



# Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 5 Writing

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 2</b>		Students write and speak for a variety of purposes and audiences.	
<b>Benchmarks</b>		<ul style="list-style-type: none"> <li>• Writing stories, letters, and reports with greater detail and supporting material;</li> <li>• Choosing vocabulary and figures of speech that communicate clearly;</li> <li>• Drafting, revising, editing, and proofreading for a legible final copy;</li> <li>• Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking;</li> <li>• Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information);</li> <li>• Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and</li> <li>• Recognizing stylistic elements such as voice, tone, and style.</li> </ul>	
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Write in a variety of modes such as narrative, expository or descriptive for various audiences and purposes (for example, to entertain or to inform).	RWC10-GR.5-S.3-GLE.1-EO.a (i-vi)	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)</p> <ul style="list-style-type: none"> <li>i. Create personal and fictional narratives with a strong personal voice</li> <li>ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)</li> <li>iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)</li> <li>iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)</li> <li>v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</li> <li>vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</li> </ul>	
	RWC10-GR.5-S.3-GLE.2-EO.a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)	



<b>Standard 2</b>	Students write and speak for a variety of purposes and audiences.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Writing stories, letters, and reports with greater detail and supporting material;</li> <li>• Choosing vocabulary and figures of speech that communicate clearly;</li> <li>• Drafting, revising, editing, and proofreading for a legible final copy;</li> <li>• Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking;</li> <li>• Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information);</li> <li>• Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and</li> <li>• Recognizing stylistic elements such as voice, tone, and style.</li> </ul>		
<b>Continued...</b> a. Write in a variety of modes such as narrative, expository or descriptive for various audiences and purposes (for example, to entertain or to inform).	RWC10-GR.5-S.3-GLE.2-EO.b (i-v)	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)</p> <ul style="list-style-type: none"> <li>i. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)</li> <li>ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</li> <li>iii. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)</li> <li>iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)</li> <li>v. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)</li> </ul>	
b. Organize writing using a logical arrangement of ideas.	RWC10-GR.5-S.3-GLE.1-EO.a.ii	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)	
	RWC10-GR.5-S.3-GLE.1-EO.a.vi	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)	



<b>Standard 2</b>	Students write and speak for a variety of purposes and audiences.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Writing stories, letters, and reports with greater detail and supporting material;</li> <li>• Choosing vocabulary and figures of speech that communicate clearly;</li> <li>• Drafting, revising, editing, and proofreading for a legible final copy;</li> <li>• Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking;</li> <li>• Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information);</li> <li>• Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and</li> <li>• Recognizing stylistic elements such as voice, tone, and style.</li> </ul>		
<b>Continued...</b> b. Organize writing using a logical arrangement of ideas.	RWC10-GR.5-S.3-GLE.2-EO.a.ii	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1d)	
	RWC10-GR.5-S.3-GLE.2-EO.a.iii	Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)	
	RWC10-GR.5-S.3-GLE.2-EO.a.v	Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)	
	RWC10-GR.5-S.3-GLE.2-EO.b.i	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)	
	RWC10-GR.5-S.3-GLE.2-EO.b.v	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)	
c. Select and use clear and precise language.	RWC10-GR.5-S.3-GLE.1-EO.a.v	Use concrete words and phrases and sensory details to convey experiences and events precisely (CCSS: W.5.3d)	
	RWC10-GR.5-S.3-GLE.2-EO.b.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)	
d. Plan, draft, revise, and edit for a final copy.	RWC10-GR.5-S.3-GLE.3-EO.d	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)	Planning, drafting and revising are considered an integral part of the writing process and are embedded throughout multiple grade level expectations.



<b>Standard 2</b>	Students write and speak for a variety of purposes and audiences.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Writing stories, letters, and reports with greater detail and supporting material;</li> <li>• Choosing vocabulary and figures of speech that communicate clearly;</li> <li>• Drafting, revising, editing, and proofreading for a legible final copy;</li> <li>• Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking;</li> <li>• Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information);</li> <li>• Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and</li> <li>• Recognizing stylistic elements such as voice, tone, and style.</li> </ul>		
e. Use transitions to link ideas.	RWC10-GR.5-S.3-GLE.1-EO.a.iv	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)	
	RWC10-GR.5-S.3-GLE.2-EO.a.iv	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ). (CCSS: W.5.1c)	
	RWC10-GR.5-S.3-GLE.2-EO.b.iii	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ). (CCSS: W.5.2c)	
f. Select and use a variety of sentence structures.	RWC10-GR.5-S.3-GLE.3-EO.c	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)	
g. Develop ideas and content with relevant details, supporting examples and/or reasons.	RWC10-GR.5-S.3-GLE.2-EO.a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)	
	RWC10-GR.5-S.3-GLE.2-EO.a.iii	Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)	
	RWC10-GR.5-S.3-GLE.2-EO.b.ii	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)	



<b>Standard 3</b>	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;</li> <li>Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking;</li> <li>Using modifiers, homonyms, and homophones in writing and speaking;</li> <li>Using simple, compound, complex, and compound/complex sentences in writing and speaking;</li> <li>Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing;</li> <li>Using prefixes, root words, and suffixes correctly in writing and speaking;</li> <li>Expanding spelling skills to include more complex words;</li> <li>Demonstrating use of conventional spelling in their published works; and</li> <li>Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Identify noun and verb, subject and predicate.	RWC3-GR.3-S.3-GLE.3-EO.e.i	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)	
	RWC10-GR.5-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)	
b. Use correctly subject/verb agreement, nouns, verbs, pronouns, and adjectives.	RWC10-GR.3-S.3-GLE.3-EO.e.vi	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	
	RWC10-GR.5-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)	
	RWC10-GR.5-S.3-GLE.3-EO.b.iii	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)	
	RWC10-GR.5-S.3-GLE.3-EO.b.iv	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)	
c. Write in complete sentences.	RWC10-GR.5-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)	
	RWC10-GR.5-S.3-GLE.3-EO.c	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)	
d. Use conventions correctly (for example,	RWC10-GR.4-S.3-GLE.3-EO.g.ii	Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	



<b>Standard 3</b>	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;</li> <li>Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking;</li> <li>Using modifiers, homonyms, and homophones in writing and speaking;</li> <li>Using simple, compound, complex, and compound/complex sentences in writing and speaking;</li> <li>Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing;</li> <li>Using prefixes, root words, and suffixes correctly in writing and speaking;</li> <li>Expanding spelling skills to include more complex words;</li> <li>Demonstrating use of conventional spelling in their published works; and</li> <li>Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.</li> </ul>		
commas, quotation marks in dialogue, end marks, apostrophes in contractions, capitalization, and abbreviations).	RWC10-GR.4-S.3-GLE.3-EO.g.iii	Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	
	RWC10-GR.5-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)	
	RWC10-GR.5-S.3-GLE.3-EO.a.ii	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)	
	RWC10-GR.5-S.3-GLE.3-EO.a.iii	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> )	
	RWC10-GR.5-S.3-GLE.3-EO.a.iv	Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2c)	
	RWC10-GR.5-S.3-GLE.3-EO.a.i	Use punctuation to separate items in a series. (CCSS: L.5.2a)	
	RWC10-GR.5-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)	
e. Identify and use accurate spelling; spelling errors in writing do not impede communication.	RWC10-GR.5-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)	
	RWC10-GR.5-S.3-GLE.3-EO.a.v	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)	