



6.RC.9: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	
Reporting Category: Reading Comprehension	Subdomain: Analyzing Informational Text & Media
Assessed On:	
<input type="checkbox"/> Checkpoint 1 <input type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
6.RC.9 Instructional Framework	ILEARN Stimulus Specifications
Content Limits: <ul style="list-style-type: none">• Include items that are: Only Passage Based ▾• Include informational stimuli for items assessing this standard. Stimuli may include passages as well as digital sources – infographics, posters, etc.• More than one text/media stim is necessary for items assessing this standard. However, one text may be used where additional text features (e.g., images, graphs, charts) are included for the synthesis of information.• Avoid using more than two written articles in a text set.• Avoid asking questions about only one provided source.• Avoid using audio stimuli for items assessing this standard.	
Clarifications: <ul style="list-style-type: none">• Successful readers compare and contrast information across texts and other media formats to gain a deeper understanding of the content.• Visual print and non-print media include: written text, illustrations, video, etc.• Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.	
Items Tagged as Reading Comprehension Items for Text-to-Speech: Yes	
Expected Academic Vocabulary: Integrate, Media, Format, Visual, Quantitative, Demonstrate, Coherent, Topic, Issue	
Proficiency Level Descriptors and Example Items	
Below Proficiency: Compare the information presented in various text or media formats to identify a shared topic.	
Which topic is present in both [passages/sources]? [Multiple Choice]	DOK 1 - This item requires students to compare more than one passage/source and determine a shared topic. The projected difficulty for this item is medium.
Complete the table to show which	DOK 1 - This item requires students to consider multiple passages/sources and determine which



passage/source includes information about each topic.

	Only Source 1	Only Source 2	Both Sources
[Topic 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Table Match]

topics are addressed in which sources. Headings may be helpful to students but should not reveal the topics given in the table. The projected difficulty for this item is hard.

Approaching Proficiency: Explain how different text or media formats present on the same given topic.

Using information from **both** [passages/sources], choose the sentence that **best** explains how the [texts/sources] present information about [include given topic]?

[Multiple Choice]

OR

How does information about [insert given topic] in Passages 1 and 2 demonstrate [include idea/statement/result from the passage]?

- A. By giving reasons for...
- B. By giving examples of...
- C. By emphasizing...
- D. By describing...

[Multiple Choice]

OR

How does Passage 2 address the topic of [insert topic] differently than Passage 1?

- A. Passage 2 states...while Passage 1

DOK 2 - These items require students to explain how different text or media formats present on the same given topic. Students must choose the explanation that best explains how the information presented in more than one passage/source provides similar or different information. The similarities or differences in the methods used may be explicit or implicit. The projected difficulty for these items is medium.



<p>explains...</p> <p>B. Passage 2 focuses on...while...</p> <p>C. Passage 2 highlights...</p> <p>D. Passage 2 describes...</p>																		
<p>[Multiple Choice]</p>																		
<p>Complete the table to show whether each statement about apples describes Passage 1, Passage 2, or both passages.</p> <table><tr><td></td><td><p>Only Passage 1</p></td><td><p>Only Passage 2</p></td><td><p>Both Passages</p></td></tr><tr><td><p>details their history in the United States</p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td></tr><tr><td><p>describes the different varieties</p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td></tr><tr><td><p>highlights the climate conditions suitable for farming</p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td><td><p><input type="checkbox"/></p></td></tr></table>			<p>Only Passage 1</p>	<p>Only Passage 2</p>	<p>Both Passages</p>	<p>details their history in the United States</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>describes the different varieties</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>highlights the climate conditions suitable for farming</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>DOK 2 - This item requires students to compare and contrast how different text or media formats present on the same given topic. The projected difficulty for this item is medium.</p>
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<p>[Table Match]</p>																		
<p>At Proficiency: Synthesize information presented in more than one text or media format to answer a question.</p>																		
<p>Which detail from the passage is illustrated by the image?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to select an explicit detail from a passage that is illustrated by a given image. The image may be a text feature in the passage or it may be a media message that stands on its own as a second source. The projected difficulty for this item is medium.</p>																	
<p>What additional information about apples does the reader learn in Passage 2 that is not in Passage 1?</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to identify information presented on a given topic that is presented in one text/media source but not another. Answer options are paraphrased explanations of the information being provided. The projected difficulty for this item is hard.</p>																	
<p>Read this sentence and answer the question.</p>	<p>DOK 2 - This item requires students to select one or more statements from a passage that support</p>																	



<p>[Insert sentence/excerpt from Passage/Source 2 that states an idea.]</p> <p>Which two statements from Passage/Source 1 support this idea?</p> <p>[Hot Text Selectable or Multiple Select]</p>	<p>an idea from another passage. Synthesis of information is still required as students analyze how information in one passage/source supports the other. The projected difficulty for this item is hard.</p>
<p>What do the sources say about the impact the invention of the internet has had on humans?</p> <p>A. The invention of the internet has increased human knowledge.</p> <p>B. The invention of the internet has not impacted human social connections.</p> <p>C. The invention of the internet has made misinformation less accessible to humans.</p> <p>D. The invention of the internet has kept financial decisions the same for humans.</p> <p>[Multiple Choice]</p>	<p>DOK 2 - This item requires students to read more than one passage/source and synthesize information from both sources in order to answer a question. The projected difficulty for this item is hard.</p>
<p>Above Proficiency: Synthesize information presented in more than one text or media format to answer a question, and provide supporting textual evidence.</p>	
<p>Part A</p> <p>Based on the information in these sources, why are apples a good addition to school lunches?</p> <p>[Multiple Choice]</p> <p>Part B</p> <p>Select one sentence from each paragraph that supports the answer in Part A.</p> <p>[Paragraph excerpt from Passage 1]</p> <p>[Paragraph excerpt from Passage 2]</p> <p>[Hot Text Selectable]</p>	<p>DOK 3 - This two-part item requires students to synthesize information from both passages to answer a question and use details from each passage to support their answer. The projected difficulty for this item is medium.</p>
<p>Part A</p> <p>What do the sources say about the impact of the invention of the airplane on humans?</p>	<p>DOK 3 - This two-part item requires students to synthesize information from both passages to answer a question in Part A, then explain how each passage addresses the topic differently in</p>



<p>[Multiple choice]</p> <p>Part B</p> <p>How does Passage 1 address the topic of airplane invention differently than Passage 2?</p> <p>[Multiple Choice]</p>	<p>Part B. The projected difficulty for this item is hard.</p>
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