



# Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 7 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:

<b>Standard</b>	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
<b>Benchmark</b>	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
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](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 texts with similar characters, plots and/or themes.	RWC10-GR.7-S.2-GLE.1-EO.c.i	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)	
	RWC10-GR.7-S.2-GLE.1-EO.c.ii	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	
b. Summarize text read (for example, newspaper and magazine articles, technical writing, stories, and poetry).	RWC10-GR.7-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	
c. Determine the main idea or essential message in a text.	RWC10-GR.7-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)	
d. Make reasonable inferences from information that is implied but not directly stated.	RWC10-GR.7-S.2-GLE.1-EO.a.i; RWC10-GR.7-S.2-GLE.2-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	
e. Infer by making connections between separated sections of a text.	RWC10-GR.7-S.2-GLE.2-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	
	RWC10-GR.7-S.2-GLE.2-EO.b.ii	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)	
f. Find support in the text for main ideas.	RWC10-GR.7-S.2-GLE.1-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	



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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
g. Use word recognition skills (for example, roots, prefixes, and suffixes) to comprehend text.	RWC10-GR.7-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., <i>belligerent, bellicose, rebel</i> ). (CCSS: L.7.4b)	
h. Find the sequence of steps in a technical publication.	RWC10-GR.7-S.2-GLE.2-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	
i. Use context clues to determine the meaning of unfamiliar words.	RWC10-GR.7-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; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)	
	RWC10-GR.7-S.2-GLE.3-EO.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. (CCSS: L.7.4)	
	RWC10-GR.7-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 or phrase. (CCSS: L.7.4a)	
	RWC10-GR.7-S.2-GLE.3-EO.a.ii	Use the tone of a passage to determine an approximate meaning of a word. (CCSS: L.7.4a)	



<b>Standard 4</b>			
Students apply thinking skills to their reading, speaking, listening, and viewing.			
<b>Benchmarks</b>			
<ul style="list-style-type: none"> <li>Recognizing an author’s or speaker’s point of view and purpose, separating fact from opinion;</li> <li>Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions;</li> </ul>			
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Recognize an author's or speaker's point of view and purpose.	RWC10-GR.7-S.2-GLE.1-EO.b.iii	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	
	RWC10-GR.7-S.2-GLE.2-EO.b.iv	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)	
b. Use reading to define and solve problems and answer questions.	RWC10-GR.7-S.2-GLE.1-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)	
	RWC10-GR.7-S.2-GLE.2-EO.c.ii	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)	
c. Distinguish between fact and opinion.	RWC10-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.	
d. Make predictions, draw conclusions, and analyze what they read, hear, and view.	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.e	Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures.	
	RWC10-GR.7-S.2-GLE.2-EO.a.iii	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	
	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.	
e. Explain text's main point and use relevant details to support the explanation.	RWC10-GR.7-S.2-GLE.2-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	



<b>Standard 5</b>		Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.	
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>Using organizational features of printed text such as prefaces, afterwords, and appendices;</li> <li>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;</li> <li>Locating and selecting relevant information;</li> <li>Using available technology to research and produce an end-product that is accurately documented; and</li> <li>Giving credit for borrowed information in a bibliography.</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Use organizational features of printed text (for example, chapter preview and summaries, prefaces, annotations, bold face print, or appendices) to locate information, 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 library and interlibrary catalog databases and organizational features of electronic information (for example, Internet, electronic mail, CD-ROM, or laser disc) to locate information.	RWC10-GR.7-S.4-GLE.1-EO.b.i	Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information.	
	RWC10-GR.4-S.4-GLE.1-EO.b.iii	Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources).	



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<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>Using organizational features of printed text such as prefaces, afterwords, and appendices;</li> <li>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;</li> <li>Locating and selecting relevant information;</li> <li>Using available technology to research and produce an end-product that is accurately documented; and</li> <li>Giving credit for borrowed information in a bibliography.</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
c. Paraphrase, summarize, organize, and synthesize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, or time line).	RWC10-GR.7-S.2-GLE.2-EO.c.iv	Organize and synthesize information from multiple sources, determining the relevance of information.	
	RWC10-GR.7-S.3-GLE.1-EO.a.i	Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers).	
d. Locate and select relevant information and justify the information selection.	RWC10-GR.7-S.2-GLE.2-EO.a.i	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)	
e. Locate others' ideas, images, or information in a bibliography, works cited page, or text features (for example, quotations, italics, parenthesis, or footnotes).	RWC10-GR.7-S.2-GLE.3-EO.a.iv	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.7.4c)	
	RWC10-GR.7-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	



<b>Standard 5</b>		Students read to locate, select, and make sue of relevant information from a variety of media, references, and technological sources.	
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>Using organizational features of printed text such as prefaces, afterwords, and appendices;</li> <li>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;</li> <li>Locating and selecting relevant information;</li> <li>Using available technology to research and produce an end-product that is accurately documented; and</li> <li>Giving credit for borrowed information in a bibliography.</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
f. Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, and other sources.	RWC10-GR.7-S.2-GLE.3-EO.a.iv	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: W.7.8)	
	RWC10-GR.7-S.2-GLE.3-EO.a.v	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.7.4d)	
g. Give credit for borrowed information by listing sources.	RWC10-GR.7-S.3-GLE.2-EO.a.ii	Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts.	
	RWC10-GR.7-S.3-GLE.2-EO.a.vi	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)	





<b>Standard 6</b>		Students read and recognize literature as a record of human experience.	
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays;</li> <li>• Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar;</li> <li>• Distinguishing the elements that characterize and define a literary “classic;”</li> <li>• Comparing the diverse voices of our national experience as they read a variety of United States literature;</li> <li>• Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and</li> <li>• Using new vocabulary from literature in other context.</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.	RWC10-GR.7-S.2-GLE.1-EO.a.iii	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)	
	RWC10-GR.7-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.7.10)	
b. Use literary terminology accurately (for example, setting, character, conflict, plot resolution, dialect, and point of view).			The CAS do not explicitly refer to using literary terminology accurately; however, accurate understanding of literary terminology is a prerequisite skill for many of the CAS at 7 <sup>th</sup> grade or below (e.g. RWC10-GR.7-S.2-GLE.1-EO.a.ii; RWC10-GR.7-S.2-GLE.1-EO.b.iii; RWC10-GR.7-S.2-GLE.1.IQ.1).



<b>Standard 6</b>		Students read and recognize literature as a record of human experience.	
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays;</li> <li>• Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar;</li> <li>• Distinguishing the elements that characterize and define a literary “classic;”</li> <li>• Comparing the diverse voices of our national experience as they read a variety of United States literature;</li> <li>• Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and</li> <li>• Using new vocabulary from literature in other context.</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
c. Apply knowledge of literary techniques (for example, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and 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.7-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 rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)	
d. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.	RWC10-GR.7-S.2-GLE.1-EO.b.iii	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	
	RWC10-GR.7-S.2-GLE.2-EO.d.i	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	