

Nebraska State Accountability - Reading

Table of Specifications

Grade 4

Gr4 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 4.1.5.a <i>Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)</i>	1	4-6	0	0	4-6
LA 4.1.5.b <i>Relate new grade level vocabulary to prior knowledge and use in new situations</i>	Assessed at the local level				
LA 4.1.5.c <i>Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words</i>	2	1-2	2-4	0	3-6
LA 4.1.5.d <i>Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)</i>	1	4-6	0	0	4-6
LA 4.1.5.e <i>Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)</i>	Assessed at the local level				
Gr4 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 4.1.6.a <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text</i>	3	0	0-1	1-2	1-3
LA 4.1.6.b <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)</i>	2	2-3	2-3	0	4-6
LA 4.1.6.c <i>Summarize narrative text including characters, setting, and plot with supporting details</i>	2	1-2	2-4	0	3-6
LA 4.1.6.d <i>Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2	1-2	1-2	0	2-4

LA 4.1.6.e <i>Retell and summarize the main idea from informational text using supporting details</i>	2	1-2	2-4	0	3-6
LA 4.1.6.f <i>Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2	1-2	2-4	0	3-6
LA 4.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)</i>	2	1-3	2-3	0	3-6
LA 4.1.6.h <i>Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</i>	2	0	1-3	0	1-3
LA 4.1.6.i <i>Use narrative or informational text to develop a multi-cultural perspective</i>	Assessed at the local level				
LA 4.1.6.j <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text</i>	3	1-2	1-2	1-2	3-6
LA 4.1.6.k <i>Identify and explain purpose for reading (e.g., information, pleasure, understanding)</i>	Assessed at the local level				
LA 4.1.6.l <i>Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</i>	Assessed at the local level				
LA 4.1.6.m <i>Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct</i>	Assessed at the local level				
LA 4.1.6.n <i>Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)</i>	Assessed at the local level				
LA 4.1.6.o <i>Use examples and details in a text to make inferences about a story or situation</i>	Assessed at the local level				
LA 4.1.6.p <i>Respond to text verbally, in writing, or artistically</i>	Assessed at the local level				