NSCAS Alternate ELA Assessment
Table of Specifications

LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 3 Reading Vocabulary				
LA 3.1.5	**Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 3.1.5.a	General: Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). *Extended: Use word structure to determine meaning of words (singular and/or plural words paired with illustrations; possessives, possessive pronouns).*	4	0 – 1	1 – 3	1 – 2	2 – 4
LA 3.1.5.b	General: Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. *Extended: Determine the meaning of words by using context clues (e.g., word, sentence clues) and text features (e.g., titles, illustrations).*	4	0 – 1	1 – 3	1 – 2	2 – 4
LA 3.1.5.d	General: Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. *Extended: Identify semantic relationships (synonyms, antonyms).*	3	0 – 1	0 – 2	1 – 2	0 – 3

LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 3 Reading Comprehension				
LA 3.1.6	**Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 3.1.6.a	General: Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. *Extended: Determine if an author's purpose is to entertain or inform.*	4	0 – 1	0 – 2	0 – 1	1 – 3
LA 3.1.6.b	General: Identify and describe elements of literary text (e.g., characters, setting, plot, point of view). *Extended: Identify and describe elements of literary text (main character, setting).*	4	0 – 1	1 – 2	1 – 2	2 – 4

LA 3.1.6.c	General: Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). *Extended: Recognize how literary devices are used purposefully in literary text (e.g., onomatopoeia, personification).*	4	0 – 1	0 – 2	0 – 1	1 – 3
LA 3.1.6.d	General: Summarize a literary text and/or media, using key details to identify the theme. *Extended: Summarize a literary text using key details.*	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 3.1.6.e	General: Determine main ideas and supporting details from informational text and/or media. *Extended: Identify the main idea from an informational text.*	4	0 – 1	0 – 2	0 – 1	1 – 3
LA 3.1.6.f	General: Use text features to locate information and explain how the information contributes to an understanding of print and digital text. *Extended: Use text features to locate information (e.g., title, illustrations, table of contents).*	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 3.1.6.g	General: Compare and contrast the characteristics that distinguish a variety of literary and informational texts. *Extended: Identify a variety of informational and literary texts (e.g., calendar, schedules, lunch menus, text books, signs, stories, poems, drama).*	4	0 – 1	1 – 2	0 – 2	1 – 3
LA 3.1.6.h	General: Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. *Extended:Identify similar topics in literary text (e.g., character traits, events)*	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 3.1.6.i	General: Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. *Extended: Answer literal questions using specific evidence from the text.*	4	0 – 1	1 – 2	0 – 1	1 – 3
LA 3.1.6.j	General: Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). *Extended: Identify organizational patterns in informational text (three-step sequence; first, next, last).*	4	0 – 1	0 – 2	0 – 2	1 – 3

LA 3.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 3 Writing Writing Process				
LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 3.2.1.c	General: Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. *Extended: Use relevant evidence to support a claim or theses.*	4	0 − 1	0 − 1	1 − 2	1 − 3
LA 3.2.1.h	General: Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). *Extended: Edit writing for conventions of standard English (e.g., initial capitalization and proper nouns, and punctuation limited to period and question mark).*	4	0 − 1	0 − 1	1 − 2	2 − 3

LA 3.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 3 Writing Writing Mode				
LA 3.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.	Max DOK Tested	DOK 1 Stage 1 Stage 2	DOK 1 Stage 3	DOK 2 Stage 4	Item Total
LA 3.2.2.b	General: Provide evidence from literary or informational text to support ideas or opinions. *Extended: Identify evidence from the text that supports an idea found in literary or informational text.*	4	0 − 1	0 − 1	1 − 2	1 − 3
LA 3.2.2.d	General: Use precise word choice and domain-specific vocabulary to write in a variety of modes. *Extended: Identify precise word choice in a variety of modes .*	4	0 − 1	1 − 2	1 − 2	1 − 3