



5.RC.7: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	
Reporting Category: Reading Comprehension	Subdomain: Reading and Understanding Informational Text & Media
Assessed On: <input type="checkbox"/> Checkpoint 1 <input checked="" type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
5.RC.7 Instructional Framework	ILEARN Stimulus Specifications
Content Limits: <ul style="list-style-type: none">• Include items that are: Only Passage Based ▾• Include informational text for these items.• Ask students to consider how text features impact the meaning of a text.• Include text features as outlined in the IDOE Text Features Guidance document.	
Clarifications: <ul style="list-style-type: none">• The intent of this standard is to help ensure students can make connections between the written information and text features provided in a passage. Students understand how text features help readers locate information and/or better understand the topic or purpose of the text.• This standard builds on the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.• Text features may include: titles/headings and subheadings, bullets, bold keywords, labels, sidebars, glossary, index, table of contents, images and captions, timelines, maps or diagrams, tables, charts, or graphs.• Digital source features may be similar to text features but could also include: hyperlinks, embedded video or audio files, or navigation icons or menus.	
Items Tagged as Reading Comprehension Items for Text-to-Speech: Yes	
Expected Academic Vocabulary: Text Features: Title, Author, Illustration, Photograph, Table of Contents, Glossary, Index, Heading, Subheading, Caption, Map, Chart (Timeline, Diagram), Font/Format (Bold/Italicized Print, Bullets, Sidebar, Text Box), Table, Graph	
Proficiency Level Descriptors and Example Items	
Below Proficiency: Locate specific information using text features; OR Determine the purpose of a specific text feature.	
Which section of the passage has information about [X]? [Multiple Choice]	DOK 1 - These items require students to locate specific information using text features. A moderate amount of interpretation may be required of the student. The projected difficulty for these items is hard.



OR

What type of information can be found in the [heading/subheading title] section of the passage?

[Multiple Choice]

Why does the author of **Recycle for the Future** include an image of a landfill?

- A. to describe the history of recycling
- B. to explain how to recycle
- C. to show the effect of not recycling**
- D. to suggest people need to stop recycling

[Multiple Choice]

OR

What is the **most likely** reason the author includes the [name of text feature] in the passage?

[Multiple Choice]

OR

Complete the table to show the purpose of each text feature in the passage.

	[Text Feature]	[Text Feature]	[Text Feature]
[Purpose]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Purpose]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Purpose]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Table Match]

DOK 2 - These items require students to determine the purpose of a specific text feature. There are a variety of item types that may be used for this assessment task, requiring students to engage in mental processing beyond recall or rote responses. The projected difficulty level of this item is easy.



Approaching Proficiency: Interpret information using text features; OR Determine how a specific text feature supports the meaning of a section of text.	
<p>Based on the graph in Passage 1, in which year did the most tourists visit Jellystone National Park?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>What does the caption under the image in the passage help the reader understand about [topic/issue]?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>According to the timeline after paragraph 2, what happens after...?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>What does the picture help readers understand in the passage?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to interpret information using a specific text feature from the passage. The project difficulty level for this item is easy.</p>
<p>Which sentence from the text is best supported by the photograph?</p> <p>[Multiple Choice or Hot Text Selectable]</p> <p>OR</p> <p>Which detail from paragraph 4 is best supported by the image in Passage 1?</p> <p>[Multiple Choice or Hot Text Selectable]</p>	<p>DOK 2 - These items require students to determine how specific details from a section of text are supported by a given text feature. Students move beyond simply interpreting information in a text feature to connecting the text feature with a section of text or particular details. The projected difficulty for these items is medium.</p>



OR Which paragraph does the [name of text feature] best help the reader understand? [Multiple Choice]	
How does the [name of text feature] help the reader better understand the information in [paragraph/section of text]? [Multiple Choice]	DOK 2 - These items require students to explain how a specific text feature supports the meaning of a section of text. Students make connections between a specific text feature and a section of the text in order to explain how that connection provides support for the meaning of a section of text. The projected difficulty for these items is medium.
At Proficiency: Determine how a specific text feature supports or contributes to the overall meaning of the text; OR Determine the solution to a problem by applying knowledge of text features.	
How does the [name of text feature] help readers understand the information in the passage? A. by describing... B. by showing... C. by outlining... D. by organizing... [Multiple Choice]	DOK 2 - This item requires students to determine how a specific text feature supports the meaning of an entire passage. Students must understand how text features aid a reader's understanding of the overall meaning or purpose of a text, which increases the complexity of the assessment task. The projected difficulty for these items is hard.
How does the information in the [name of text feature] present a solution to the problem of...? [Multiple Choice] OR Which questions/issues/problems does the [name of text feature] in the passage help answer/solve? Choose two . [Multiple Select]	DOK 2 - This item requires students to interpret and synthesize the information in a text feature with the information provided in a passage in order to understand a problem/issue and its solution. The projected difficulty for these items is hard.
Above Proficiency: Locate and interpret information, using text features, and explain how the text feature works to solve a problem or adds to the overall meaning of the text.	



<p>Part A What type of information can be found in the [heading/subheading title] section of the passage?</p> <p>[Multiple Choice]</p> <p>Part B How does the information in Part A contribute to the overall meaning of the passage?</p> <p>[Multiple Choice]</p>	<p>DOK 3 - This two-part item requires students to locate or interpret information in a text, using text features, and then explain how that information contributes to the overall meaning of the passage. The projected difficulty for this item is medium.</p>
<p>Part A According to the timeline after paragraph 2, what happens after...?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>What does the picture help the reader understand in the passage?</p> <p>[Multiple Choice]</p> <p>Part B How does the information in Part A present a solution to the problem of...?</p> <p>[Multiple Choice]</p> <p>OR</p> <p>Which questions/issues/problems does the information in Part A help answer/solve? Choose two.</p> <p>[Multiple Select]</p>	<p>DOK 3 - These two-part items require students to use text features to interpret information in a text and then synthesize their findings with the information they've read in a passage to explain how it works to solve/aid/answer the problem/issue/question an author is presenting. The projected difficulty of these items is hard.</p>