

Nevada Grade 8 Reading Item Specifications

<p>**3.8.3 Theme Compare themes generated by a single topic.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to make connections between themes, either within or across passages. For example, items may require students to make inferences or draw conclusions regarding commonalities or differences, or to determine which of several existing themes is the main theme in a passage.</p> <p>Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>**3.8.4 Point of View Analyze how the author’s choice of point of view affects the reader’s understanding of a character and/or plot.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to analyze how the author’s choice of point of view affects the reader’s understanding of a character and/or plot. This may include projecting how a reader’s understanding would be different if told from an alternate point of view.</p> <p>Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>**3.8.5 Language Explain the author’s use of figurative language.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to interpret, make inferences, or draw conclusions about the author’s use of language (e.g., sensory words, similes, personification, sound devices, symbolism, hyperbole, metaphor). This includes reasons for inclusion of specific words, sentences, or ideas that incorporate figurative language.</p> <p>Items requiring identification of the indicated skill align, but are below the intent of the indicator.</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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<p>**3.8.6 Tone, Mood, and Irony</p> <p>a. Compare tone and/or mood between texts or within a text.</p> <p>b. Describe the use of dramatic irony and/or irony of situation in text.</p>	<p>DOK 2</p>	<p>Items may require students to compare tone and/or mood between passages or within a passage at specific points in the passage. Items may require students to compare the tone of specific parts of the passage to the overall tone of the passage. More sophisticated items may require students to analyze the reasons for and effects of shifts in tone.</p> <p>Items may require students to make inferences or draw conclusions about the author's use of dramatic irony or irony of situation. This may include showing an understanding of why irony is important in a passage or determining what is ironic about a given situation.</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>**3.8.7 Cultures and Time Periods</p> <p>Analyze the influence of historical events on an author's work.</p>	<p>DOK 2</p>	<p>Items will require students to draw conclusions or make inferences related to how time periods are reflected in passages. For example, they may require students to determine which element of a passage best reveals the time period in which it takes place, or to predict how a passage might be different if it were set in a different time period. Items may also require students to make a connection between the time period and the culture of the passage.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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<p>**4.8.3 Organizational and Structural Patterns Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> a. science-related articles b. environmental pieces c. essays d. interviews e. primary documents f. speeches g. applications/proposals <p>h. Explain the purpose of organizational structure in text.</p> <p>i. Explain an author’s use of details to support an argument, viewpoint or perspective.</p> <p>j. Compare authors’ arguments, viewpoints or perspectives.</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 passages, 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 make inferences or draw conclusions about the purpose of organizational structure in a passage or part of a passage, or to analyze how it aids reader understanding.</p> <p>Items may require students make inferences or draw conclusions that show understanding of how details support an argument, viewpoint or perspective. This includes understanding reasons for inclusion of information and determining which details best support an author’s central ideas. Author’s argument, viewpoint, or perspective may be represented in a variety of texts; this is not limited to explicitly persuasive texts.</p> <p>Items may require students to compare authors’ arguments, viewpoints, or perspectives. For example, items may require students to make inferences or draw conclusions regarding commonalities or differences.</p> <p>Items requiring identification of the indicated skills align, but are below the intent of the indicator.</p>
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<p>**4.8.4 Cultures and Times Analyze the influence of historical events on an author's work.</p>	<p>DOK 2</p>	<p>Items will require students to draw conclusions related to the influence of historical events or periods and their relationship to passages. For example, they may require students to determine which element of a passage best reveals the time period in which it takes place, or to analyze how historical events or periods may have influenced an author. Items may also require students to analyze the connections between historical events or periods.</p> <p>Students are responsible for the vocabulary of the standard.</p>
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