

# FCAT Reading Question Format Cards

## CLUSTER 2: MAIN IDEA, PLOT, AND PURPOSE

### LA.A.2.3.1 – Main Idea

Design a question that requires students to identify the main idea or essential message, relevant supporting details and facts, or how the organizational pattern of a passage supports or develops the main idea

The passages will include a main idea (stated or implied) or an essential message and relevant details or facts.

Organizational patterns (methods of development) could include, but are not limited to, chronological order, lists, main headings with subheadings, question and answer, argument and support, comparison and contrast, cause and effect, and main idea with supporting details.

- What is the main idea of this article?
- If the article \_\_\_\_\_ needed a new title, which would be best?
- Which sentence gives the best summary of the passage?
- Which sentence best summarizes what happened in "....."?
- What is \_\_\_\_\_'s main goal?
- Which sentence best characterizes the character's attitude?
- The author's do not discuss \_\_\_\_\_ because .....
- Which statement best describes the lesson of the story?
- What is the primary topic of the first paragraph of the article?

### Response Attributes

Distractors may include, but are not limited to, the following:

- details that do not support the main idea or essential message of the passage
- incorrect identifications of details
- incorrect identifications or interpretations of the main idea or essential message
- incorrect relationships between the organizational pattern and the main idea
- plausible but incorrect responses based on the text

### SR/ER (Grade 8)

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

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## REFERENCE AND RESEARCH

This cluster could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, maps and caption as well as the text.

### LA.A.2.3.5 – Synthesizing Information

Design a question that requires students to obtain information through the process of recognizing, identifying, analyzing, synthesizing, and/or evaluating gathered from within or across texts.

Passages may include no more than three primary or secondary sources. The stimulus may be text, maps, tables, charts, reference material entries, or other types of graphics. If reference material entries are used, they must look like those found in textbooks, library reference materials, and/or other information sources appropriate for the-grade. Appropriate categories, headings, and similar information should be implied, not stated.

- People who read this article will learn to ....
- According to Figures 1 and 2 ....
- The information in this article could be best used for ....
- Which of the following statements supports the idea that ....
- Which of the following is the best evidence for ...
- What does the author use to support his statement about ....
- How does the author organize the first two paragraphs of the passage?
- Which quotation best supports the author's argument for ....

### Response Attributes

Distractors may include, but are not limited to, the following:

- incorrect uses of resources for research needs
- incorrect locating, gathering, analyzing, or evaluating of information
- incorrect conclusions or generalizations based on the stimulus
- headings or categories that are not applicable to the designated facts or information
- inappropriate methods of classifying, categorizing, or organizing the designated facts or information

### SR/ER (Grade 8)

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

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## CLUSTER 2: MAIN IDEA, PLOT, AND PURPOSE

### LA.A.2.3.2 – Author’s Purpose

Design a question that requires students to identify the author’s purpose or point of view; analyze the impact of the author’s purpose or point of view within or across a variety of texts, including text intended to persuade.

The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.

- Why did the author write \_\_\_\_\_?
- Why did the author write the story \_\_\_\_\_?
- Why did the author say \_\_\_\_\_?
- What was the author’s purpose in writing this article?
- With which statement would the author MOST likely agree?
- Which statement describes what the author probably thinks about ....?
- What is the author’s attitude toward ....?
- Which kind of article did the author write about ....?
- Why does the author describe (character) in such detail?
- The author wants the reader to think that (character) ...

### Response Attributes

Distractors may include, but are not limited to, the following:

- facts or details that are drawn from the passage(s) but do not represent the author’s purpose or point of view
- incorrect interpretations of the author’s purpose or point of view

Distractors should NOT be a list of general categories (e.g., to inform, to persuade).

### SR/ER (Grade 8)

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An example of a top-score response for the specific item will be included.

# FCAT Reading Question Format Cards

## CLUSTER 3: COMPARISON and CAUSE/EFFECT L.A.E 2.2.1 – Cause/Effect

Design a question that requires students to identify cause or effect relationships within or across literary and/or informational texts.

- What is the main reason .....
- Which factors forces the narrator to make a decision?
- Why do \_\_\_ and \_\_\_\_\_ do \_\_\_\_\_?
- What happened to \_\_\_\_\_ to make him feel \_\_\_\_\_?
- Why does \_\_\_\_\_ do \_\_\_\_\_?
- What result was most important?
- What is the main purpose of \_\_\_\_\_?

### Response Attributes

Distractors may include, but are not limited to, the following:

- incorrect causes or effects
- incorrect interpretations of cause-and-effect relationships
- plausible but incorrect responses based on the text

### SR/ER (Grade 8)

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.