

Nevada Grade 5 Reading Item Specifications

Grade 5 CRT Item Specifications – Word Analysis		
Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
<p>1.5.4 Vocabulary Development Build and extend vocabulary using</p> <ul style="list-style-type: none"> a. b. prefixes (e.g., bio-, anti-) c. suffixes (e.g., -able, -ible) <p>Determine the meaning of unknown words and phrases in text using</p> <ul style="list-style-type: none"> d. context clues e. parts of speech (e.g., function of the word in a sentence) 	<p>DOK 2</p>	<p>Items may focus on meaning created by structural elements (prefixes, suffixes, and base/root words) of words, including meanings of unknown words. Items must go beyond identification of structural elements.</p> <p>Base words must be on grade level.</p> <p>Items may require students to determine the meaning of above grade level words or phrases using context clues; there must be adequate context to determine the meaning of the targeted term. All incorrect options must make grammatical sense within the sentence. Though rare, items may include determining the meaning of a word based on an entire passage.</p> <p>If an item deals with the meaning of a word or phrase that is based on figurative language or imagery, it is coded to 3.5.5 or 4.5.2.</p> <p>Items may require students to determine the meaning of unknown words based on parts of speech. Answer choices must include examples from different parts of speech. Items for this indicator are similar to multiple-meaning items, but at least two parts of speech are represented in the answer choices.</p> <p>Students are responsible for the vocabulary of the standard.</p>

(*) = 50% of the assessed items must be at or above the Depth of Knowledge Essence

**Indicates Possible Constructed Response

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Grade 5 CRT Item Specifications –Literary Text		
Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
<p>**3.5.1 Setting and Plot</p> <p>a. Describe elements of plot in text with a focus on internal conflict.</p> <p>b. Describe how one event causes another in text.</p>	<p>DOK 2</p>	<p>Items may require students to describe, make inferences, or draw conclusions related to internal conflict.. The task may include making predictions about how the internal conflict might have been different if some element of the plot were changed.</p> <p>Items may require students to make inferences, draw conclusions, or make predications based upon the causal relationships between events. Items requiring identification of these skills align, but are below the intent of the indicator.</p> <p>Items requiring identification of the indicated skills align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>**3.5.2 Characterization</p> <p>a. Describe how character motivation affects plot in text.</p> <p>b. Describe obvious changes in character and reason for changes based on text.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences, draw conclusions, or make predictions based upon the interaction between character motivation and plot.</p> <p>Items may require students to make inferences, draw conclusions, or make predictions about changes in character and the reason for the changes.</p> <p>Items requiring identification of the indicated skills align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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<p>**3.5.3 Theme Explain a lesson learned based on events and/or character actions in text.</p>	<p>DOK 2</p>	<p>Items will require students to make inferences, draw conclusions, or make predictions based upon implicit lessons in the passage.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>3.5.5 Language a. Explain the meaning of similes in text. b. Explain the use of hyperbole in text. c. Explain the use of personification in text. d. Identify imagery in text.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences or draw conclusions about the meaning, effect, or use of similes, hyperbole, or personification. Items requiring identification of the indicated skills align, but are below the intent of the indicator.</p> <p>Items may be above the intent of the indicator if all four answer choices contain figurative language and/or word choice. (DOK 2)</p> <p>If the item is related to nonfigurative word meaning, it is coded to 1.5.4.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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Grade 5 CRT Item Specifications - Expository Text		
Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
**4.5.1 Text Features Explain the purpose of and/or gain information from text using <ul style="list-style-type: none"> a. maps b. diagrams c. italicized words d. parentheses 	DOK 2	Items may require students to gain information from, show understanding of the purpose of, make inferences, draw conclusions, or make predictions based upon the indicated text features. Items may require students to go beyond the text to predict which kind of text feature would best support the reader’s understanding of the passage. Students are responsible for the vocabulary of the standard.
4.5.2 Language a. Explain the meaning of similes in text. b. Explain the use of hyperbole in text. c. Explain the use of personification in text. d. Identify imagery in text.	DOK 2	Items may require students to make inferences or draw conclusions about the meaning, effect, or use of similes, hyperbole, or personification. Items requiring identification of the indicated skills align, but are below the intent of the indicator. Items may be above the intent of the indicator if all four answer choices contain figurative language and/or word choice. (DOK 2) If the item is related to nonfigurative word meaning, it is coded to 1.5.4. Students are responsible for the vocabulary of the standard.

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<p>**4.5.3 Organizational and Structural Patterns Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> a. posters b. how to articles c. encyclopedias d. non-fiction articles e. newsletters f. brochures <p>g. Explain a cause and its effect on events in text.</p> <p>h. Identify facts and/or opinions in text.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences, draw conclusions, or make predictions about the main idea and supporting details in a passage, from the indicated text types. Some items may require students to show simple understanding of important information in the passage.</p> <p>Items may require students to identify the reasons for the inclusion of details that support the main idea.</p> <p>Items may require students to explain, make inferences, draw conclusions, or make predictions about the causal relationships between events or ideas in the passage. Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Items may require students to identify facts and/or opinions in a passage.</p> <p>Students are responsible for the vocabulary of the standard.</p>
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