



State of Texas Assessments of Academic Readiness

SECURE TEST INSTRUCTIONS

GRADE 3 Reading Language Arts STAAR Alternate 2

Sample Test Items
Fall 2022
Secure

READING LANGUAGE ARTS



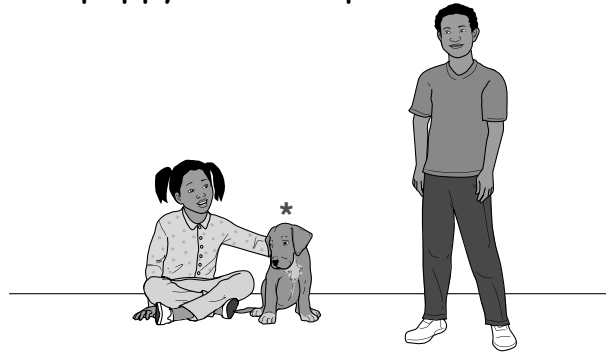
Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the story “Welcome to the Family.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the puppy Sparkles.

Stimulus 1

Welcome to the Family

Jared and his little sister Tracy had a new puppy named Sparkles.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the puppy Sparkles,	➡	mark A for question 1 and move to question 2.
If the student does not find the puppy Sparkles,	➡	<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 puppy Sparkles,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the puppy Sparkles,	➡	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 story “Welcome to the Family.”
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* This is Jared laughing at what Sparkles did. This is Jared mad about what Sparkles did.
- *Communicate:* Find how Jared feels about what Sparkles did.

Stimulus 2a



Jared was mad when he called for Tracy and Mom to come to his room and see what Sparkles had done. His pillow was torn, and the fluff from the inside of the pillow was floating in the air. Tracy and Mom laughed when they saw the tiny pieces of cotton in Sparkles’s dark fur.

Stimulus 2b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds Jared mad about what Sparkles did in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find Jared mad about what Sparkles did in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding Jared mad about what Sparkles did in Stimulus 2b and <i>communicate</i> “This is how Jared feels about what Sparkles did”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Jared mad about what Sparkles did in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find Jared mad about what Sparkles did 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 story “Welcome to the Family.”
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* Find what the word “behave” means in the story.

Stimulus 3a

Sparkles had made many big messes since Jared brought her home from the farm a few weeks ago. The puppy had chewed up Tracy’s backpack and library book. Sparkles had chewed a hole in Jared’s soccer uniform and in one of his basketball shoes.



Nothing in the house was safe from Sparkles. She chewed on table legs, chair cushions, and even the bottom step of the stairs.

“This is enough!” Jared said as he cleaned up the mess in his room. “I am taking Sparkles back to the farm.”

Mom bent down to pet Sparkles. “Maybe the farm is a better place for a lively little puppy like Sparkles.”



But Tracy wanted to keep their new puppy. "Please give me a chance to work with her," Tracy begged. "Maybe I can take Sparkles to a puppy training school. She can take lessons on how to **behave**." Mom agreed that training Sparkles was a good idea.



Stimulus 3b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “follow rules” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “follow rules” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Replace the underlined word in Stimulus 3a with each answer choice in Stimulus 3b. OR • Have the student describe how Sparkles is behaving. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “follow rules” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “follow rules” in Stimulus 3b,	➡ mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

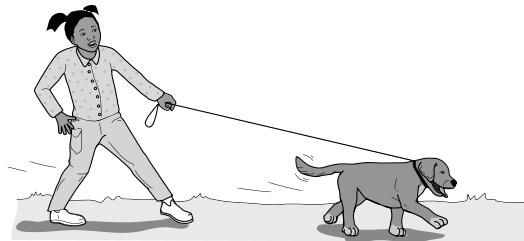
- *Present* Stimulus 4a and 4b. *Communicate*: Here is the conclusion of the story “Welcome to the Family.”
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that tells why puppy school is important for Tracy and Sparkles.

Stimulus 4a

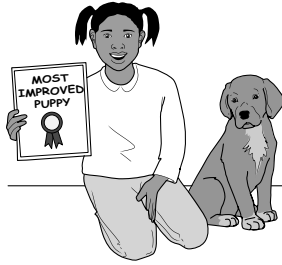


Every Saturday morning Tracy took Sparkles to the Good Neighbor Puppy School. At first Sparkles tried to wiggle out of her collar. She chewed on chairs while people sat and watched.

At puppy school Tracy learned that puppies chew on things because they are young and have a lot of energy. Tracy learned ways to help Sparkles use up some of that energy.



At home Tracy played games with Sparkles to keep her from chewing up shoes and clothes. She took Sparkles on walks for exercise and gave Sparkles bones to chew on instead of the furniture. After six weeks the owners of the puppy school gave Sparkles the Most Improved Puppy award.



Tracy's mother was so proud of Tracy. "Without you, we would not have a well-trained pet. Welcome to the family, Sparkles!"

Stimulus 4b

Every Saturday morning Tracy took Sparkles to the Good Neighbor Puppy School.

* *Tracy learned ways to help Sparkles use up some of that energy.*

After six weeks the owners of the puppy school gave Sparkles the Most Improved Puppy award.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ <i>Tracy learned ways to help Sparkles use up some of that energy</i> ” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “ <i>Tracy learned ways to help Sparkles use up some of that energy</i> ” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>Tracy learned ways to help Sparkles use up some of that energy</i> ” 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 “ <i>Tracy learned ways to help Sparkles use up some of that energy</i> ” 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 article “The Real Smokey Bear.”
- Direct the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* Find the animal that reminds people to help prevent forest fires.

Stimulus 5

The Real Smokey Bear



Smokey Bear, sometimes called Smokey the Bear, reminds people to help prevent forest fires.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds Smokey Bear,	➡	mark A for question 5 and move to question 6.
If the student does not find Smokey Bear,	➡	<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 Smokey Bear,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find Smokey Bear,	➡	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 article “The Real Smokey Bear.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **This is a campfire. This is a forest fire.**
- *Communicate*: **Find what Smokey Bear wants people to help prevent.**

Stimulus 6a



Forest fires have burned down thousands of trees because people are not careful. The National Forest Service chose Smokey Bear to teach people about the danger of forest fires.

Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the forest fire in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the forest fire in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the forest fire in Stimulus 6b and <i>communicate</i> “This is what Smokey Bear wants people to help prevent”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the forest fire in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the forest fire 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 “The Real Smokey Bear.”
- Direct the student to Stimulus 7a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* Find the meaning of the word “rescued.”

Stimulus 7a

A young girl named Karen Signell and her family were visiting the National Zoo in Washington, D.C., more than 70 years ago. “Look! It’s Smokey Bear!” the girl called out when she saw a cute little bear cub splashing and playing in a pool. *Someday I’m going to write about you, Smokey,* little Karen thought.

Smokey was a new cub at the zoo. The bear cub had been burned during a big forest fire in New Mexico. Some firefighters rescued Smokey from the fire. Pictures of the baby bear with bandages on his paws were in the newspapers. People everywhere fell in love with the little cub. The Forest Service named him Smokey Bear.



Stimulus 7b

- *

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “saved” in Stimulus 7b,	<p>➡ mark A for question 7 and move to question 8.</p>
If the student does not find “saved” in Stimulus 7b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Reread the sentence in Stimulus 7a, substituting each answer choice for the underlined word. OR • Have the student explain the meaning of each answer choice. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “saved” in Stimulus 7b,	<p>➡ mark B for question 7 and move to question 8.</p>
After the selected teacher assistance, if the student does not find “saved” in Stimulus 7b,	<p>➡ mark C for question 7 and move to question 8.</p>

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate*: Here is the conclusion of the article “The Real Smokey Bear.”
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 8b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: Find why Karen Signell wrote about Smokey Bear.

Stimulus 8a



Karen Signell kept her promise, and 64 years after she and her family first saw Smokey Bear at the National Zoo, she wrote a book called *Smokey Bear: The Cub Who Left His Pawprints on History*.

For 26 years, the real Smokey Bear lived at the zoo. He died in 1976, but his symbol lives on. Today, Smokey still helps teach kids about fire safety and reminds people to be safe with their outdoor fires. People see Smokey on TV, signs, and posters, and they remember his message: “Only You Can Prevent Wildfires!”

Stimulus 8b

Karen Signell wrote the book to
tell readers about —

her family's trip to the zoo

* **Smokey Bear's life**

Smokey Bear's job today

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Smokey Bear's life" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "Smokey Bear's life" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Smokey Bear's life" 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 "Smokey Bear's life" 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 title and the text.
- Communicate: Find the sentence about sea otters.

Stimulus 9

Sea Otters



* Sea otters are the smallest mammals in the ocean.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Sea otters are the smallest mammals in the ocean,”	➡	mark A for question 9 and move to question 10.
If the student does not find “Sea otters are the smallest mammals in the ocean,”	➡	<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 “Sea otters are the smallest mammals in the ocean,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “Sea otters are the smallest mammals in the ocean,”	➡	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 sea otters.**
- *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate*: **The ending punctuation mark is missing.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **This is a period. This is a question mark.**
- *Communicate*: **Find the punctuation mark that belongs at the end of the sentence.**

Stimulus 10a



A group of sea otters floating together
is called a raft

Stimulus 10b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the period in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the period in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the period in Stimulus 10b and <i>communicate</i> “This is the punctuation mark that belongs at the end of the sentence”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the period in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the period 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 sea otters.
- *Direct* the student to Stimulus 11a. *Communicate* the text. *Communicate*: The underlined words need to be edited.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence about sea otters that has been correctly edited.

Stimulus 11a



Sea otters hold hand when they sleep.

Stimulus 11b

* Sea otters hold hands when they sleep.

Sea otters holds hands when they sleep.

Sea otters holds hand when they sleep.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Sea otters hold hands when they sleep” in Stimulus 11b,	➡ mark A for question 11 and move to question 12.
If the student does not find “Sea otters hold hands when they sleep” in Stimulus 11b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “hold hands,” “holds hands,” and “holds hand” in the answer choices in Stimulus 11b. OR • Have the student highlight the “s” in each version of “hold hands” in the answer choices in Stimulus 11b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Sea otters hold hands when they sleep” in Stimulus 11b,	➡ mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Sea otters hold hands when they sleep” 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 sea otters.
- Direct the student to Stimulus 12a. *Communicate* the text.
- Direct the student to the underlined sentence in Stimulus 12a. *Communicate:* This sentence can be revised to give the reader more details about a sea otter's fur coat.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* Find the revised sentence that gives the reader more details about a sea otter's fur coat.

Stimulus 12a



Sea otters live in cold ocean water. They are the only mammals living in the ocean that do not have a layer of blubber, or fat. They have fur coats.

Stimulus 12b

Sea otters are ocean animals that have fur coats.

Sea otters live in cold ocean water and have fur coats.

* Sea otters have thick fur coats that keep them warm.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Sea otters have thick fur coats that keep them warm” in Stimulus 12b,	➡	mark A for question 12.
If the student does not find “Sea otters have thick fur coats that keep them warm” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Sea otters have thick fur coats that keep them warm” in Stimulus 12b,	➡	mark B for question 12.
After the teacher repeats the instructions, if the student does not find “Sea otters have thick fur coats that keep them warm” in Stimulus 12b,	➡	mark C for question 12.

**SECURE TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 3
Reading Language Arts
Sample Test Items
Fall 2022**

