elements and Genres
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
Item 17 Prerequisite Skill	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
Item 18 Prerequisite Skill	describe the main character's (characters') internal and external traits (2)
Item 19 Prerequisite Skill	analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
Item 20 Prerequisite Skill	explain the interactions of the characters and the changes they undergo (4)

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Here is the article "Electric Bicycles."**
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* **Find the e-bike.**

Stimulus 1

Electric Bicycles

People who want to ride a bicycle but do not have the muscle strength or the physical conditioning can now ride an electric bicycle, also known as an e-bike.

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

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article "Electric Bicycles."**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a traditional bicycle. This is an electric bicycle.**
- *Communicate:* **Find the bicycle that helps riders with the push of a button.**

Stimulus 2a

E-bikes can reach the same speed as a traditional bike. The difference is that e-bikes have a rechargeable electric motor that provides help for riders with the push of a button.

Stimulus 2b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the electric bicycle in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the electric bicycle in Stimulus 2b,	➨	• model the desired student action by finding the electric bicycle in Stimulus 2b and *communicate* **"The electric bicycle helps riders with the push of a button"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the electric bicycle in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the electric bicycle in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* **Here is more of the article "Electric Bicycles."**
- *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 why e-bikes are becoming popular.**

Stimulus 3a

People are buying e-bikes for commuting to and from work and for other short trips. One type of e-bike has a small electric motor that can be turned on only when the rider is pedaling. The other type has a motor that will power the bicycle when the rider is not pedaling.

Although an e-bike is less expensive than a car, it still costs more than a traditional bicycle. However, there is no cost of gasoline, and parking is usually free for bicycles. E-bikes also provide people who are not able to ride a traditional bicycle for long distances the opportunity to exercise and be outdoors.

Stimulus 3b

There are two different types of e-bikes with small electric motors.

* E-bikes do not need gasoline, and parking is usually free.

E-bikes cost more than a traditional bicycle.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “E-bikes do not need gasoline, and parking is usually free” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “E-bikes do not need gasoline, and parking is usually free” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “two different types,” “gasoline and parking,” and “cost more” in Stimulus 3b. **OR** • Have the student identify reasons why people are riding e-bikes. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “E-bikes do not need gasoline, and parking is usually free” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “E-bikes do not need gasoline, and parking is usually free” in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Here is the conclusion of the article "Electric Bicycles."**
- *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 e-bikes have changed organized group rides.**

Stimulus 4a

Electric bicycles, or e-bikes, are more affordable than a car, are easier to learn to ride than a traditional bicycle, and are an option for people with physical restrictions.

Large cities, small towns, communities, and bicycle shops will often organize bicycle rides with stops along the way. E-bikes make it possible for people to participate in group bicycle rides regardless of their athletic abilities. Cyclists on traditional bicycles and e-bikes are encouraged to join the group rides to see new sites, make new friends, and enjoy recreation time outdoors.

Stimulus 4b

* People with physical restrictions can ride e-bikes on organized group rides.

People on organized group rides can see new sites and make new friends.

People on e-bikes can now afford to join the organized group rides.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “People with physical restrictions can ride e-bikes on organized group rides” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “People with physical restrictions can ride e-bikes on organized group rides” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “People with physical restrictions can ride e-bikes on organized group rides” 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 “People with physical restrictions can ride e-bikes on organized group rides” 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 "When Old Is Solid Gold."**
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* **Find Jared and Gabby at the apartment complex.**

Stimulus 5

When Old is Solid Gold

*

Jared and Gabby are watching as the neighbors from their apartment complex set up for a yard sale.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Jared and Gabby at the apartment complex,	➨	mark **A** for question 5 and move to question 6.
If the student does not find Jared and Gabby at the apartment complex,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Jared and Gabby at the apartment complex,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find Jared and Gabby at the apartment complex,	➨	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 story "When Old Is Solid Gold."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is Gabby. This is Mr. Allred.**
- *Communicate:* **Find who needs help setting up for the yard sale.**

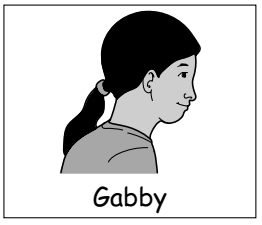
Stimulus 6a

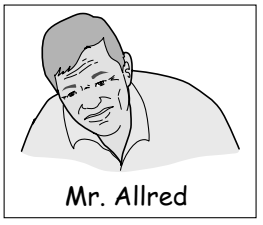
Mr. Allred is about the age of Jared and Gabby's grandparents. He has lived in the apartment complex as long as they have, but other than saying hello when they pass, the twins have never spoken to him.

Watching from the window, Jared and Gabby see Mr. Allred struggling to carry a large cardboard box.

"He needs help," Jared says, "and we've got nothing better to do."

Stimulus 6b


Gabby

* 
Mr. Allred

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Mr. Allred in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find Mr. Allred in Stimulus 6b,	➨	• model the desired student action by finding Mr. Allred in Stimulus 6b and *communicate* **"Mr. Allred needs help setting up for the yard sale"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Mr. Allred in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find Mr. Allred in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

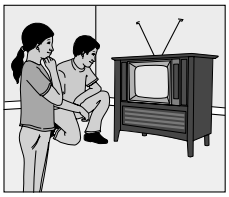
Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the story "When Old Is Solid Gold."**
- *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 what Mr. Allred says that shows that he has a sense of humor.**

Stimulus 7a

Soon, the twins are standing at Mr. Allred's door, introducing themselves. "How can we help you get ready for the yard sale?" Gabby asks.

"I could use help moving a TV out of my apartment," Mr. Allred says with a smile.

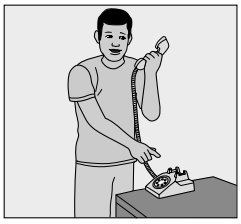


"That's a television?" Jared asks, pointing to a wooden piece of furniture that looks more like a rectangular coffee table, only taller.

"Not just a television, but a stereo too," Mr. Allred answers. He shows them how a panel slides open on the top to reveal a turntable for playing vinyl records. "A little different than a flat screen, isn't it?"

"Yes, but it's cool!" Jared exclaims.

Then Mr. Allred tells Gabby and Jared about being in high school and watching the moon landing on this old black-and-white television that his parents had bought new in the 1960s.



Jared pulls an old rotary telephone out of a cardboard box.

"I've heard about these, but I've never seen one," Jared tells Mr. Allred as he lifts the receiver to his ear.

Mr. Allred shows them how to work the phone by putting his index finger in the opening of the dial and turning the wheel clockwise until his finger reaches the stop and then pulling his finger from the hole. "It may be an old way of communicating, but we still say we 'dial' a telephone."

"It made great phone calls, but it would have been a little bit hard to text with it," Mr. Allred adds.

Stimulus 7b

"I could use help moving a TV out of my apartment," Mr. Allred says with a smile.

"Not just a television, but a stereo too," Mr. Allred answers.

* *"It made great phone calls, but it would have been a little bit hard to text with it," Mr. Allred adds.*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds " *'It made great phone calls, but it would have been a little bit hard to text with it,' Mr. Allred adds*" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find " *'It made great phone calls, but it would have been a little bit hard to text with it,' Mr. Allred adds*" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the answer choices in Stimulus 7a. **OR** • Have the student identify why Mr. Allred said each of the lines of dialogue in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds " *'It made great phone calls, but it would have been a little bit hard to text with it,' Mr. Allred adds*" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find " *'It made great phone calls, but it would have been a little bit hard to text with it,' Mr. Allred adds*" 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 "When Old Is Solid Gold."**
- *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 what surprises Jared and Gabby about Mr. Allred.**

Stimulus 8a

Gabby continues to look through the cardboard box and pulls out a red rectangular plastic item. She has no idea what it is.

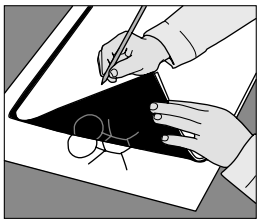
Mr. Allred takes it from Gabby, and his eyes seem to get a faraway look in them.

"I got this for my 13th birthday," he says.

"So, what is that thing?" Gabby asks.

"This is a transistor radio," Mr. Allred explains. "These came out in the 1950s for adults, but teenagers quickly made them very popular because they liked them for listening to music. This little radio caused rock and roll to take off!"

Next, Jared picks up a box filled with what looks like black pages of paper. He takes out the top sheet and notices that it feels waxy on the side that is darker than the other.



"You guys send emails, don't you?" Mr. Allred asks. Jared and Gabby wonder if Mr. Allred ever emails anyone . . . or knows how to do so.

"Do you ever 'cc' anyone or 'bcc' them?" he asks. "Did you know that stands for 'carbon copy' or 'blind carbon copy'? Ever wonder what that means, exactly?"

He holds up a sheet of the paper and explains, "You put this between two sheets of typing paper. When a typewriter strikes the top sheet of paper, the carbon paper makes an impression on the second sheet of paper. Before computers, printers, and copy machines, this is how we made copies," he tells them.

"Why are you selling all of these treasures?" Gabby asks.

"I need the room," he tells them as something in his pocket makes a chirping sound, "because I'm getting married, and that's her now!" He pulls out his cell phone and answers it.

Gabby and Jared listen to Mr. Allred talk to his bride-to-be about their honeymoon. When he finishes the call, Gabby picks up the transistor radio, and Jared picks up the telephone to buy from their neighbor.

Mr. Allred thanks them for their business. Gabby and Jared congratulate Mr. Allred on his upcoming wedding and leave, amazed how something that is old could be considered solid gold.

Stimulus 8b

Mr. Allred listened to rock and roll music on his transistor radio when he was 13.

Mr. Allred knows what "cc" and "bcc" stand for in an email.

* Mr. Allred is selling old treasures that the twins did not know about.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Mr. Allred is selling old treasures that the twins did not know about” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “Mr. Allred is selling old treasures that the twins did not know about” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Mr. Allred is selling old treasures that the twins did not know about” 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 “Mr. Allred is selling old treasures that the twins did not know about” 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 the first sentence and the photograph in Stimulus 9. *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 9. *Communicate:* **This sentence has been revised by adding details for more clarity.** *Communicate* the text.
- *Communicate:* **Find the revised sentence about hibernating hedgehogs.**

Stimulus 9

Hedgehogs hibernate.

* Hedgehogs hibernate during the winter.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Hedgehogs hibernate during the winter,"	➨	mark **A** for question 9 and move to question 10.
If the student does not find "Hedgehogs hibernate during the winter,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "Hedgehogs hibernate during the winter,"	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find "Hedgehogs hibernate during the winter,"	➨	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 hibernation.**
- *Communicate:* **This sentence needs to be edited. The word that belongs in the empty box is missing.**
- *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 word that belongs in the empty box to complete the sentence.**

Stimulus 10a

This dormouse eats as much as it can to ☐ up before hibernating.

Stimulus 10b

fatter

* fatten

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "fatten" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find "fatten" in Stimulus 10b,	➨	• model the desired student action by finding "fatten" in Stimulus 10b and *communicate* **" 'Fatten' is the word that belongs in the empty box to complete the sentence correctly"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "fatten" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "fatten" 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 information about hibernation.**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 11a. *Communicate:* **The last sentence of the paragraph is missing.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate:* **One of these sentences has been edited to use singular and plural nouns correctly.** *Communicate* the text in each answer choice.
- *Communicate:* **Find the correctly edited sentence about the Nile crocodile.**

Stimulus 11a

Instead of hibernating during the cold winter months, some animals survive the hot, dry weather by sleeping through the summer. This is called estivation.

Stimulus 11b

*	Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several weeks until the rains return.
	Some Nile crocodiles dig hole to retreat from the hot sun and estivate for several weeks until the rain return.
	Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several week until the rain return.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several weeks until the rains return” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several weeks until the rains return” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “holes/hole,” “weeks/week,” and “rains/rain” in each of the answer choices in Stimulus 11b. **OR** • Have the student describe what Nile crocodiles do to prepare for sleeping through the hot summer. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several weeks until the rains return” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Some Nile crocodiles dig holes to retreat from the hot sun and estivate for several weeks until the rains return” 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 information about hibernation.**
- *Direct* the student to Stimulus 12a. *Communicate* the text. *Communicate:* **One of the words needs to be edited for correct usage of apostrophes in possessive nouns.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that has been edited for the correct use of an apostrophe.**

Stimulus 12a

Hibernation may be the way for astronauts to land on Mars by 2035. Long-distance space flights become more possible if an astronauts metabolic rate can be lowered, which would then lower the heart rate. This is like what happens in nature when large hibernating animals such as bears hibernate. The astronauts would still need food and supplies. If all the astronauts were awake for the seven months scientists estimate it will take to travel to Mars, even more food and supplies would be needed. Until recently, this concept was only seen in movies and on television shows.

Stimulus 12b

Hibernation may be the way for astronaut's to land on Mars by 2035.

* *Long-distance space flights become more possible if an astronaut's metabolic rate can be lowered, which would then lower the heart rate.*

The astronaut's would still need food and supplies.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "*Long-distance space flights become more possible if an astronaut's metabolic rate can be lowered, which would then lower the heart rate*" in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find "*Long-distance space flights become more possible if an astronaut's metabolic rate can be lowered, which would then lower the heart rate*" in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "*Long-distance space flights become more possible if an astronaut's metabolic rate can be lowered, which would then lower the heart rate*" 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 "*Long-distance space flights become more possible if an astronaut's metabolic rate can be lowered, which would then lower the heart rate*" 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 the first sentence in Stimulus 13. *Communicate:* **Here is a sentence about the first pizza.** *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 13. *Communicate:* **This sentence has been revised by adding details.** *Communicate* the text.
- *Communicate:* **Find the revised sentence about the first pizza.**

Stimulus 13

Some historians believe that the first pizza was bread.

* Some historians believe that the first pizza was flatbread topped with olive oil and herbs.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Some historians believe that the first pizza was flatbread topped with olive oil and herbs,"	➨	mark **A** for question 13 and move to question 14.
If the student does not find "Some historians believe that the first pizza was flatbread topped with olive oil and herbs,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "Some historians believe that the first pizza was flatbread topped with olive oil and herbs,"	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find "Some historians believe that the first pizza was flatbread topped with olive oil and herbs,"	➨	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more information about the history of pizza.**
- *Direct* the student to Stimulus 14a. *Communicate* the text. *Communicate:* **This sentence needs to be edited for correct capitalization.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the words that correctly replace the underlined words in the sentence.**

Stimulus 14a

Margherita pizza got its name in 1889 when Queen Margherita visited **naples, italy**. She was served pizza with tomatoes, mozzarella, and basil—toppings that matched the red, white, and green of the Italian flag.

Stimulus 14b

* Naples, Italy

naples, Italy

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Naples, Italy" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find "Naples, Italy" in Stimulus 14b,	➨	• model the desired student action by finding "Naples, Italy" in Stimulus 14b and *communicate* **" 'Naples, Italy' is correctly capitalized and replaces the underlined words in the sentence"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Naples, Italy" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "Naples, Italy" 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 the history of pizza.**
- *Direct* the student to Stimulus 15a. *Communicate* the text. *Communicate:* **The underlined sentence can be revised to add more details for clarity.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that adds more clarity about the first pizzas in the United States.**

Stimulus 15a

Lombardi's opened in New York City in 1905. **The pizza was wrapped.** Lombardi's has been recognized by the Pizza Hall of Fame as the first pizzeria in the United States.

Stimulus 15b

The pizza was wrapped and wrapped with a string.

The pizza was wrapped and the pizza was wrapped.

* The pizza was wrapped in paper and tied with a string.

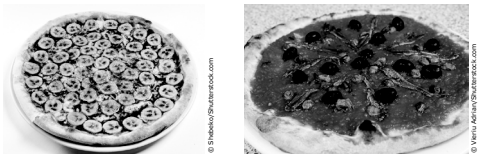
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The pizza was wrapped in paper and tied with a string” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “The pizza was wrapped in paper and tied with a string” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the words in each answer choice beginning with the word “wrapped.” **OR** • Reread Stimulus 15a, inserting each answer choice for the underlined sentence. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The pizza was wrapped in paper and tied with a string” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “The pizza was wrapped in paper and tied with a string” 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 information about the history of pizza.**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Communicate:* **The paragraph needs to be revised. One of the sentences does not belong.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that does not belong in the paragraph.**

Stimulus 16a

Today you can find people eating pizza all over the world. Some people like pizza topped with bananas. Pizza was served at the World's Fair in New York City. Some people like sardines on their pizza. And, in some countries, you can find people eating pizza topped with crocodile meat.



Stimulus 16b

Today you can find people eating pizza all over the world.

* *Pizza was served at the World's Fair in New York City.*

And, in some countries, you can find people eating pizza topped with crocodile meat.

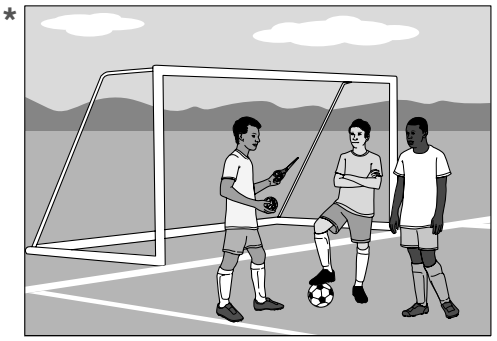
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "*Pizza was served at the World's Fair in New York City*" in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find "*Pizza was served at the World's Fair in New York City*" in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "*Pizza was served at the World's Fair in New York City*" 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 "*Pizza was served at the World's Fair in New York City*" in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is the story "All Tied Up."**
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* **Find the boys missing the net on the soccer goal.**

Stimulus 17

All Tied Up



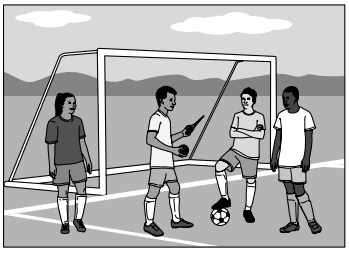
As Michael walks up to meet his friends at the soccer field, one of the boys points to the soccer goal and says, "Somebody must have cut the net off. I brought scissors and twine to try and replace it."

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boys standing next to the soccer goal,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the boys standing next to the soccer goal,	➨	• 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 boys standing next to the soccer goal,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the boys standing next to the soccer goal,	➨	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 story "All Tied Up."**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Michael. This is Angela.**
- *Communicate:* **Find who offers to help with the net on the soccer goal.**

Stimulus 18a



"I can help make a new net," a girl says as she walks up to the group of boys, "because I'm really good at tying knots."

Michael looks up and sees his next-door neighbor Angela standing there in her soccer cleats, as if she expects to play. "We can tie knots," he tells her. "Most of us are Boy Scouts, you know, and we're three years older than you are."

Stimulus 18b

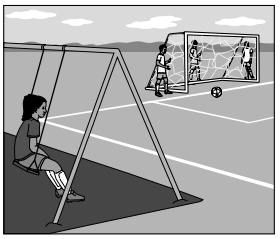
*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Angela in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find Angela in Stimulus 18b,	➨	• model the desired student action by finding Angela in Stimulus 18b and *communicate* **"Angela offers to help with the net on the soccer goal"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Angela in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find Angela in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

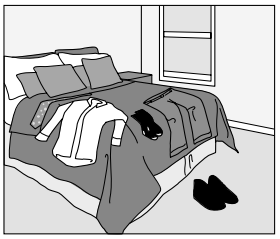
Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more of the story "All Tied Up."**
- *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 Michael panics.**

Stimulus 19a

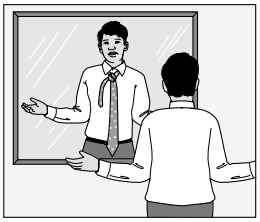


Angela shrugs her shoulders and goes over to a swing on the playground, where she watches the boys struggle to create a net with the twine and scissors. When the boys finally step back to inspect their handiwork, the openings in the "net" look more like trapezoids and triangles than squares. Angela can't help but laugh to herself.



After the soccer game, Michael hurries home to get ready for the orchestra concert he is attending downtown. His mother had to leave early because she plays in the orchestra. But Michael knows how to take the bus. His mother left strict instructions about what he should wear to the concert: dress slacks, a long-sleeved, button-down shirt, his dress shoes with socks, and a necktie.

Michael showers and puts on his shirt, slacks, and socks. He picks up his necktie and panics. He has no idea how to tie it. The few times he had needed to wear a tie in the past, his mother had been there to tie it for him



He looks at the clock and realizes that his mother won't be able to help by the time he gets to the concert. Every time he tries, the necktie ends up with the skinny end longer than the fatter end, or the knot around his neck looks like a lopsided rock.

As he puts on his dress shoes, Michael has an idea. Mr. Garcia, who lives next door, wears a necktie to work every day. Surely he will help.

Stimulus 19b

Michael is not sure how to get downtown on the bus.

* Michael does not know how to tie the necktie.

Michael realizes he is going to be late for the concert.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Michael does not know how to tie the necktie” in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find “Michael does not know how to tie the necktie” in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student retell the story using the illustrations in Stimulus 19a. **OR** • Highlight the last three paragraphs in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Michael does not know how to tie the necktie” in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Michael does not know how to tie the necktie” in Stimulus 19b,	➨	mark **C** for question 19 and move to question 20.

Presentation Instructions for Question 20

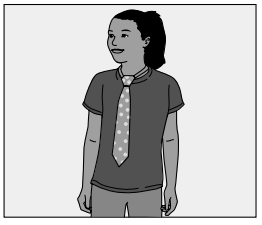
- *Present* Stimulus 20a and 20b. *Communicate:* **Here is the conclusion of the story "All Tied Up."**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why Michael invites Angela to play soccer with the boys.**

Stimulus 20a

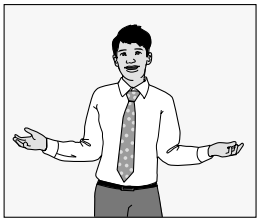
Michael knocks on the Garcias' door, and when Angela opens it, his eyes look past her, looking for her father. "Is your dad here? I need help tying my tie," he says as he holds out his tie that is now all twisted and wrinkled.

"He went to the store," Angela says. "I can do it," she adds.

Michael stares at her. "I told you, I'm good with knots," Angela says as she takes the tie from Michael and loops it over her neck. She quickly ties a perfect knot. Then she loosens the tie, slips the tie over her head, and hands it to Michael.



He puts the tie over his head, tucks it under his collar, and buttons the top button of his shirt. The tie is the perfect length.



"Thanks a lot," he says to Angela. "We're playing soccer again tomorrow at noon. Would you like to join us?"

"Sure," she says with a grin, "but only if you let me fix the net first!"

Stimulus 20b

Michael realizes that Angela is a good soccer player and can score goals for the team.

Michael realizes that Angela knows how to tie a necktie as well as her father can.

* Michael realizes that Angela can do things he thought only boys are able to do.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Michael realizes that Angela can do things he thought only boys are able to do" in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find "Michael realizes that Angela can do things he thought only boys are able to do" in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Michael realizes that Angela can do things he thought only boys are able to do" in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find "Michael realizes that Angela can do things he thought only boys are able to do" in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 8
Reading Language Arts
April 2023

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