



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 10 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.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
	RWC10-GR.10-S.2-GLE.2-EO.c	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
b. Interpret and critically read a variety of text (for example, essays, speeches, biography, literary, informative and technical text).	RWC10-GR.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.1-EO.d	Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems	
	RWC10-GR.10-S.2-GLE.1-EO.f	Analyze how literary components affect meaning	
	RWC10-GR.10-S.2-GLE.1-EO.g	Explain the relationship between author’s style and literary effect	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
	RWC10-GR.10-S.2-GLE.2-EO.f	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (CCSS: RI.9-10.9)	



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Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
c. Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository, and technical texts.	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.10-S.2-GLE.1-EO.a; RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	
	RWC10-GR.10-S.2-GLE.1-EO.f	Analyze how literary components affect meaning	
	RWC10-GR.10-S.2-GLE.1-EO.g	Explain the relationship between author’s style and literary effect.	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
d. Infer by making connections within and among texts.	RWC10-GR.10-S.2-GLE.1-EO.a; RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	
	RWC10-GR.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	



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Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Continued... d. Infer by making connections within and among texts.	RWC10-GR.10-S.2-GLE.2-EO.c	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
e. Summarize, synthesize, and evaluate literary, expository, and technical texts.	RWC.GR9.S2-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.10-S.2-GLE.1-EO.a; RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author's perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
f. 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.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.2-EO.e	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	



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Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Continued... f. 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.10-S.2-GLE.3-EO.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies (CCSS: L.9-10.4)	
	RWC10-GR.10-S.2-GLE.3-EO.a.i	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase (CCSS: L.9-10.4a)	
	RWC10-GR.10-S.2-GLE.3-EO.a.ii	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). (CCSS: L.9-10.4b)	
	RWC10-GR.10-S.2-GLE.3-EO.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)	
	RWC10-GR.10-S.2-GLE.3-EO.b.i	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)	
	RWC10-GR.10-S.2-GLE.3-EO.b.ii	Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	
g. Locate and recall information in text with different text structures (for example, cause and effect, problems/solution, or compare/contrast).	RWC10-GR.10-S.2-GLE.1-EO.a; RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	
	RWC10-GR.10-S.4-GLE.1-EO.g.ii	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.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: W.9-10.9)	



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 author's viewpoint, purpose, and historical/cultural context from information presented in the text.	RWC10-GR.10-S.2-GLE.1-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	
	RWC10-GR.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.1-EO.g	Explain the relationship between author’s style and literary effect.	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
	RWC10-GR.10-S.2-GLE.2-EO.e	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)	



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 to define a problem, evaluate options, and propose a solution.	RWC10-GR.10-S.2-GLE.1-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
	RWC10-GR.10-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	
	RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)	



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
c. Evaluate the reliability, accuracy, and relevance of various texts (for example, literature, nonfiction, film, and speeches).	RWC10-GR.10-S.2-GLE.1-EO.c	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). (CCSS: RL.9-10.7)	
	RWC10-GR.10-S.2-GLE.1-EO.e	Relate a literary work to primary source documents of its literary period or historical setting	
	RWC10-GR.10-S.2-GLE.2-EO.c	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
	RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness	
	RWC10-GR.10-S.4-GLE.2-EO.b	Evaluate the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, and author’s credibility to defend the evaluation	
d. Analyze a variety of text (for example, editorials, political cartoons, advertisements, and essays) in order to make predictions and draw conclusions.	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.10-S.4-GLE.2-EO.a	Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)	



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
e. Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion.	RWC10-GR.10-S.2-GLE.1-EO.d	Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
	RWC10-GR.10-S.2-GLE.2-EO.f	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (CCSS: RI.9-10.9)	
f. Differentiate fact from opinion in a variety of text	RWC10-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.	
	RWC10-GR.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	



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
Continued... f. Differentiate fact from opinion in a variety of text	RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.9-10.8)	

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, appendices, annotations, citations, and bibliographic references) to locate relevant 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	



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
b. Use organizational features of electronic text (for example, database keyword searches, Internet search engines and e-mail addresses) 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.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.9-10.8)	
c. Paraphrase, summarize, organize and synthesize information from a variety of sources.	RWC10-GR.10-S.2-GLE.1-EO.b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)	
	RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	
	RWC10-GR.10-S.2-GLE.2-EO.c	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)	



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
Continued... c. Paraphrase, summarize, organize and synthesize information from a variety of sources.	RWC10-GR.10-S.4-GLE.1-EO.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.9-10.8)	
d. Evaluate information for specific needs, validity, credibility, and bias.	RWC10-GR.10-S.2-GLE.1-EO.e	Relate a literary work to primary source documents of its literary period or historical setting	
	RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	
	RWC10-GR.10-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	
	RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness	
	RWC10-GR.10-S.4-GLE.1-EO.e	Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose	



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
e. Give credit for others' ideas, images, or information in an appropriate form.	RWC10-GR.10-S.4-GLE.1-EO.f	Use in-text parenthetical citations to document sources of quotations, paraphrases and information	
f. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RWC10-GR.10-S.2-GLE.3-EO.a.iii	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, its part of speech, or its etymology (CCSS: L.9-10.4c)	
	RWC10-GR.10-S.2-GLE.3-EO.a.iv	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	



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 classic and contemporary, from a variety of ethnic writers. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Read and respond to classic and contemporary novels, poetry, plays, short stories, non-fiction, essays and speeches, from a variety of cultures and historical periods that are familiar and unfamiliar.	RWC10-GR.10-S.2-GLE.1-EO.a; RWC10-GR.10-S.2-GLE.2-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)	
	RWC10-GR.10-S.2-GLE.1-EO.h; RWC10-GR.10-S.2-GLE.2-EO.g	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently (CCSS: RL.9-10.10)	
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.8-S.2-GLE.3-EO.a.iii	Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood)	
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.10-S.2-GLE.1-EO.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS:RL.9-10.1)	



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 classic and contemporary, from a variety of ethnic writers. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
d. Develop and support a thesis about the craft and significance of particular works of literature.	RWC10-GR.10-S.2-GLE.1-EO.d	Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems	
	RWC10-GR.10-S.2-GLE.2-EO.b	Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)	
	RWC10-GR.10-S.2-GLE.2-EO.d	Compare the development of an idea or concept in multiple texts supported by text-based evidence	
	RWC10-GR.10-S.2-GLE.2-EO.f	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (CCSS: RI.9-10.9)	
	RWC10-GR.10-S.4-GLE.1-EO.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	