



# Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 3 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)



<b>Standard 1</b>	Students read and understand a variety of materials.		
<b>Benchmarks</b>	Use a full range of strategies to comprehend materials (for example, directions, nonfiction material, rhymes and poems, and stories).		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Use a full range of strategies to comprehend materials (for example, directions, nonfiction material, rhymes and poems, and stories)	RWC10-GR.3-S.2-GLE.1-EO.a.ii	Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)	
	RWC10-GR.3-S.2-GLE.1-EO.b (i-iv)	Use Craft and Structure to: <ul style="list-style-type: none"> <li>i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)</li> <li>ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events</li> <li>iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</li> <li>iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</li> </ul>	
	RWC10-GR.3-S.2-GLE.3-EO.c (i-v)	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) <ul style="list-style-type: none"> <li>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)</li> <li>ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). (CCSS: L.3.4b)</li> <li>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.</li> <li>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). (CCSS: L.3.4c)</li> <li>v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</li> </ul>	



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b. Summarize text passages.	RWC10-GR.3-S.2-GLE.1-EO.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)	
	RWC10-GR.3-S.2-GLE.1-EO.c.ii	Summarize central ideas and important details from literary text	
	RWC10-GR.3-S.2-GLE.2-EO.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)	
c. Identify main idea, and find information to support particular ideas.	RWC10-GR.3-S.2-GLE.1-EO.a.i	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)	
	RWC10-GR.3-S.2-GLE.1-EO.a.iii	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)	
	RWC10-GR.3-S.2-GLE.1-EO.c.ii	Summarize central ideas and important details from literary text.	
	RWC10-GR.3-S.2-GLE.2-EO.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)	
d. Draw inferences using contextual clues.	RWC10-GR.3-S.2-GLE.1-EO.a.iv	Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.	
	RWC10-GR.3-S.2-GLE.3-EO.c.i	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)	
e. Find the sequence of steps.	RWC10-GR.3-S.2-GLE.1-EO.b.ii	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.	
f. Fit materials into an organization pattern (for example, chronological order).	RWC10-GR.3-S.2-GLE.1-EO.b.ii	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.	
	RWC10-GR.3-S.2-GLE.2-EO.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)	



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g. Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension.	RWC10-GR.2-S.2- GLE.3-EO.c.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ). (CCSS: L.2.4d)	
	RWC10-GR.3-S.2- GLE.1-EO.c.i	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)	
	RWC10-GR.3-S.2- GLE.2-EO.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i> . (CCSS: RI.3.4)	
	RWC10-GR.3-S.2- GLE.2-EO.c.i	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)	
	RWC10-GR.3-S.2- GLE.3-EO.a	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)	
	RWC10-GR.3-S.2- GLE.3-EO.a.i	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)	
	RWC10-GR.3-S.2- GLE.3-EO.a.ii	Decode words with common Latin suffixes. (CCSS: RF.3.3b)	
	RWC10-GR.3-S.2- GLE.3-EO.a.iii	Decode multisyllable words. (CCSS: RF.3.3c)	
	RWC10-GR.3-S.2- GLE.3-EO.a.iv	Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)	
	RWC10-GR.3-S.2- GLE.3-EO.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)	
	RWC10-GR.3-S.2- GLE.3-EO.c	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)	
	RWC10-GR.3-S.2- GLE.3-EO.c.i	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)	



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<b>Continued...</b> g. Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension.	RWC10-GR.3-S.2- GLE.3-EO.c.ii	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ). (CCSS: L.3.4b)	
	RWC10-GR.3-S.2- GLE.3-EO.c.iv	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ). (CCSS: L.3.4c)	
	RWC10-GR.3-S.2- GLE.3-EO.d.i	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). (CCSS: L.3.5a)	