

# Nebraska State Accountability - Reading (NeSA-R) Table of Specifications

## Grade 3

Gr3 Vocabulary	Highest DOK Level Tested	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b>LA 3.1.5.a</b> <i>Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</i>	1	4-6	0	0	4-6
<b>LA 3.1.5.b</b> <i>Relate new grade level vocabulary to prior knowledge and use in new situations</i>	Assessed at the local level				
<b>LA 3.1.5.c</b> <i>Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown word</i>	2	2-3	2-3	0	4-6
<b>LA 3.1.5.d</b> <i>Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</i>	1	4-6	0	0	4-6
<b>LA 3.1.5.e</b> <i>Identify meaning using print and digital reference materials (e.g., dictionary, glossary)</i>	Assessed at the local level				
<b>LA 3.1.5.f</b> <i>Locate words in reference materials (e.g., alphabetical order, guide words)</i>	Assessed at the local level				
Gr3 Comprehension	Highest DOK Level Tested	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b>LA 3.1.6.a</b> <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension</i>	3	0	0-1	1-2	1-3
<b>LA 3.1.6.b</b> <i>Identify elements of narrative text (e.g., characters, setting, plot, point of view)</i>	1	4-6	0	0	4-6

<b>LA 3.1.6.c</b> <i>Retell and summarize narrative text including characters, setting, and plot with supporting details</i>	2	1-2	3-4	0	4-6
<b>LA 3.1.6.d</b> <i>Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</i>	2	0-1	1-2	0	1-3
<b>LA 3.1.6.e</b> <i>Retell and summarize the main idea from informational text using supporting details</i>	2	1-2	2-4	0	3-6
<b>LA 3.1.6.f</b> <i>Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)</i>	2	1-2	2-3	0	3-5
<b>LA 3.1.6.g</b> <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)</i>	2	1-3	2-3	0	3-6
<b>LA 3.1.6.h</b> <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
<b>LA 3.1.6.i</b> <i>Use narrative or informational text to develop a multi-cultural perspective</i>	Assessed at the local level				
<b>LA 3.1.6.j</b> <i>Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</i>	3	1-2	1-2	1-2	3-6
<b>LA 3.1.6.k</b> <i>Identify and explain purpose for reading (e.g., information, pleasure, understanding)</i>	Assessed at the local level				
<b>LA 3.1.6.l</b> <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				
<b>LA 3.1.6.m</b> <i>Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct</i>	Assessed at the local level				
<b>LA 3.1.6.n</b> <i>Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)</i>	Assessed at the local level				

<i>LA 3.1.6.o</i> <i>Use examples and details in a text to make inferences about a story or situation</i>	Assessed at the local level
<i>LA 3.1.6.p</i> <i>Respond to text verbally, in writing, or artistically</i>	Assessed at the local level