cognia™

Formative Item Sets Overview

Reading

Grades 3-8

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Formative Item Sets—Reading

Purpose

Cognia formative item sets are designed to help teachers quickly gauge students' understanding of key concepts and skills that are emphasized by college and career readiness standards. The item sets support formative assessment practices and provide evidence of student understanding. Educators may administer the items as frequently as they like to engage students in the learning and quickly generate data that can be used to inform instruction.

Number of Item Sets per Grade Level							
Grade	3	4	5	6	7	8	Total
Sets	6	10	11	9	6	10	52

Item Set Components

Each formative item set includes the following three components:

- **Blueprints**—Outline the specifications of each item set and include the following elements for each item (question):
  - College and career readiness standards
  - The domain, genre, and cluster
  - Learning targets, to clarify learning expectations for students
  - DOK (Depth of Knowledge) level for each item
  - Item type
  - Position of the item within the item set
- **Scoring Guide**—Materials for the teacher to score student responses. Elements of the scoring guide include:
  - Answer key
  - Distractor rationales
  - Scoring rubric
  - Scoring Notes
- **Student Item Set**—Printable forms that can be downloaded from the Formative Content Library for students to record their responses. Online forms are available in the Formative Assessments program within the online administration platform.

Design Specifications

Each reading item set aligns to a reading domain and is focused on a cluster within that domain. Clusters are standards that are grouped together to represent key concepts and skills emphasized within a domain. The reading item sets are designed to help educators integrate formative assessment into instruction while learning is still occurring.

Each reading item set features single or paired passages and assesses target standards related to the following domains:

• Key Ideas and Details

• Craft and Structure

• Integration of Knowledge and Ideas

Reading item sets provide grade-appropriate passages that include literary or informational selections.

Reading item sets assess a range of cognitive complexities and encourage students to apply their understanding of key skills and concepts. The item sets are designed not only to assess students' ability to comprehend what they read, but also to prompt them to analyze and synthesize text and cite evidence to support their thinking.

Each item set consists of two parts to provide flexibility for instructional planning. Part A consists of five to eight multiple-choice items, and Part B consists of one extended constructed-response item.

Items

Each reading item set consists of multiple-choice and/or multiple select items, along with a single constructed-response item. Educators can easily administer an item set in a single class period.

Item Details

The following table provides the approximate administration time for each item type.

Item Type	Number of Points	Administration Time (minutes)
Multiple Choice (MC)	1	1–2
Multiple Select (MS)	1	1–2
Constructed Response (CR)	2–4	8–10

Depth of Knowledge

Each item is coded to a depth of knowledge level, from level 1 through level 4. A description of an example of the expectations at each level is provided below.

DOK	Description
Level 4	Using extended thinking to synthesize information or apply it to real-world applications.
Level 3	Employing strategic thinking through the use of reasoning or decision making.
Level 2	Conceptual knowledge, or the ability to put facts into context.
Level 1	The ability to recall facts.

Reading
Item Set Index

The following tables provide passage type, passage names, number of items and item types, Depth of Knowledge and learning targets for each item set by grade level.

Grade 3 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
POV OwnAuthor LavaLessons INF CAS G3	Informational	Lessons in Lava		1	MC	2	I can describe the logical connection of sentences within a text.
				2	MC	2	I can determine the meaning of general academic and domain-specific words and phrases.
				3	MC	2	I can distinguish my own point of view from that of the author of a text.
				4	MC	3	I can distinguish my own point of view from that of the author of a text.
				5	MC	1	I can use text features and search tools.
				6	CR	3	I can use illustrations and words in a text to demonstrate understanding of the text.
TxtConnect StarsAstronomy INF IKI G3	Informational	Seeing Stars		1	MC	2	I can use information gained from illustrations to demonstrate understanding of the text.
		Astronomy		2	MC	2	I can describe the logical connection between particular sentences and paragraphs in a text.
				3	MC	2	I can describe the logical connection between particular sentences and paragraphs in a text.
		Seeing Stars	Astronomy	4	MC	3	I can compare and contrast the most important points and key details presented in two texts on the same topic.
				5	MC	3	I can compare and contrast the most important points and key details presented in two texts on the same topic.
				6	MC	3	I can compare and contrast the most important points and key details presented in two texts on the same topic.
				7	CR	3	I can contrast the most important points and key details presented in two texts on the same topic.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
POVMainIdea StarAstronomy INF KID G3	Informational	Seeing Stars		1	MC	1	I can ask and answer questions referring explicitly to the text for the answers.
				2	MC	1	I can ask and answer questions referring explicitly to the text for the answers.
				3	MC	2	I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures.
		Astronomy		4	MC	1	I can ask and answer questions referring explicitly to the text for the answers.
				5	MC	2	I can determine the main idea of a text, recount the key details, and explain how they support the main idea.
				6	CR	2	I can determine the main idea of a text, recount the key details, and explain how they support the main idea.
POV BuildEvents AppleTree LIT CAS G3	Literary	Apple Tree, The		1	MC	2	I can determine the meaning of words and phrases as they are used in a text.
				2	MC	3	I can explain my point of view and a character's also.
		Tree, The		3	MC	2	I can describe how each successive part builds on earlier sections.
				4	MC	2	I can determine the meaning of words and phrases as they are used in a text.
				5	MC	2	I can describe how each successive part builds on earlier sections.
		Apple Tree, The		6	CR	3	I can explain my point of view and a character's also.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
PlotPicturesAid WoodsDark LIT IKI G3	Literary	Into the Woods		1	MC	2	I can explain how illustrations contribute to a text.
		Dark Woods		2	MC	2	I can explain how illustrations contribute to a text.
		Into the Woods	Dark Woods	3	MC	2	I can compare and contrast the themes, settings, and plots of stories.
				4	MC	3	I can compare and contrast the themes, settings, and plots of stories.
				5	MC	3	I can compare and contrast the themes, settings, and plots of stories.
				6	CR	2	I can compare and contrast the themes, settings, and plots of stories.
CntrlMsgChar SkylarkCaleb LIT KID G3	Literary	Skylark		1	MC	2	I can answer questions referring explicitly to the text as the basis for the answers.
				2	MC	2	I can describe characters traits, motivations, or feelings and explain how their actions contribute to the sequence of events.
				3	MC	2	I can recount stories and determine the central message.
		Caleb's Story		4	MC	1	I can answer questions referring explicitly to the text as the basis for the answers.
				5	MC	1	I can answer questions referring explicitly to the text as the basis for the answers.
				6	MC	2	I can describe characters' traits, motivations, or feelings and explain how their actions contribute to the sequence of events.
				7	MC	2	I can recount stories and determine the central message.
		Skylark	Caleb's Story	8	CR	2	I can describe characters' traits, motivations, or feelings and explain how their actions contribute to the sequence of events.

Grade 4 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
IntegrInter WomnFactryGrl INF IKI G4	Informational	Working Women and Children		1	MC	3	I can make connections between a picture and the text.
				2	MS	2	I can make connections between a picture and the text.
		Letter to the Editor		3	MC	2	I can use information in the text to support a claim.
		Working Women and Children	Letter to the Editor	4	MS	2	I can integrate information from two texts.
				5	MC	2	I can integrate information from two texts.
				6	CR	3	I can integrate information from two texts.
InterpretSup OrigamiDirex INF IKI G4	Informational	Origami Then and Now		1	MC	2	I can explain how an author uses reasons to support a point being made.
		Reading Origami Directions		2	MC	2	I can interpret visual information.
				3	MC	2	I can identify which picture describes a step in a process.
		Origami Then and Now	Reading Origami Directions	4	MC	2	I can integrate information about a topic from two texts.
				5	CR	3	I can integrate information from two texts on the same topic.
ExplainSup Idea LibertyMt INF KID G4	Informational	The Statue of Liberty		1	MC	2	I can draw a conclusion.
				2	MC	2	I can identify the main idea of a text.
		Mount Rushmore		3	MC	2	I can draw conclusions from a text.
				4	MC	2	I can determine an effect of an event in a text.
		The Statue of Liberty	Mount Rushmore	5	CR	2	I can provide support for an idea.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
ExplicitDetail Supp Iguana INF KID G4	Informational	Kinds of Iguana		1	MC	2	I can refer to explicit details in a text to make a conclusion.
		Eavesdropping Iguanas		2	MC	1	I can refer to explicit details in a text to make a conclusion.
				3	MC	2	I can refer to explicit details in a text to make a conclusion.
				4	MC	2	I can refer to details in a text to explain an event.
				5	CR	2	I can explain the main idea and support it with details.
StructPoem POV SocksMicro LIT CAS G4	Literary	Once, I Laughed My Socks Off		1	MC	2	I can use details to identify structural elements in a poem.
				2	MC	2	I can identify the narrator in a poem.
				3	MC	2	I can compare genres.
		Baby Ate a Microchip		4	MC	2	I can use details to identify structural elements in a poem.
		Baby Ate a Microchip	Once, I Laughed My Socks Off	5	MC	2	I can identify the narrator in a poem.
				6	CR	3	I can compare the structures of poems.
CharactrInteract LineEven LIT CAS G4	Literary	The Line		1	MC	2	I can determine the meaning of a word from how it is used in the text.
				2	MC	2	I can describe the structural differences between plays and stories.
		The Line	That Evening	3	MC	2	I can identify elements shared by plays and stories.
				4	MC	2	I can explain differences between plays and stories.
				5	CR	3	I can compare how characters are viewed in different texts.
Describe Character Firewrk LIT KID G4	Literary	Fireworks!		1	MC	2	I can describe characters.
				2	MC	2	I can explain why an author includes a sentence in a text.
				3	MC	2	I can describe characters.
				4	MC	2	I can draw inferences from a passage.
				5	CR	3	I can infer meaning from text.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
CharactDetail AllTimeWrld LIT KID G4	Literary	All the Time in the World	Scenes from All the Time in the World (Pictures 1–4)	1	MC	2	I can use details in a story to draw conclusions about a character.
				2	MC	2	I can use details to draw conclusions about characters' actions.
				3	MC	1	I can use details in a story to make a conclusion.
				4	MC	2	I can determine the theme of a story using details from the text.
		All the Time in the World		5	MC	2	I can use details in a story to make a conclusion.
		All the Time in the World	Scenes from All the Time in the World (Pictures 1–4)	6	CR	2	I can use details in a story to describe how a character changes.
CharactEvnt Descrbe Ananse LIT KID G4	Literary	Ananse Becomes the Owner of Stories		1	MC	1	I can use details in a story to make a conclusion.
				2	MC	2	I can use details to draw conclusions about a character's feelings.
				3	MC	1	I can compare events in a story
				4	MC	2	I can compare events in a story.
				5	MC	3	I can use details in a story to identify a theme.
				6	MC	2	I can identify the theme in a story.
				7	MC	2	I can use details in a story to make a conclusion.
				8	CR	3	I can explain a character's actions in a story.
PoemSetting Sup DesrtSight LIT KID G4	Literary	Desert, The		1	MC	2	I can find details in a poem to support my conclusions.
				2	MC	2	I can summarize a poem.
		At First Sight		3	MC	2	I can draw conclusions about a character's actions by using details.
				4	MC	2	I can find details in a story to support my conclusions.
				5	MC	2	I can determine the theme of a story using details from the text.
				6	CR	2	I can use details in a story to describe the setting.

Grade 5 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
DomainWrd Struc DustStorm INF CAS G5	Informational	Living with Dust Storms		1	MC	2	I can determine the meaning of words from context.
				2	MC	2	I can determine the meaning of words from context.
		Dust Bowl		3	MC	2	I can determine the meaning of words from context.
				4	MC	3	I can compare the structures of two texts.
		Living with Dust Storms	Dust Bowl	5	MC	3	I can compare the point of view in two texts.
		Living with Dust Storms		6	CR	3	I can compare information in two texts.
StructurEvnt FranklnFrnch INF CAS G5	Informational	Benjamin Franklin's Work in France		1	MC	2	I can determine the meaning of academic words.
		French Support for the American Revolution		2	MC	2	I can determine the meaning of academic words.
		Benjamin Franklin's Work in France	French Support for the American Revolution	3	MC	2	I can identify similar ideas in a second text.
				4	MC	2	I can compare ideas in two texts.
				5	MC	2	I can identify a point of view two authors share.
				6	CR	3	I can evaluate how the author uses different structures in texts.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
TxtEvid Supp MeteorWeathr INF IKI G5	Informational	Meteorology		1	MC	2	I can understand information presented in a diagram.
				2	MC	2	I can understand information presented in a diagram.
		Weather Forecasters		3	MC	2	I can determine how an author supports a point.
				4	MC	2	I can determine how an author supports a point.
		Meteorology	Weather Forecasters	5	MC	3	I can determine how a text expands on information in another text.
				6	CR	3	I can use information from more than one text to write about a subject.
SupprtClaim PencilnPastur INF IKI G5	Informational	The Story of Penicillin		1	MC	2	I can determine how an author supports a point with evidence.
		The Development of Pasteurization		2	MC	2	I can determine how an author supports a point with evidence.
		The Story of Penicillin	The Development of Pasteurization	3	MC	2	I can answer a question using information from two texts.
				4	MC	2	I can answer a question using information from two texts.
				5	CR	3	I can determine how an author supports a point with evidence.
MainIdea 1925 MushIditarod INF KID G5	Informational	1925 Mush		1	MC	2	I can refer to details to explain a character.
				2	MC	2	I can summarize a text.
				3	MC	2	I can use details to make inferences.
				4	MC	2	I can determine two main ideas of a text.
		Iditarod, The		5	MC	2	I can determine the main purpose of a text.
		1925 Mush	Iditarod, The	6	CR	3	I can compare and contrast concepts in a text.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
CompareIdeas MachineLever INF KID G5	Informational	Simple Machines		1	MC	2	I can use details to explain information from a text.
				2	MC	2	I can explain the relationships between concepts using information in a text.
				3	MC	2	I can explain how concepts relate to each other.
			Levers	4	MC	2	I can explain how concepts relate to each other.
		Simple Machines	Levers	5	MC	2	I can analyze information from two texts.
				6	CR	3	I can integrate information from different texts on the same topic.
POVTextElemnt PortraitBri LIT CAS G5	Literary	The Portrait		1	MC	2	I can explain why a scene is important to the structure of a story.
				2	MC	2	I can determine the meaning of a metaphor.
				3	MC	2	I can describe how a narrator's point of view influences how readers understand events in a story.
		The Footbridge		4	MC	2	I can determine the meaning of a simile.
				5	MC	2	I can describe how a narrator's point of view affects how readers understand events in a story.
		The Portrait	The Footbridge	6	CR	3	I can determine how figurative language is used in text.
POV Element Cont WildBerr LIT CAS G5	Literary	That Wild Berries Should Grow		1	MC	2	I can determine how stanzas of a poem contribute to a story.
				2	MC	2	I can explain how a point of view contributes to the descriptions in a story.
				3	MC	2	I can determine the meaning of figurative language.
				4	MC	2	I can determine the meaning of words using context.
				5	MC	2	I can explain how two chapters fit together to contribute to structure.
				6	CR	3	I can describe how a point of view influences how events are described in a story.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
Char Theme ThinkHorse Snow LIT KID G5	Literary	Think Like a Horse		1	MC	2	I can determine what a character thinks in a story.
				2	MC	2	I can determine how characters respond to events in a story.
				3	MC	2	I can use details to draw conclusions in a story.
				4	MC	2	I can contrast two characters in a story.
		Snow Monster, The		5	MC	2	I can compare two characters in a story.
				6	MC	2	I can determine the theme of a story.
		Think Like a Horse	Snow Monster, The	7	CR	3	I can compare two characters in a story.
InfrSupportIdea BlastPast LIT KID G5	Literary	Blast to the Past		1	MC	2	I can identify details to support an idea in a text.
				2	MC	2	I can make inferences about a character.
				3	MC	2	I can use details to support an idea.
				4	MC	2	I can identify the theme in a play.
				5	CR	3	I can explain how characters are different.
DrwConcl Detail DressMoon LIT KID G5	Literary	Dress for the Moon, A		1	MC	2	I can determine how characters respond to events in a story.
				2	MC	2	I can draw conclusions from details in a story.
				3	MC	2	I can find details in a story to support my conclusions.
				4	MC	2	I can compare and contrast characters in a story by using specific details.
				5	MC	2	I can determine the type of story from key details in the story.
				6	CR	3	I can explain the theme of a story using details.

Grade 6 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
EvidenceClaim MaglevTrain INF IKI G6	Informational	Wonder of Maglev Train		1	MC	2	I can identify how details support a claim.
		Inner Workings		2	MC	2	I can determine if claims are supported by evidence or not.
				3	MC	2	I can explain how a graphic supports details in a text.
				4	MS	2	I can identify how graphics and a text support a claim.
		Wonder of Maglev Train	Inner Workings	5	MC	3	I can identify similarities in how authors present information in texts.
		Inner Workings		6	CR	3	I can explain how graphics support the central ideas of a text.
EvalArgument Sup TimeResvr INF IKI G6	Informational	It's Time to Cover the City's Reservoirs		1	MC	2	I can evaluate an argument.
			Protect Our Open Reservoirs	2	MC	2	I can identify evidence that supports a claim.
				3	MS	2	I can integrate information presented in both photographs and text.
		It's Time to Cover the City's Reservoirs	Protect Our Open Reservoirs	4	MC	2	I can compare how different authors present events in a text.
				5	MC	2	I can evaluate an argument.
		Protect Our Open Reservoirs		6	CR	3	I can evaluate how well an author supports a claim.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
SupportClaim MazeCrazCorn INF IKI G6	Informational	Maze Craze, The		1	MC	2	I can determine how an author uses evidence to support an argument.
		Lost in a Corn Maze		2	MC	2	I can identify how evidence supports a claim.
				3	MC	2	I can identify how a graphic supports a text.
		Maze Craze, The	Lost in a Corn Maze	4	MC	2	I can determine how graphics relate to a text.
				5	MC	3	I can identify how two authors present information differently.
				6	MC	3	I can compare similar information.
		Maze Craze, The		7	CR	3	I can analyze whether a claim is supported by evidence.
AnalyzeIdea CoyoteCricket INF KID G6	Informational	The Coyote Next Door		1	MC	2	I can make inferences based on text.
				2	MC	2	I can determine which details support an idea.
			How Crickets Help Us Check the Pulse of America's Wild Places	3	MC	2	I can analyze key details in text.
				4	MC	2	I can determine a central idea of a text.
		The Coyote Next Door		5	CR	3	I can explain an idea using details from a text.
ElaborArgumnt BookerTTask INF KID G6	Informational	Booker T. Washington		1	MC	2	I can determine the central idea of a text.
				2	MC	2	I can determine how an author elaborates on ideas.
				3	MC	2	I can determine how details support inferences.
				4	MC	2	I can determine how details support inferences.
				5	MC	2	I can determine the central idea of a text.
		Harder Task Than Making Bricks Without Straw, A		6	MC	2	I can determine how details support inferences.
				7	CR	3	I can identify a central argument and the details that support it.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
CentralIdeaSup DayTwoNoon INF KID G6	Informational	Day of Two Noons, The		1	MC	2	I can identify how an author introduces an idea.
				2	MC	2	I can identify how details support the central idea.
				3	MC	2	I can identify how details support the central idea.
				4	MC	2	I can draw conclusions using details from a text.
				5	MC	1	I can identify how an author elaborates on ideas.
				6	CR	2	I can explain how a title reflects the central idea of a text.
AnalyzeElement EnigmaGirl LIT CAS G6	Literary	Enigma (Part I and II)		1	MC	2	I can determine how specific phrases impact meaning.
				2	MC	2	I can analyze how a particular part of a story fits.
				3	MC	2	I can identify the climax of a story. I can identify when a problem is resolved.
				4	MC	2	I can determine the meaning of words used in a story.
			Girl Writing	5	MC	2	I can analyze how lines of a poem contribute to the theme of the poem.
				6	MC	2	I can explain how an author develops the point of view of the speaker in a poem.
		Enigma (Part I and II)	Girl Writing	7	CR	3	I can analyze how an author uses words and phrases to impact meaning and tone.
PoemFigLangu Struct DecNov LIT CAS G6	Literary	Early December		1	MC	3	I can explain how paragraphs build on one another in a text.
				2	MC	3	I can understand how an author chooses structure to develop a point of view.
		November		3	MC	2	I can understand how lines of a poem contribute to structure.
				4	MC	2	I can understand what figurative language symbolizes.
				5	MC	2	I can identify different kinds of figurative language.
				6	MC	2	I can explain how an author develops point of view.
				7	CR	3	I can analyze how figurative language affects tone of a poem.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
FigLangStruc HoSactoSweet LIT CAS G6	Literary	Ho, for Sacramento		1	MC	2	I can determine what figurative language reveals about character.
				2	MC	2	I can determine the meaning of words in context.
				3	MS	2	I can determine how an author uses details to create setting.
		Sweet Betsy from Pike		4	MC	2	I can determine how a verse supports the theme of a song.
				5	MS	2	I can determine how a sentence contributes to the development of theme.
				6	CR	3	I can analyze how a verse supports the theme of a song.

Grade 7 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
StructVocaPOV BactCellPho INF CAS G7	Informational	Tell-Tale Bacteria, The		1	MC	2	I can understand how sections contribute to the development of ideas in a text.
				2	MC	1	I can determine the meaning of words from context.
				3	MC	1	I can determine the meaning of words from context.
		Cell Phone Tattlers		4	MC	2	I can understand how sections contribute to the development of ideas in a text.
				5	MC	2	I can determine the meaning of words from context.
		Tell-Tale Bacteria, The	Cell Phone Tattlers	6	CR	3	I can compare two authors' points of view or purposes and analyze how the authors shape and present their information.
Graph TxtEvid HowTidesThe INF IKI G7	Informational	How Tides Work		1	MC	2	I can use a graphic to determine what detail it explains in a text.
				2	MC	2	I can use a graphic to help understand the author's ideas in a text.
				3	MC	2	I can identify the evidence that supports a claim.
		Tides, The		4	MC	3	I can identify the evidence that supports a claim.
		How Tides Work	Tides, The	5	CR	3	I can determine how authors present information on the same topic but emphasize different ideas.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
ConnctIdeas WildRicToFind INF KID G7	Informational	Wild Rice under the Microscope		1	MC	2	I can determine how an author makes a hypothesis by connecting ideas in a text.
				2	MS	2	I can determine more than one central idea of a text.
				3	MC	2	I can determine how information in a text will be used.
		To Find Truly Wild Rice, Head North to Minnesota		4	MC	2	I can determine how an author connects ideas.
				5	MS	2	I can explain how an author presents contrasting information in a text.
				6	MC	2	I can identify a central idea of a text.
		Wild Rice under the Microscope		7	CR	2	I can cite textual evidence to support an idea in a text.
ImpactWrds POV KingSpeech LIT CAS G7	Literary	King's Speech, The		1	MC	2	I can determine the meaning of words from context.
				2	MC	2	I can determine the effect of word choice on a text.
				3	MC	2	I can determine the meaning of words from context.
				4	MC	2	I can determine the meaning of a word from context.
				5	MC	2	I can compare different points of view in a text.
				6	MC	2	I can determine how stage directions contribute to a reader's understanding of a drama.
				7	CR	2	I can compare how a playwright develops characters' points of view in a drama.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
Author PortrayChar AFrank LIT IKI G7	Literary	Anne's Diary Entry		1	MC	2	I can identify sufficient evidence that supports a claim.
		Diary of Anne Frank, The	Anne's Diary Entry	2	MC	3	I can identify how a character is portrayed differently across texts.
				3	MC	3	I can identify how a character is portrayed differently across texts.
				4	MC	3	I can determine how different text structures contribute to a reader's understanding of characters, plot, and events across texts.
				5	CR	3	I can compare or contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
TxtEvid ThemeIdea SeaLaur LIT KID G7	Literary	Sea Fever		1	MC	2	I can identify a central idea of a text.
				2	MC	2	I can identify evidence that most strongly supports the central idea of a text.
		Laurence in the Hold		3	MC	2	I can understand how setting is used to help shape a character.
				4	MC	2	I can determine what textual evidence supports the character trait of a main character.
				5	MC	2	I can identify the topic sentence for a summary of a text.
				6	MC	2	I can determine how characters respond to events in a story.
				7	CR	2	I can analyze the theme of a text and describe how a character's actions help develop it.

Grade 8 | Formative Item Sets

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
AuthorPurpose POV Beekeep INF CAS G8	Informational	The Beekeeper Next Door		1	MC	2	I can analyze the impact of words on meaning.
				2	MC	2	I can determine the role of particular sentences in a text.
				3	MC	2	I can determine the structure an author uses in a text.
				4	MC	2	I can determine an author's reasons for writing a text.
				5	CR	3	I can evaluate how an author presents opposing viewpoints in an argument.
ImpactPhrases SavDollDtch INF CAS G8	Informational	Save the Dollar Bill		1	MC	2	I can determine the impact of phrases on meaning and tone.
				2	MC	2	I can determine the impact of phrases on meaning and tone.
		Ditch the Dollar Bill and Live with Change		3	MC	2	I can analyze the role of specific sentences in developing a key concept.
				4	MC	2	I can analyze the role of specific sentences in developing a key concept.
				5	CR	3	I can analyze how an author acknowledges and responds to conflicting viewpoints.
Impactwrds POVAutho Shore INF CAS G8	Informational	In Rhode Island, Protecting a Shoreline and a Lifeline		1	MC	2	I can determine the impact of words on meaning and tone in a text.
				2	MC	2	I can analyze how specific paragraphs develop key concepts.
				3	MC	2	I can determine the impact of phrases on meaning in a text.
				4	MC	2	I can determine the author's purpose in a text.
				5	CR	3	I can analyze how an author acknowledges conflicting viewpoints.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
Author CntrlIdea Kiribati INF KID G8	Informational	Climate Effects in Kiribati		1	MC	2	I can find support in the text for the main idea.
				2	MC	2	I can analyze how an author makes connections among ideas in text.
				3	MC	2	I can draw inferences based on text.
				4	MC	2	I can determine the central idea of a text.
				5	CR	3	I can analyze how a central idea is developed in a text.
TxtEvid MainIdea FoodGrow INF KID G8	Informational	Our Food Choices		1	MC	2	I can analyze how a central idea is developed.
				2	MC	2	I can analyze the relationship between ideas.
		Locally Grown Food		3	MC	2	I can cite textual evidence to support an idea.
				4	MC	2	I can cite textual evidence to support an idea.
				5	CR	2	I can analyze a central idea and its supporting details.
AnalyzeArguSup BottleSolu INF IKI G8	Informational	Time to Ban Bottled Water		1	MC	2	I can evaluate the relevance of evidence used to support a claim.
				2	MC	2	I can determine why a sentence is used to support an argument.
				3	MC	2	I can evaluate the advantage of including a diagram in a text.
			A Misguided Solution	4	MC	2	I can identify claims an author makes.
		Time to Ban Bottled Water	A Misguided Solution	5	CR	3	I can analyze opposing views on a topic.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
TxtEvid Graph AntarctStop INF IKI G8	Informational	Antarctica's Resources_Wise and Responsible Use		1	MC	2	I can describe specific claims in a text.
				2	MC	2	I can distinguish between relevant and irrelevant evidence to support a claim.
		Stop Exploiting Antarctica		3	MC	2	I can identify the disadvantages of using a graphic to present an idea.
				4	MC	2	I can evaluate a graphic and provide support from the text.
				5	MC	2	I can determine whether the evidence provided to support a claim is sufficient.
		Antarctica's Resources_Wise and Responsible Use	Stop Exploiting Antarctica	6	CR	3	I can explain how two authors present conflicting information on the same topic and provide support from both texts.
DrwConcl Detail DigFourMi LIT KID G8	Literary	Digging		1	MC	2	I can use details in a poem to make conclusions about the action.
				2	MC	2	I can use details in a poem to make conclusions about the speaker.
				3	MC	2	I can determine central ideas in a poem.
		Four Miles to Pinecone		4	MC	2	I can use explicit details to support an inference.
				5	CR	2	I can use details in a story to explain a character's motivation and action.
EvntCharDialog ObstclPrim LIT KID G8	Literary	The Obstacle		1	MC	2	I can analyze incidents in a story.
				2	MC	2	I can determine a theme of a story.
		Primed		3	MS	2	I can analyze a character.
				4	MC	2	I can cite evidence to support textual analysis.
				5	CR	3	I can analyze how the central idea of a play develops.

Name/Item Set	Passage Type	Passage 1	Passage 2	Item Position	Item Type	DOK	Learning Target
Setting MainIdea CallWild LIT KID G8	Literary	Call of the Wild, The		1	MC	2	I can analyze how an incident propels the action in a story.
				2	MS	2	I can determine central ideas in a story.
				3	MC	2	I can analyze how the setting helps develop the theme in a story.
				4	MC	2	I can analyze how an incident reveals aspects of a character in a story.
				5	CR	3	I can explain a central idea of a story using key details.