

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

Grade 4

Gr4 Vocabulary	Highest DOK Level Tested	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	Highest DOK Level Tested	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 Summarize narrative text including characters, setting, and plot with supporting details	2	1-2	2-4	0	3-6
LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	2	1-2	1-2	0	2-4
LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details	2	1-2	2-4	0	3-6
LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	2	1-2	2-4	0	3-6
LA 4.1.6.g 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)	2	1-3	2-3	0	3-6
LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	2	0	1-3	0	1-3
LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective	Assessed at the local level				
LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text	3	1-2	1-2	1-2	3-6
LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	Assessed at the local level				
LA 4.1.6.l 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	Assessed at the local level				
LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	Assessed at the local level				
LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)	Assessed at the local level				

<i>LA 4.1.6.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 4.1.6.p</i> <i>Respond to text verbally, in writing, or artistically</i>	Assessed at the local level