

TEST ADMINISTRATOR MANUAL

GRADE 5 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 5 Reading		Cluster 1
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 5.12	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	
Essence Statement	Recognizes persuasive language in texts.	
Item 1 Prerequisite Skill	use language for different purposes (P-K)	
Item 2 Prerequisite Skill	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (1)	
Item 3 Prerequisite Skill	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)	
Item 4 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)	

Grade 5 Reading		Cluster 2
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 5.11	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Identifies the main idea and supporting details in informational texts.	
Item 5 Prerequisite Skill	identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)	
Item 6 Prerequisite Skill	identify important facts or details in text, heard or read (1)	
Item 7 Prerequisite Skill	identify the main idea in a text and distinguish it from the topic (2)	
Item 8 Prerequisite Skill	identify the main idea in a text and distinguish it from the topic (2)	

Grade 5 Reading		Cluster 3
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 5.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words using a variety of strategies.	
Item 9 Prerequisite Skill	use a picture dictionary to find words (K)	
Item 10 Prerequisite Skill	use a picture dictionary to find words (K)	
Item 11 Prerequisite Skill	alphabetize a series of words to the first or second letter and use a dictionary to find words (1)	
Item 12 Prerequisite Skill	alphabetize a series of words and use a dictionary or a glossary to find words (2)	

Grade 5 Reading		Cluster 4
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
Knowledge and Skills Statement 5.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
Essence Statement	Identifies themes in literary texts.	
Item 13 Prerequisite Skill	show understanding by responding appropriately (P-K)	
Item 14 Prerequisite Skill	retell or act out important events in stories (K)	
Item 15 Prerequisite Skill	identify elements of a story including setting, character, and key events (K)	
Item 16 Prerequisite Skill	identify moral lessons as themes in well-known fables, legends, myths, or stories (2)	

Grade 5 Reading	Cluster 5
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 5.19	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.
Essence Statement	Uses a variety of strategies to demonstrate comprehension within and across literary texts.
Item 17 Prerequisite Skill	predict what might happen next in text based on the cover, title, and illustrations (K)
Item 18 Prerequisite Skill	predict what might happen next in text based on the cover, title, and illustrations (K)
Item 19 Prerequisite Skill	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions (2)
Item 20 Prerequisite Skill	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions (3)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

READING

Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate:* **This is a letter that a teacher wrote to the school principal.**
- Direct the student to Stimulus 1. *Communicate:* **These children are playing on the playground during recess.**
- Direct the student to the letter in Stimulus 1. *Communicate* the text.
- *Communicate:* **Find the students who need more recess time.**

Stimulus 1

Dear Principal Riley,

Students need more recess time during the school day.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the students at recess,	➡	mark A for question 1 and move to question 2.
If the student does not find the students at recess,	➡	<ul style="list-style-type: none"> • 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 students at recess,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the students at recess,	➡	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 teacher’s letter to Principal Riley.**
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find what the teacher thinks students should spend more time doing during the school day.**

Stimulus 2a

Teachers work hard to make sure that students get the most out of their time at school. Some people think that recess takes up time needed for teaching. But I believe that students need more recess time during the school day.

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the students on the playground,	➡	mark A for question 2 and move to question 3.
If the student does not find the students on the playground,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the students on the playground and <i>communicate</i> “The teacher thinks students should spend more time at recess”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the students on the playground,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the students on the playground,	➡	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 teacher’s letter to Principal Riley.**
- *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 the sentence that tells how recess gives students the opportunity to learn with their friends.**

Stimulus 3a

I believe that our students need more recess time during the school day. Recess has many benefits that cannot be gained from a textbook. As a teacher, I know that physical activity helps students pay more attention during class.

Doctors say that recess is also important for students’ health. Students who do not have recess at school are less active after school. We need to help our students exercise and stay healthy.

During recess students have time to play together and solve problems. Recess gives students the chance to learn the skills they need to get along with other people.

Stimulus 3b

As a teacher, I know that physical activity helps students pay more attention during class.

Doctors say that recess is also important for students' health.

* During recess students have time to play together and solve problems.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "During recess students have time to play together and solve problems" in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find "During recess students have time to play together and solve problems" in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have students identify why the teacher wants more recess time. OR• Ask the student to tell what happens during recess. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "During recess students have time to play together and solve problems" in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "During recess students have time to play together and solve problems" 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 letter to Principal Riley.**
- 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 what the teacher who wrote the letter wants the principal to do.**

Stimulus 4a

As we plan for next year, we should plan for more physical activity throughout the school day. We should increase recess to 40 minutes per day.

Some schools have found that a longer recess is good for students. Principals of these schools say that there is more teaching and learning in the afternoon.

I strongly believe we should have a 20-minute recess break in the morning and a 20-minute recess in the afternoon. This change would be great for our students. The students would be better able to pay attention during class.

And I believe it will help us reach our goal: doing what is best for students.

Sincerely,

Mrs. Adams
Fifth-grade teacher

Stimulus 4b

reduce the number of classes that are taught before recess

start programs during recess that help students be healthy

*
increase the amount of time students have for recess

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “increase the amount of time students have for recess” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “increase the amount of time students have for recess” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “increase the amount of time students have for recess” 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 “increase the amount of time students have for recess” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the giraffe in Stimulus 5. *Communicate:* **This is a giraffe named Beau.**
- Direct the student to the girl. *Communicate:* **This is a girl named Autumn who wanted to help Beau.**
- Communicate the text.
- *Communicate:* **Find Beau, the sick giraffe.**

Stimulus 5



Beau was a very sick giraffe that lived at a zoo.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the giraffe,	➡	mark A for question 5 and move to question 6.
If the student does not find the giraffe,	➡	<ul style="list-style-type: none"> • 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 giraffe,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the giraffe,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* **This is an article about a sick giraffe named Beau.**
- *Direct* the student to Stimulus 6a. *Communicate* the title and the text.
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find the zoo animal that was sick.**

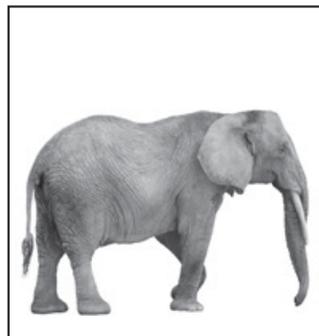
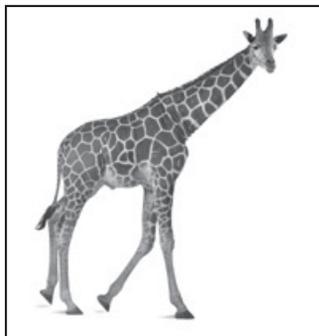
Stimulus 6a

Making a Difference for Beau

When Autumn was nine years old, she saw a news story about a giraffe named Beau that lived at the zoo in Boston. Beau had a serious illness that caused him to lose weight quickly. Autumn wanted to help.



Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the giraffe in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the giraffe in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the giraffe in Stimulus 6b and <i>communicate</i> “This is the zoo animal that was sick”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the giraffe in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the giraffe 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 article “Making a Difference for Beau.”**
- 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 the section titled “Caring for Beau” is about.**

Stimulus 7a

Caring for Beau

Giraffes are the tallest mammals on Earth. They stand about 17 feet tall and weigh up to 4,000 pounds. Healthy giraffes eat for nearly 20 hours a day. They eat bark, flowers, fruit, leaves, and twigs.

By the time Autumn heard the news story, Beau had already lost 600 pounds in a very short amount of time.

Autumn learned that the zookeepers made a special diet for Beau. He ate 50 pounds of fresh leaves, branches, and vegetables every day. His food plan was very expensive, costing about \$50,000 each year. Even though Autumn had never been to the zoo to see Beau, she wanted to help.

Stimulus 7b

how Beau got sick while living at the zoo

how Autumn helped Beau

*
how the zookeepers were helping Beau

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “how the zookeepers were helping Beau” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “how the zookeepers were helping Beau” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student identify what was wrong with Beau. OR• Highlight the subject (Beau, Autumn, zookeepers) in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “how the zookeepers were helping Beau” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “how the zookeepers were helping Beau” 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 article “Making a Difference for Beau.”**
- 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 the sentence that tells the main idea of the section titled “Getting Results.”**

Stimulus 8a

Paying for Beau's Meals

Autumn loved animals, and she wanted to help Beau. She created a website called Autumn's Giraffe Fund. She collected coins during lunch at school. She knocked on doors and collected money from her neighbors. She donated her own money. She inspired her neighbors and classmates to donate to Beau's fund.

Getting Results

The money for Beau kept coming. Autumn visited Beau at the zoo and fed him butternut squash, his favorite food. Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds. After five years Autumn had collected more than \$30,000 to help buy food for Beau.

The zoo appreciated Autumn's hard work and love for Beau. Beau gained back the weight he lost and also became a father. Beau's mate gave birth to a healthy baby girl giraffe. The zookeepers named her Autumn!

Stimulus 8b

Autumn visited Beau at the zoo and fed him butternut squash, his favorite food.

* Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds.

Beau's mate gave birth to a healthy baby girl giraffe.

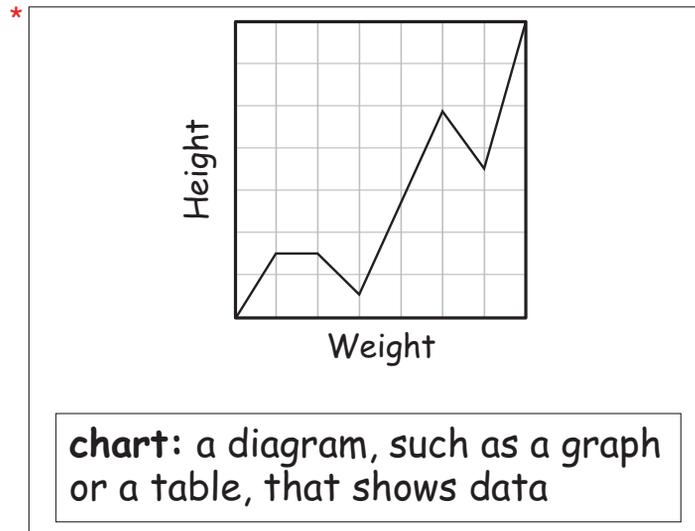
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds" 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 "Thanks to his special diet and his friend Autumn, Beau gained 1,100 pounds" in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9. *Communicate:* **This entry is from a dictionary.**
- Direct the student to the chart. *Communicate:* **This is a chart.**
- Direct the student to the text in the dictionary entry. *Communicate:* **A chart is a diagram, such as a graph or a table, that shows data.**
- *Communicate:* **Find the dictionary entry for “chart.”**

Stimulus 9



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the dictionary entry,	➡	mark A for question 9 and move to question 10.
If the student does not find the dictionary entry,	➡	<ul style="list-style-type: none"> • 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 dictionary entry,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the dictionary entry,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

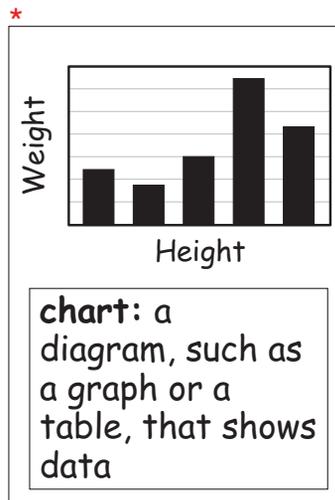
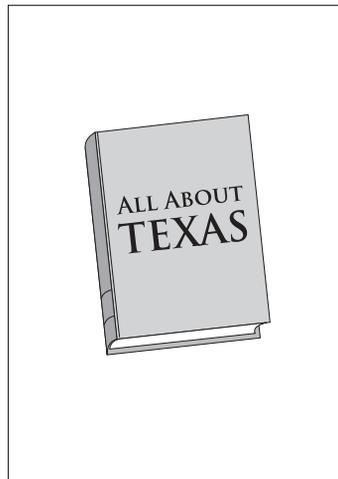
- Present Stimulus 10a and 10b. *Communicate:* **This is the same entry from the dictionary.**
- Direct the student to the dictionary entry in Stimulus 10a. *Communicate:* **A chart is a diagram, such as a graph or a table, that shows data.**
- Direct the student to each answer choice in Stimulus 10b.
- *Communicate:* **Find another dictionary entry for the word “chart.”**

Stimulus 10a



chart: a diagram, such as a graph or a table, that shows data

Stimulus 10b



Scoring Instructions

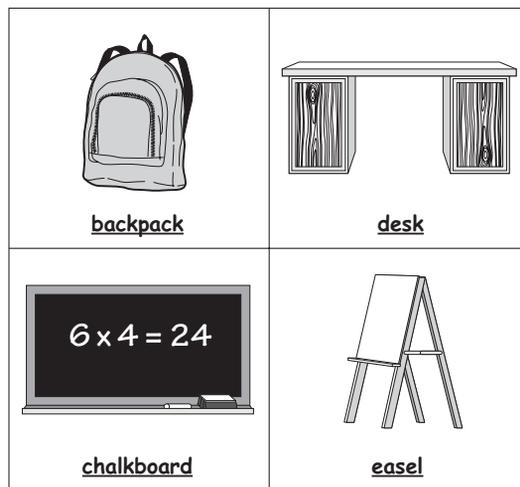
Student Action		Test Administrator Action
If the student finds the dictionary entry for the word “chart” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the dictionary entry for the word “chart” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the dictionary entry for the word “chart” in Stimulus 10b and <i>communicate</i> “This is another dictionary entry for the word ‘chart’”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the dictionary entry for the word “chart” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the dictionary entry for the word “chart” in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

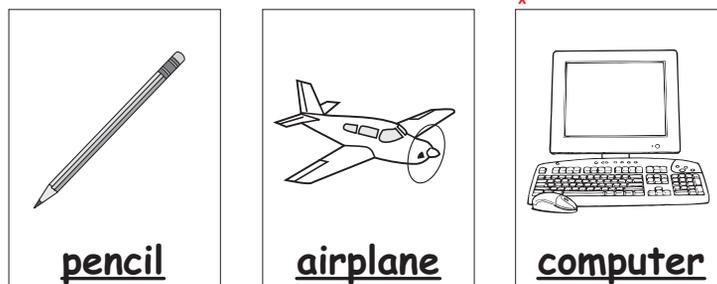
- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate*: **This is a page from a picture dictionary of school words that begins with the word “backpack.”**
- *Communicate* the underlined words from top to bottom for each column of the dictionary.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that belongs on this dictionary page of school words.**

Stimulus 11a

School Words



Stimulus 11b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the computer,	➡
If the student does not find the computer,	➡
After the selected teacher assistance, if the student finds the computer,	➡
After the selected teacher assistance, if the student does not find the computer,	➡

mark **A** for question 11 and move to question 12.

provide **one** of these allowable teacher assists to the student:

- Have the student identify what is used at school. **OR**
- Highlight the first letter of all the entries.

Replicate the initial presentation instructions.

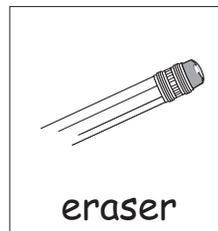
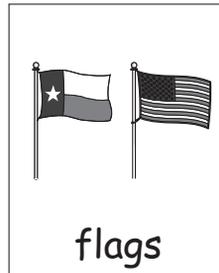
mark **B** for question 11 and move to question 12.

mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate*: **These words can be found in a picture dictionary of school words. These words are not in alphabetical order.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that are listed in alphabetical order.**

Stimulus 12a



Stimulus 12b

desk
books
computer
flags
eraser

computer
flags
eraser
desk
books

*
books
computer
desk
eraser
flags

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the words listed in alphabetical order in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find the words listed in alphabetical order in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the words listed in alphabetical order 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 the words listed in alphabetical order in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13. *Communicate*: “Chen-Li’s Empty Pot” is a folktale about an emperor who loves flowers.
- Direct the student to Stimulus 13. *Communicate* the title and the text.
- *Communicate*: Find the emperor.

Stimulus 13

Chen-Li’s Empty Pot

The emperor spends many hours in his garden growing flowers. He believes growing flowers helps him be a better emperor.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the emperor,	➡	mark A for question 13 and move to question 14.
If the student does not find the emperor,	➡	<ul style="list-style-type: none">• 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 emperor,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the emperor,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate:* **Here is more of the folktale “Chen-Li’s Empty Pot.”**
- Direct the student to Stimulus 14a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* **This is the emperor sitting on his throne. This is the emperor passing out flower seeds.**
- *Communicate:* **Find what the emperor does to begin the contest.**

Stimulus 14a

The emperor has a contest to choose a new emperor. He invites children to the palace to tell them about the contest. The emperor gives each child a special flower seed.



Stimulus 14b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the emperor giving a child a flower seed in Stimulus 14b,	→	mark A for question 14 and move to question 15.
If the student does not find the emperor giving a child a flower seed in Stimulus 14b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the emperor giving a child a flower seed in Stimulus 14b and <i>communicate</i> “The emperor gives the child a seed to begin the contest”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the emperor giving a child a flower seed in Stimulus 14b,	→	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the emperor giving a child a flower seed 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 of the folktale “Chen-Li’s Empty Pot.”
- Direct the student to Stimulus 15a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* Find why Chen-Li is upset.

Stimulus 15a

Chen-Li lived on a farm and liked to grow vegetables, flowers, and fruit. Chen-Li was a good gardener, and everything he planted grew big and tall. He wanted to grow a beautiful flower from the seed the emperor gave him, but his seed did not grow.

He tried everything! Chen-Li put the seed in a bigger pot. He watered it and put it in the sun. Still, he had no flower. Chen Li had to go back to the palace with an empty pot.



“What is this?” the emperor asked.

Chen-Li told the emperor how he had tried to grow the flower.

The emperor smiled and said, “I choose Chen-Li to be the next emperor!” The people all stared in amazement.



Stimulus 15b

Chen-Li had to work hard to grow vegetables, flowers, and fruit.

* Chen-Li was a good gardener, but his seed did not grow.

Chen-Li needed a bigger pot for his seed.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Chen-Li was a good gardener, but his seed did not grow” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “Chen-Li was a good gardener, but his seed did not grow” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student tell about Chen-Li’s farm. OR• Highlight and <i>communicate</i> the first paragraph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Chen-Li was a good gardener, but his seed did not grow” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Chen-Li was a good gardener, but his seed did not grow” 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 of the folktale “Chen-Li’s Empty Pot.”
- Direct the student to Stimulus 16a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: Find the surprise at the end of the story.

Stimulus 16a

All the other children showed the emperor a beautiful flower in their pot. The emperor looked at every flower and frowned. The emperor said, “It was not possible for any of the seeds I gave you to grow.”



The emperor smiled when he saw Chen-Li’s pot. “You have shown honesty. The seeds had all been cooked before I gave them to you. They could not grow! I know I can trust you to rule the empire.”

Stimulus 16b

The emperor has a contest and gives each child a special flower seed.

The emperor speaks to all the children who entered the contest.

* The emperor chooses the child without a flower as the winner of the contest.

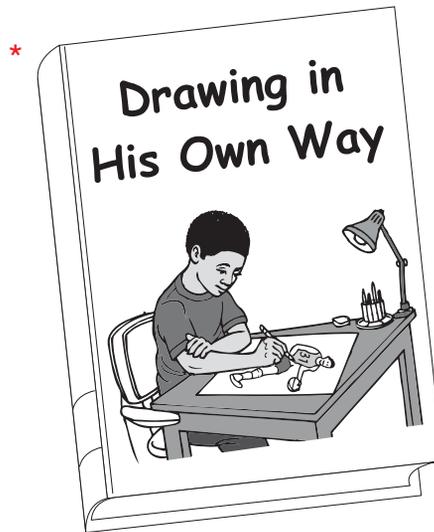
Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “The emperor chooses the child without a flower as the winner of the contest” in Stimulus 16b,	→	mark A for question 16 and move to question 17.
If the student does not find “The emperor chooses the child without a flower as the winner of the contest” in Stimulus 16b,	→	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The emperor chooses the child without a flower as the winner of the contest” 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 “The emperor chooses the child without a flower as the winner of the contest” in Stimulus 16b,	→	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* **This is a book about a boy who wants to be an artist.**
- Direct the student to the book. *Communicate:* **The title of this book is “Drawing in His Own Way.”**
- *Communicate:* **Find the book about the boy who wants to be an artist.**

Stimulus 17



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the book,	➡	mark A for question 17 and move to question 18.
If the student does not find the book,	➡	<ul style="list-style-type: none"> • 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 book,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the book,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

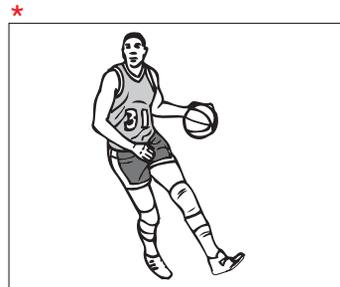
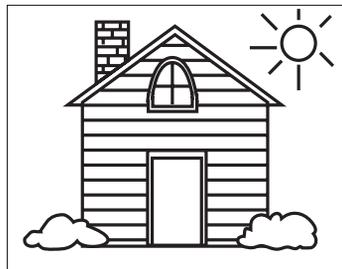
- Present Stimulus 18a and 18b. *Communicate:* **Here is the beginning of the story “Drawing in His Own Way.”**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b.
- *Communicate:* **Find what Donnie is trying to draw.**

Stimulus 18a



Donnie was in his room trying to draw a picture of a basketball player like the one his favorite artist Kadir Nelson had drawn.

Stimulus 18b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the basketball player in Stimulus 18b,	→	mark A for question 18 and move to question 19.
If the student does not find the basketball player in Stimulus 18b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the drawing of a basketball player in Stimulus 18b and <i>communicate</i> “This is the basketball player Donnie is trying to draw”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the basketball player in Stimulus 18b,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the basketball player 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 “Drawing in His Own Way.”
- 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 the sentence that tells what Donnie will probably do next.

Stimulus 19a

Donnie was in his room trying to draw a basketball player like the painting he had by Kadir Nelson. He heard a knock on the door. His uncle Charlie burst into the room.



“It’s beautiful outside. Come outside and play some basketball with me,” Uncle Charlie said. “Why are you sitting in this dark room drawing?”

“Because I like to draw,” Donnie said.

“What are you drawing?” asked Uncle Charlie.

“I’m trying to make a drawing like this painting,” Donnie said as he pointed to the picture hanging above his desk.

“Why?” Uncle Charlie asked.

“Because I want to draw just like Kadir Nelson,” Donnie answered.

Then Uncle Charlie said, "You don't need to draw like him. You need to draw like you." Then he turned and left Donnie's room.

Several weeks later Donnie was sitting in his room at his desk trying to draw another picture like Kadir Nelson. Again Uncle Charlie knocked on the door and came in.

"Let's go," Uncle Charlie said. "I need to buy a book, and you're coming with me to get it."

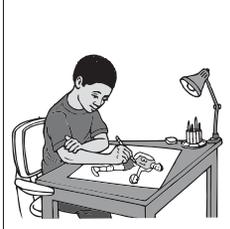
Donnie did not want to go, but his curiosity made him follow his uncle out to the car.

Stimulus 19b

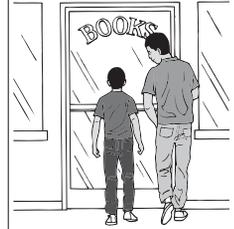
Donnie will go outside and play basketball with Uncle Charlie.



Donnie will continue to work on his drawing of the basketball player.



^{*}
Donnie will go with Uncle Charlie to buy a book.



Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Donnie will go with Uncle Charlie to buy a book” in Stimulus 23b,	➡	mark A for question 19 and move to question 20.
If the student does not find “Donnie will go with Uncle Charlie to buy a book” in Stimulus 19b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight and <i>communicate</i> the last two paragraphs. OR • Have the student identify what Donnie does in the last paragraph. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Donnie will go with Uncle Charlie to buy a book” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Donnie will go with Uncle Charlie to buy a book” 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 “Drawing in His Own Way.”
- 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 what Donnie will probably do next to follow Kadir Nelson’s advice.

Stimulus 20a

When Donnie and his uncle got to the bookstore, Uncle Charlie grabbed Donnie’s shirt and pulled him through a crowd of people. “Move, please! This boy needs to be able to see.”

At first Donnie was embarrassed. But then he realized that Uncle Charlie had brought him to see Kadir Nelson.

The famous artist was talking about his new book and how he got ideas for the artwork in his books. Donnie listened carefully to every word.

Kadir Nelson was at a table to sign copies of his book when he finished speaking. Uncle Charlie was the first in line with a surprised Donnie beside him.



“Do you want to ask Mr. Nelson anything?” Uncle Charlie said to Donnie.

Kadir Nelson looked up at Donnie. But Donnie could not make a sound.

Uncle Charlie shook his head and said, “If my nephew could talk, he would tell you that he wants to be an artist. Do you have any advice for him?”

Kadir Nelson smiled. "Find your own style. Great artists are the ones who find their own way of doing things."

Uncle Charlie elbowed Donnie and said, "See? That's what I told you. You don't need to draw like him. You need to draw like you."

Stimulus 20b

Donnie will practice playing basketball with his uncle.

Donnie will try even harder to draw like Kadir Nelson.

* Donnie will work on his own special way of drawing.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Donnie will work on his own special way of drawing" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "Donnie will work on his own special way of drawing" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Donnie will work on his own special way of drawing" in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "Donnie will work on his own special way of drawing" in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 5
Reading
April 2016**