



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 9 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.		
Benchmark	Using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Compare and contrast text with different themes or ideas.	RWC10-GR.9-S.2-GLE.1-EO.e.i	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)	
	RWC10-GR.9-S.2-GLE.2-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	
	RWC10-GR.8-S.2-GLE.1-EO.c.iv	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	
b. Summarize, synthesize, and evaluate information from a variety of text and genre (for example, documents, speeches, technical texts, web pages, and memoirs).	RWC10-GR.9-S.2-GLE.1-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.2-EO.b	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (CCSS: RI.9-10.5)	
	RWC10-GR.9-S.2-GLE.2-EO.c	Evaluate clarity and accuracy of information through close text study and investigation via other sources.	
	RWC10-GR.9-S.2-GLE.2-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	
	RWC10-GR.9-S.2-GLE.2-EO.a	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	



Standard 1	Students read and understand a variety of materials.		
Benchmark	Using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
c. Analyze main idea and supporting details in a variety of text and genre.	RWC10-GR.9-S.2-GLE.1-EO.a; RWC10-GR.9-S2-GLE.2-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	
	RWC10-GR.9-S.2-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	
	RWC10-GR.9-S.2-GLE.1-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	
	RWC10-GR.9-S.2-GLE.2-EO.b	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5)	
d. Infer by making connections within and among texts.	RWC10-GR.9-S.2-GLE.2-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	
	RWC10-GR.9-S.2-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	
e. Sequence events, procedures and ideas.	RWC10-GR.9-S.2-GLE.2-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	



Standard 1	Students read and understand a variety of materials.		
Benchmark	Using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
f. Locate and recall information in different text structures (for example, cause and effect, problem/solution, compare/contrast).	RWC10-GR.5-S2-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)	
	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.	
g. Determine meanings of words, including those with multiple meanings, by using context clues (for example, synonyms, comparisons) and structural clues (for example, roots, suffixes, prefixes).	RWC10-GR.9-S.2-GLE.2-EO.c	Evaluate clarity and accuracy of information through <u>close text study and investigation via other sources</u> .	
	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	



Standard 4		Students apply thinking skills to their reading, speaking, listening, and viewing.	
Benchmarks		<ul style="list-style-type: none"> Recognizing an author’s point of view, purpose, and historical and cultural context; Using reading, writing, listening, articulate speaking, and viewing to solve problems; Knowing what constitutes literary quality based on elements such as the author’s point of view, the author’s selection of significant details, theme development, and the author’s reflection of events and ideas of his or her lifetime; and Critiquing the content of written work and oral presentations. 	
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Identify an author's purpose and the text's historical/cultural context from information presented in the text.	RWC10-GR.9-S.2-GLE.1-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.1-EO.c	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	
	RWC10-GR.9-S.2-GLE.1-EO.e.i	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)	
	RWC10-GR.9-S.2-GLE.2-EO.a	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)	
	RWC10-GR.9-S.2-GLE.2-EO.b	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5)	
	RWC10-GR.9-S.2-GLE.2-EO.f	Critique author’s choice of expository, narrative, persuasive, or descriptive modes to convey a message.	



Standard 4		Students apply thinking skills to their reading, speaking, listening, and viewing.	
Benchmarks		<ul style="list-style-type: none"> Recognizing an author’s point of view, purpose, and historical and cultural context; Using reading, writing, listening, articulate speaking, and viewing to solve problems; Knowing what constitutes literary quality based on elements such as the author’s point of view, the author’s selection of significant details, theme development, and the author’s reflection of events and ideas of his or her lifetime; and Critiquing the content of written work and oral presentations. 	
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
b. Use reading and writing skills to solve problems, list possible solutions, and provide support for the solutions.	RWC10-GR.9-S.2-GLE.1-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.1-EO.e.ii	Use literary terms to describe and analyze selections.	
c. Differentiate fact from opinion in a variety of texts.	RWC5-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.	
	RWC10-GR.9-S.2-GLE.2-EO.g	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8)	
d. Analyze a variety of text in order to make predictions and draw conclusions.	RWC10-GR.9-S.2-GLE.1-EO.a; RWC10-GR.9-S.2-GLE.2-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	
	RWC10-GR.9-S.2-GLE.2-EO.d	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	



Standard 4		Students apply thinking skills to their reading, speaking, listening, and viewing.	
Benchmarks		<ul style="list-style-type: none"> Recognizing an author’s point of view, purpose, and historical and cultural context; Using reading, writing, listening, articulate speaking, and viewing to solve problems; Knowing what constitutes literary quality based on elements such as the author’s point of view, the author’s selection of significant details, theme development, and the author’s reflection of events and ideas of his or her lifetime; and Critiquing the content of written work and oral presentations. 	
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Continued... d. Analyze a variety of text in order to make predictions and draw conclusions.	RWC10-GR.9-S.2-GLE.1-EO.c	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	
e. Analyze the text's main idea and use relevant details to support the analysis.	RWC10-GR.9-S.2-GLE.2-EO.a	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.2-EO.b	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5)	



Standard 5	Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.		
Benchmarks	<ul style="list-style-type: none"> Using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; Evaluating information in light of what they know and their specific needs; Using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; Using strategies to gain information from journals, research studies and technical documents; and Using available technology to access information, conduct research, and produce a carefully documented product. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Use organizational features of printed text (for example, prefaces, afterwards, and appendices) 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 email addresses) and library and interlibrary catalog databases to locate relevant 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.9-S.4-GLE.1-EO.d	Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals).	
c. Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, timeline) from references, technical sources, and media	RWC10-GR.9-S.2-GLE.2-EO.e	Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational text.	



Standard 5	Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.		
Benchmarks	<ul style="list-style-type: none"> Using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; Evaluating information in light of what they know and their specific needs; Using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; Using strategies to gain information from journals, research studies and technical documents; and Using available technology to access information, conduct research, and produce a carefully documented product. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
d. Evaluate information for specific needs, validity, credibility, and bias.	RWC10-GR.9-S.4-GLE.1-EO.d	Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals)	
	RWC10-GR.9-S.2-EO-GLE.2-EO.c	Evaluate clarity and accuracy of information through close text study and investigation via other sources.	
e. Give credit for others' ideas, images, or information in an appropriate form (for example, bibliography, works cited page, endnotes, or footnotes).	RWC10-GR.8-S.3-GLE.2-EO.a.vii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b)	
f. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RWC10-GR.8-S.2-GLE.3-EO.a.vi	Consult general and specialized 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.8.4c)	



Standard 6		Students read and recognize literature as a record of human experience.	
Benchmarks		<ul style="list-style-type: none"> • Reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; • Using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style and point of view; • Identifying recurrent themes in United States literature; and • Developing and supporting a thesis about the craft and significance of particular works of literature, both classics and contemporary, from a variety of ethnic writers. 	
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.9-S.2-EO-GLE.1-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-EO-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	
	RWC10-GR.9-S.2-EO-GLE.1-EO.d	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)	
	RWC10-GR.9-S.2-EO-GLE.1-EO.f	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)	
	RWC10-GR.9-S.2-EO-GLE.2-EO.h	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.9-10.10)	



Standard 6		Students read and recognize literature as a record of human experience.	
Benchmarks		<ul style="list-style-type: none"> • Reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; • Using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style and point of view; • Identifying recurrent themes in United States literature; and • Developing and supporting a thesis about the craft and significance of particular works of literature, both classics and contemporary, from a variety of ethnic writers. 	
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
b. Apply literary terminology and knowledge of literary techniques (including, but not limited to, rising action, style, mood, setting, protagonist, antagonist, point of view, foreshadowing, personification, or flashback) to understand text.	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.	
	RWC10-GR.9-S.2-GLE.1-EO.c	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)	
c. Read a given text, identify the theme, and provide support from the text.	RWC10-GR.9-S.2-GLE.1-EO.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-EO-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	



Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	<ul style="list-style-type: none"> • Reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; • Using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style and point of view; • Identifying recurrent themes in United States literature; and • Developing and supporting a thesis about the craft and significance of particular works of literature, both classics and contemporary, from a variety of ethnic writers. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
d. Develop a thesis statement about a particular text and provide support from the text.	RWC10-GR.9-S.2-GLE.1-EO.a; RWC10-GR.9-S.2-GLE.2-EO.a	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	
	RWC10-GR.9-S.2-GLE.1-EO.b	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	
e. Understand how figurative language supports meaning in a given text.	RWC10-GR.7-S.2-GLE.3-EO.b.i	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)	
	RWC10-GR.7-S.2-GLE.3-EO.b.ii	Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways.	
	RWC10-GR.8-S.2-GLE.3-EO.b.i	Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)	