Transitional Colorado Assessment Program (TCAP)
Assessment Framework
Grade 5 Reading

The assessment frameworks specify the content that will be eligible for assessment in the 2012 and 2013 TCAP by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS) during the next two years as a gradual approach to statewide measuring of student achievement of the new standards.

Please remember that the TCAP frameworks, and thus TCAP, are not inclusive of **all** of the CAS. **Districts should, however, still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.**

The frameworks are organized as indicated in the table below:

Standard	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
Benchmark	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Specific knowledge and skills eligible for inclusion on TCAP for each Grade level.	Provides the code(s) from the Colorado Academic Standards (CAS) that correspond(s) to the assessment objective.	Provides the text from the CAS which correspond(s) to the assessment objective.	Provides clarifying information.

The following may assist in understanding the revised frameworks:

- As the new standards are mastery based, any assessment objective that is aligned to a standard from the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.

- A CAS may be aligned to multiple assessment objectives. To ensure a reasonable document length per grade, some instances of multiple CAS alignments have been omitted.

- Unlike other content areas, there are no assessment objectives, or parts of assessment objectives, without CAS alignment that will continue to be assessed. Therefore, a table comprised of continued content is not included in this framework.

- Assessment objectives and parts of assessment objectives that will no longer be assessed have been struck through and are included in the revised frameworks for purposes of comparison to the prior frameworks only.

- An assessment objective may be aligned to a CAS that includes additional skills which exceed the assessment objective's expectations. In these instances, the TCAP will not assess the additional skills from the CAS; however, districts should still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.

- A key to the CAS Alignment Code can be by following this link:
  http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf

Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Compare and contrast different texts with similar themes or ideas.	RWC10-GR.5-S.2-GLE.1-EO.b.iii	Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)	
	RWC10-GR.5-S.2-GLE.1-EO.c.vi	Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)	
	RWC10-GR.5-S.2-GLE.1-EO.d.ii	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)	
b. Summarize fiction and non-fiction (for example, tall tales, historical fiction, adventure, procedural text, and informational text).	RWC10-GR.5-S.2-GLE.2-EO.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	
c. Locate and paraphrase the key/main ideas and supporting details in fiction and non-fiction.	RWC10-GR.5-S.2-GLE.2-EO.a.i; RWC10-GR.5-S.2-GLE.1-EO.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	
	RWC10-GR.5-S.2-GLE.2-EO.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	
d. Infer using contextual clues.	RWC10-GR.5-S.2-GLE.1-EO.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)	
	RWC10-GR.5-S.2-GLE.1-EO.a.i; RWC10-GR.5-S.2-GLE.2-EO.a.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	
	RWC10-GR.5-S.2-GLE.3-EO.e	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings	

Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
e. Identify sequential order in fiction and non-fiction.	RWC10-GR.5-S.2-GLE.1-EO.c.iii	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (CCSS: RL.5.5)	Identifying a sequence of events is salient to understanding and summarizing the main idea.
	RWC10-GR.5-S.2-GLE.2-EO.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	
	RWC10-GR.5-S.2-GLE.2-EO.b.ii	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)	
f. Locate and recall information in text with different structures (for example, cause and effect, enumeration, and time order).	RWC10-GR.5-S.2-GLE.2-EO.a.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)	
	RWC10-GR.5-S.2-GLE.2-EO.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)	
g. Identify the meaning of unfamiliar words in context using word recognition skills and context clues.	RWC10-GR.5-S.2-GLE.1-EO.c.i	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)	
	RWC10-GR.5-S.2-GLE.1-EO.c.ii	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)	
	RWC10-GR.5-S.2-GLE.2-EO.b.i	Determine the meaning of general academic and domain-Specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)	
	RWC10-GR.5-S.2-GLE.3-EO.b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)	
	RWC10-GR.5-S.2-GLE.3-EO.b.i	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)	

Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
Continued… g. Identify the meaning of unfamiliar words in context using word recognition skills and context clues.	RWC10-GR.5-S.2-GLE.3-EO.a	Use combined knowledge of all letter-S.ound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)	
	RWC10-GR.5-S.2-GLE.3-EO.c	Read and identify the meaning of words with sophisticated prefixes and suffixes.	
	RWC10-GR.5-S.2-GLE.3-EO.d	Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity).	
	RWC10-GR.5-S.2-GLE.3-EO.f	Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.	
	RWC10-GR.5-S.2-GLE.3-EO.g.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)	

Standard 4	Students apply thinking skills to their reading, speaking, listening, and viewing.		
Benchmarks	• Recognizing an author's or speaker's point of view and purpose, separating fact from opinion; • Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; • Making predictions, drawing conclusions, and analyzing what they read, hear, and view; • Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and • Determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Determine author's purpose	RWC10-GR.5-S.2-GLE.1-EO.c.v	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme	
	RWC10-GR.5-S.2-GLE.2-EO.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)	

Standard 4	Students apply thinking skills to their reading, speaking, listening, and viewing.			
Benchmarks	• Recognizing an author's or speaker's point of view and purpose, separating fact from opinion; • Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; • Making predictions, drawing conclusions, and analyzing what they read, hear, and view; • Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and • Determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue.			
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**		**Comment**
b. Use reading to define and solve problems and answer questions.	RWC10-GR.5-S.2-GLE.1-EO.a	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge		The assessment objective requires the use of information from only one text.
	RWC10-GR.5-S.2-GLE.1-EO.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)		
	RWC10-GR.5-S.2-GLE.2-EO.c.i	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)		
c. Differentiate fact from opinion.	RWC10-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.		
d. Make predictions and draw conclusions from text in various genres.	RWC10-GR.5-S.2-GLE.1-EO.d.v	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.		
e. Recognize the text's main idea.	RWC10-GR.5-S.2-GLE.1-EO.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)		
	RWC10-GR.5-S.2-GLE.2-EO.a.ii	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)		

Standard 5	Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.		
Benchmarks	• Using organizational features of printed text such as prefaces, afterwords, and appendices; • Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; • Locating and selecting relevant information; • Using available technology to research and produce an end-product that is accurately documented; and • Giving credit for borrowed information in a bibliography.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, changes in print, table of contents, indexes, captions) to locate information.	RWC10-GR.5-S.2-GLE.2-EO.b.iv	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.	
b. Use organizational features of electronic information (for example, keyword searches and icons) to locate information.	RWC10-GR.3-S.2-GLE.2-EO.b.ii	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	
	RWC10-GR.5-S.2-GLE.2-EO.b.iv	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	
c. Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, time line) from references, technical sources, and media.	RWC10-GR.3-S.2-GLE.2-RA.5	Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.).	
	RWC10-GR.5-S.4-GLE.1-EO.b	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)	

Standard 5	Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.		
Benchmarks	• Using organizational features of printed text such as prefaces, afterwords, and appendices; • Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; • Locating and selecting relevant information; • Using available technology to research and produce an end-product that is accurately documented; and • Giving credit for borrowed information in a bibliography.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
d. Select information to support ideas and justify the selection.	RWC10-GR.5-S.2-GLE.1-EO.c.v	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.	
	RWC10-GR.5-S.2-GLE.2-EO.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)	
e. Locate others' ideas, images or information in bibliography, works cited page, or text features (for example, quotations, italics, parentheses, and footnotes).	RWC10-GR.5-S.2-GLE.3-EO.b.iii	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: RF.5.3c)	
f. Select appropriate definitions from the dictionary, glossaries, and other sources.	RWC10-GR.5-S.2-GLE.3-EO.b.iii	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: RF.5.3c)	
g. Give credit for borrowed information by listing sources.	RWC10-GR.5-S.2-GLE.1-EO.b.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	
	RWC10-GR.5-S.4-GLE.1-EO.b.ii	Provide documentation of sources used in a grade-appropriate format.	

Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary "classic;" • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. ~~Read and respond to a variety of literature (for example, novels, poetry, short stories, non-fiction and plays) that represents perspectives from places, people, and events that are familiar and unfamiliar.~~			Not assessed at this grade level.
b. Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, and sequence in literature.	RWC10-GR.5-S.2-GLE.1-EO.b.; RWC10-GR.5-S.2-GLE.2-EO.a.i	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	
	RWC10-GR.5-S.2-GLE.1-EO.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)	
c. Use knowledge of literary techniques and terminology (for example, foreshadowing and figurative language) to understand text.	RWC10-GR.5-S.2-GLE.1-EO.c.i	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)	
	RWC10-GR.5-S.2-GLE.1-EO.d.iii	Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.	

Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary "classic;" • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
d. Read and respond to literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.	RWC10-GR.5-S.2-GLE.2-EO.a.iii	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)	