



English I Reading

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	EOC	Subject	English I	Question	1
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		retell important events in stories in logical order (2)			

Question 2

Grade	EOC	Subject	English I	Question	2
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		summarize information in text, maintaining meaning and logical order (3-4)			

Question 3

Grade	EOC	Subject	English I	Question	3
Reporting Category 2		Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.			
Knowledge and Skill Statement 19		Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.			
Essence Statement		Uses text evidence to make inferences from literary texts.			
Prerequisite Skill		summarize information in text, maintaining meaning and logical order (3-4)			

Presentation Instructions for Question 1

Present Stimulus 1. Communicate: **The title of this story is "One of the Many Malloys."**

Direct the student to Stimulus 1. Communicate the text.

Direct the student to each answer choice. Communicate: **This girl is an only child. She has no brothers or sisters. This is Molly Malloy. Molly Malloy has a large family.**

Communicate: **Find Molly Malloy's large family.**

Stimulus 1

One of the Many Malloys

Molly Malloy has many brothers and sisters.

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Presentation Instructions for Question 2

Present Stimulus 2a and 2b. Communicate: **In the story "One of the Many Malloys," the narrator is telling a story about her friend Molly.**

Direct the student to Stimulus 2a. Communicate the text.

Direct the student to each answer choice in Stimulus 2b. Communicate: **Here is the narrator eating dinner with her mother. Here is the narrator eating dinner with Molly's large family.**

Communicate: **Find the narrator eating dinner with Molly's large family.**

Stimulus 2a



Stimulus 2b



Stimulus 3b

Molly is excited about always having sleepovers at her own house.

Molly is glad because she does not have to ride the bus home after volleyball practice.

* Molly is upset because her mother is not able to pick her up.

Presentation Instructions for Question 4

Present Stimulus 4a and 4b. Communicate: **Here is the conclusion of the story "One of the Many Malloys."**

Direct the student to Stimulus 4a. Communicate the text.

Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.

Communicate: **Find the sentence that is the best summary of the story.**

Stimulus 4a

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Stimulus 4b

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds the summary “The narrator, who likes spending time with Molly’s large family, learns that there are some benefits to being an only child” in Stimulus 4b,		mark A for question 4.
If the student does not find the summary “The narrator, who likes spending time with Molly’s large family, learns that there are some benefits to being an only child” in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the summary “The narrator, who likes spending time with Molly’s large family, learns that there are some benefits to being an only child” in Stimulus 4b,		mark B for question 4.
After the teacher repeats the instructions, if the student does not find the summary “The narrator, who likes spending time with Molly’s large family, learns that there are some benefits to being an only child” in Stimulus 4b,		mark C for question 4.