Transitional Colorado Assessment Program (TCAP) Assessment Framework
Grade 6 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 a variety of texts with similar themes and ideas.	RWC10-GR.6-S.2-GLE.1-EO.c.ii	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	
b. Summarize and synthesize fiction and non-fiction (for example, stories, magazine articles, and informational text).	RWC10-GR.6-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	
	RWC10-GR.6-S.2-GLE.2-EO.a.ii	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)	
c. Locate and paraphrase the key/main ideas & supporting details in fiction and non-fiction.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	
d. Infer using information in a variety of texts and genre.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	
e. Identify sequential order in fiction and non-fiction.	RWC10-GR.5-S.2-GLE2-EO.a.i	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)	
	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	
	RWC10-GR.6-S.2-GLE.1-EO.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (CCSS: RL.6.3)	
	RWC10-GR.6-S.2-GLE.2-EO.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	

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f. Locate and recall information in text with different structures (for example, cause and effect, compare and contrast, and problem/solution).	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.6-S.2-GLE.2-EO.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	
g. Identify the meaning of unfamiliar words in context using word recognition skills and context clues.	RWC10-GR.6-S.2-GLE.1-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.6.4)	
	RWC10-GR.6-S.2-GLE.2-EO.a.i; RWC10-GR.6-S.2-GLE.3-EO.a.i	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word of phrase. (CCSS: L.6.4a)	
	RWC10-GR.6-S.2-GLE.2-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (CCSS: RI.6.4)	
	RWC10-GR.6-S.2-GLE.3-EO.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)	
	RWC10-GR.6-S.2-GLE.3-EO.a.ii	Make connections back to previous sentences and ideas to resolve problems in comprehension	
	RWC10-GR.6-S.2-GLE.3-EO.a.iii	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*) (CCSS: L.6.4b)	
	RWC10-GR.6-S.2-GLE.3-EO.a.iv	Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word	
	RWC10-GR.6-S.2-GLE.3-EO.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCSS: L.6.5)	

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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.6-S.2-GLE.3-EO.b.ii	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS:L.6.5b)	
	RWC10-GR.6-S.2-GLE.3-EO.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). (CCSS: L.6.5c)	
	RWC10-GR.6-S.2-GLE.3-EO.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)	

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.6-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	
	RWC10-GR.6-S.2-GLE.2-EO.b.iii	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (CCSS: RI.6.6)	
b. Use reading to define and solve problems and answer questions.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	
	RWC10-GR.6-S.2-GLE.1-EO.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	
	RWC10-GR.6-S.4-GLE.1-EO.a.i	Identify a topic for research, developing the central idea or focus and potential research question(s)	
	RWC10-GR.6-S.4-GLE.1-EO.b.i	Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions	
	RWC10-GR.6-S.4-GLE.1-EO.c.iv	Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.8b)	

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**
c. Differentiate fact from opinion in a variety of texts.	RWC10-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.	
	RWC10-GR.6-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	
	RWC10-GR.6-S.2-GLE.2-EO.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	
d. Make predictions and draw conclusions from text in various genre.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	
	RWC10-GR.6-S.2-GLE.2-EO.e	Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures	
e. Explain the text's main point and use relevant details to support the explanation.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	
	RWC10-GR.6-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	

Standard 5	Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.		
Benchmarks	• Using organizational features of printed text such as prefaces, afterwards, 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, captions, chapter preview, summaries, prefaces, annotations, changes in print, and appendices) to locate information.	RWC10-GR.5-S.2-GLE.1-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	
	RWC10-GR.6-S.2-GLE.2-EO.f	Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks	
	RWC10-GR.6-S.4-GLE.1-EO.b.ii	Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.	
b. Use organizational features of electronic information (for example, keyword searches and icons) to locate information.	RWC10-GR.6-S.2-GLE.2-RA.4	Organizational structures of online text are non-linear and very different from print text, requiring understanding and skill to achieve comprehension.	
	RWC10-GR.6-S.4-GLE.1-EO.b.ii	Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.	
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)	
	RWC10-GR.4-S.4-GLE.1-EO.b.vi	Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)	
	RWC10-GR.6-S.4-GLE.1-EO.c.ii	Select and organize information, evidence, details, or quotations that support the central idea or focus	

Standard 5	Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.		
Benchmarks	- Using organizational features of printed text such as prefaces, afterwards, 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.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)	
	RWC10-GR.6-S.2-GLE.2-EO.c.ii	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)	
	RWC10-GR.6-S.4-GLE.1-EO.b.i	Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions	
	RWC10-GR.6-S.4-GLE.1-EO.c	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)	
	RWC10-GR.6-S.4-GLE.1-EO.c.ii	Select and organize information, evidence, details, or quotations that support the central idea or focus	
	RWC10-GR.6-S.4-GLE.3-EO.a	Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision	
e. Locate others' ideas, images or information in bibliography, works cited page, or text features (for example, quotations, italics, parentheses, and footnotes).	RWC10-GR.6-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	
	RWC10-GR.6-S.4-GLE.1-EO.b.ii	Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.	

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Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
f. Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, and other sources.	RWC10-GR.6-S.2-GLE.3-EO.a.v	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)	
g. Give credit for borrowed information by listing sources.	RWC10-GR.6-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	

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.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	
	RWC10-GR.6-S.2-GLE.1-EO.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	
	RWC10-GR.6-S.2-GLE.1-EO.c.i	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (CCSS: RL.6.7)	
	RWC10-GR.6-S.2-GLE.1-EO.d.i; RWC10-GR.6-S.2-GLE.2-EO.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	
	RWC10-GR.6-S.2-GLE.1-EO.e	Use different kinds of questions to clarify and extend comprehension	

b. Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, and sequence in literature.	RWC10-GR.6-S.2-GLE.1-EO.a.i	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	
	RWC10-GR.6-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	
	RWC10-GR.6-S.2-GLE.1-EO.a.iii	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	
c. Use knowledge of literary techniques and literary terminology (for example, ~~dialogue, scene, flashback~~, and figurative language) to understand text.	RWC10-GR.6-S.2-GLE.3-EO.b.i	Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5a)	
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.6-S.2-GLE.1-EO.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	
	RWC10-GR.6-S.2-GLE.2-EO.b.iii	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	
	RWC10-GR.6-S.4-GLE.2-EO.a	Accurately identify own assumptions, as well as those of others	
	RWC10-GR.6-S.4-GLE.2-EO.d	Identify stereotypes, prejudices, biases, and distortions in self and thinking of others	
	RWC10-GR.6-S.4-GLE.2-EO.e	Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability	