

## Nevada Grade 6 Reading Item Specifications

<b>Grade 6 CRT Item Specifications – Word Analysis</b>		
<b>Content Standard 1.0</b> Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.		
<b>Assessed Indicators</b>	<b>Depth of Knowledge Essence (*)</b>	<b>Item Specifications and Assessment Development Notes</b>
<b>1.6.4 Vocabulary Development</b> Use structural analysis to determine meanings of words in text. (e.g., Greek and Latin)	DOK 1	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.  For items requiring students to use existing knowledge of the meaning of a base word, that <b>base word must be on grade level.</b>  For items requiring students to use existing knowledge of roots and affixes, <b>the base word must be on grade level.</b>  Roots may be Greek, Latin, or Anglo Saxon.  Students are responsible for the vocabulary of the standard.

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

\*\*Indicates Possible Constructed Response

## Nevada Grade 6 Reading Item Specifications

<b>Grade 6 CRT Item Specifications –Literary Text</b>		
<b>Content Standard 3.0</b> Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.		
<b>Assessed Indicators</b>	<b>Depth of Knowledge Essence (*)</b>	<b>Item Specifications and Assessment Development Notes</b>
<b>**3.6.1 Setting and Plot</b> Describe plot development in text focusing on <ul style="list-style-type: none"> <li>a. exposition</li> <li>b. rising action</li> <li>c. falling action</li> </ul>	DOK 2	Items may require students to describe, make inferences, or draw conclusions related to exposition, rising action, and/or falling action. The task may include making predictions about how these elements might have been different if some other element were changed.  Items requiring identification of the indicated skills align, but are below the intent of the indicator.  Students are responsible for the vocabulary of the standard.
<b>**3.6.2 Characterization</b> a. Describe protagonist and antagonist in text.  b. Describe what a character’s thoughts and/or actions reveal about him or her based on text.	DOK 2	Items may require students to show understanding of the character traits and actions of a protagonist or antagonist by making predictions, making inferences, or drawing conclusions.  Identifying a nonhuman protagonist/antagonist is considered to be a sophisticated task that aligns to grade-level expectations.  Items may focus on what a character’s thoughts and/or actions reveal about him/her.  Items requiring identification of these skills align, but are below the intent of the indicator.  Students are responsible for the vocabulary of the standard.
<b>**3.6.3 Theme</b> Identify the theme of text.	DOK 2	Items will require students to identify or show understanding of the theme in a passage.  Students are responsible for the vocabulary of the standard.
<b>3.6.4 Point of View</b> Identify point of view.	DOK 1	Items will require students to identify the point of view used in a passage.  Students are responsible for the vocabulary of the standard.

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<p><b>3.6.5 Language</b>  a. Explain the meaning of metaphors in text.</p> <p>b. Identify an analogy.</p> <p>c. Explain the use of 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 metaphors. Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Items may require students to identify an analogy.</p> <p>Items may require students to make inferences or draw conclusions about the meaning, effect, or use of imagery. 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><b>**3.6.6 Tone, Mood, and Irony</b>  a. Identify the tone and/or mood of text.</p> <p>b. Identify irony of situation in text.</p>	<p>DOK 2</p>	<p>Items may require students to identify a word that best describes the tone or mood of parts of the passage or of the passage in its entirety. More sophisticated items may require understanding of how tone or mood are created.</p> <p>Items may require students to identify irony of situation. More sophisticated items may require students to explain why something is ironic.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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## Nevada Grade 6 Reading Item Specifications

<b>Grade 6 CRT Item Specifications - Expository Text</b>		
<b>Content Standard 4.0</b> Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.		
<b>Assessed Indicators</b>	<b>Depth of Knowledge Essence (*)</b>	<b>Item Specifications and Assessment Development Notes</b>
<b>**4.6.1 Text Features</b> Use text features to draw conclusions based on text.	DOK 2	Items may require students to gain information from, show understanding of the purpose of, draw conclusions from, or make predictions based upon a variety text features.  Items may require students to draw conclusions about the relationship between information in the text and the text features.  Students are responsible for the vocabulary of the standard.
<b>**4.6.2 Language</b> a. Explain the meaning of metaphors in text.  b. Identify an analogy.  c. Explain the use of imagery in text.  d. Identify the tone of text.  e. Explain author’s use of language for the purpose of <ol style="list-style-type: none"> <li>1. persuasion</li> <li>2. propaganda</li> </ol>	DOK 2	Items may require students to make inferences or draw conclusions about the meaning, effect, or use of metaphors. Items requiring identification of the indicated skill align, but are below the intent of the indicator.  Items may require students to identify an analogy.  Items may require students to make inferences or draw conclusions about the meaning, effect, or use of imagery. Items requiring identification of the indicated skills align, but are below the intent of the indicator.  Items may require students to identify a word that best describes the tone of parts of the passage or of the passage in its entirety. More sophisticated items may require understanding of how tone is created.  Items may require students to recognize how and why language is used to persuade the reader by making inferences or drawing conclusions.  Students are responsible for the vocabulary of the standard.

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<p><b>**4.6.3 Organizational and Structural Patterns</b></p> <p>Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> <li>a. schedules</li> <li>b. web pages</li> <li>c. newspaper articles</li> <li>d. advertisements</li> <li>e. textbook-like articles</li> <li>f. magazine articles</li> </ul> <p>Determine organizational structure in text with a focus on</p> <ul style="list-style-type: none"> <li>g. question and answer</li> <li>h. topic and subtopic</li> </ul> <ul style="list-style-type: none"> <li>i. Identify the author’s use of language that reflects facts and/or opinions.</li> </ul>	<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 determine the indicated the use of the organizational structure in a passage or part of a passage.</p> <p>Items may require students to recognize how authors use language to reflect opinions, or to recognize the overall perspective of an author.</p> <p>Students are responsible for the vocabulary of the standard.</p>
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