

Grade 5 English Language Arts

Reading		5.R.4.A.e
4 A MLS e	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy Read to develop an understanding of media and its components by: explaining textual and graphics features of a web page and how they help readers to comprehend text	Indicates the highest level typically assessed.
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will explain textual features of a web page.</p> <p>The student will explain how textual features of a web page help readers to comprehend text.</p> <p>The student will explain graphic features of a web page.</p> <p>The student will explain how graphic features of a web page help readers to comprehend text.</p>		<p><u>DOK Ceiling</u> 2</p> <p><u>Item Format</u> Selected Response Constructed Response Technology Enhanced</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <p>Textual features: e.g., subheadings, links, sidebars, page design, audio/video clips Graphic features: e.g., illustrations, graphs/charts, maps, photos</p>		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p>

Breaks down content and skills students are expected to know and do upon mastery of the expectation.

Types of items used in MAP/EOC assessment. Also, provides type best suited for the expectation.

Suggests broad list of test types for literary and informational expectations. Not intended to be all-inclusive.

Examples that address the specific elements of each expectation and address varying DOK levels. In no way limit the depth and breadth of possible items stems.

Parameters that item writers were asked to consider when developing MAP/EOC items.