

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

## Grade 8

Gr8 Vocabulary	Highest DOK Level Tested	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b>LA 8.1.5.a</b> <i>Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1	3-5	0	0	3-5
<b>LA 8.1.5.b</b> <i>Relate new grade level vocabulary to prior knowledge and use in new situations</i>	Assessed at the local level				
<b>LA 8.1.5.c</b> <i>Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)</i>	2	1-3	3-5	0	4-8
<b>LA 8.1.5.d</b> <i>Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)</i>	2	1-2	1-2	0	2-4
<b>LA 8.1.5.e</b> <i>Determine meaning using print and digital reference materials</i>	Assessed at the local level				
Gr8 Comprehension	Highest DOK Level Tested	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension</b>					
<b>LA 8.1.6.a</b> <i>Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources</i>	3	0	0-1	1-2	1-3
<b>LA 8.1.6.b</b> <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)</i>	2	1-2	3-5	0	4-7
<b>LA 8.1.6.c</b> <i>Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)</i>	3	0	1-2	1-2	2-4
<b>LA 8.1.6.d</b> <i>Summarize, analyze, and synthesize informational text using main idea and supporting details</i>	3	0	3-5	2-3	5-8

<b>LA 8.1.6.e</b> <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare / contrast, fact / opinion, proposition / support)</i>	2	0	4-6	0	4-6
<b>LA 8.1.6.f</b> <i>Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)</i>	2	1-2	1-2	0	2-4
<b>LA 8.1.6.g</b> <i>Analyze and make inferences based on the characteristics of narrative and informational genres</i>	2	1-2	1-2	0	2-4
<b>LA 8.1.6.h</b> <i>Analyze a variety of genres for the social, historical, cultural, and biographical influences</i>	Assessed at the local level				
<b>LA 8.1.6.i</b> <i>Use narrative and informational text to develop a national and global multi-cultural perspective</i>	Assessed at the local level				
<b>LA 8.1.6.j</b> <i>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers</i>	3	1-2	2-3	1-2	4-7
<b>LA 8.1.6.k</b> <i>Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)</i>	Assessed at the local level				
<b>LA 8.1.6.l</b> <i>Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading</i>	Assessed at the local level				
<b>LA 8.1.6.m</b> <i>Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct</i>	Assessed at the local level				
<b>LA 8.1.6.n</b> <i>Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text</i>	Assessed at the local level				
<b>LA 8.1.6.o</b> <i>Respond to text verbally, in writing, or artistically</i>	Assessed at the local level				