

TCAP Achievement, Grade 5, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators

Language	
SPI#	State Performance Indicator
0501.1.1	Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.
0501.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.
0501.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.
0501.1.4	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).
0501.1.5	Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.
0501.1.6	Choose the correct use of quotation marks and commas in direct quotations.
0501.1.7	Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.
0501.1.8	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
0501.1.9	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.
0501.1.10	Select the best way to correct incomplete sentences within context.
0501.1.14	Identify compound words, contractions, and common abbreviations within context.
Vocabulary	
SPI#	State Performance Indicator
0501.1.11	Determine word meanings within context.
0501.1.12	Recognize root words, prefixes, and syllabication as aids in determining meaning within context.
0501.1.13	Select appropriate synonyms, antonyms, and homonyms within context.
0501.1.15	Recognize and use grade appropriate vocabulary within context.
0501.1.16	Determine the correct meaning/usage of multiple meaning words within context.
Writing and Research	
SPI#	State Performance Indicator
0501.3.1	Identify the audience for which a text is written.
0501.3.2	Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).
0501.3.3	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
0501.3.4	Identify the sentence irrelevant to a paragraph's theme or flow.
0501.3.5	Select an appropriate concluding sentence for a well-developed paragraph.
0501.3.6	Rearrange sentences to form a sequential, coherent paragraph.
0501.3.7	Select details that support a topic sentence.
0501.3.8	Select vivid and active words for a writing sample.
0501.3.9	Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.
0501.3.10	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
0501.3.11	Rearrange paragraphs in a narrative writing selection in sequential and chronological order.
0501.3.12	Select an appropriate title that reflects the topic of a written selection.
0501.3.13	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
0501.4.1	Identify the most reliable information sources available for preparing a research report.
0501.4.2	Identify information that should or should not be included in a citation.
0501.4.3	Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.
0501.4.4	Select appropriate sources from which to gather information on a given topic.

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Communication and Media	
SPI#	State Performance Indicator
0501.2.1	Identify the audience for a given speech.
0501.2.2	Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).
0501.2.3	Choose the best summary of a speech.
0501.2.4	Organize ideas in the most effective order for an oral presentation.
0501.7.1	Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.
0501.7.2	Determine the main idea in a visual image.
0501.7.3	Identify the mood created by a visual image.
0501.7.4	Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).
Logic	
SPI#	State Performance Indicator
0501.5.1	Locate information to support opinions, predictions, and conclusions.
0501.5.2	Identify stated or implied cause and effect relationships in text.
0501.5.3	Distinguish between fact/opinion and reality/fantasy.
0501.5.4	Determine the conflict in a text and recognize its solution.
0501.5.5	Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.
0501.5.6	Make inferences and draw appropriate conclusions from text.
0501.5.7	Indicate the correct sequence of events in text.
Informational Text	
SPI#	State Performance Indicator
0501.6.1	Select questions used to focus and clarify thinking before, during, and after reading text.
0501.6.2	Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).
0501.6.3	Locate information using available text features (e.g., maps, charts, graphics)
0501.6.4	Identify the stated main idea and supporting details in text.
0501.6.5	Select the best summary of a text.
0501.6.6	Arrange a set of instructions in sequential order.
Literature	
SPI#	State Performance Indicator
0501.8.1	Identify setting, characters, plot, and theme.
0501.8.2	Recognize reasonable predictions of future events within a given context.
0501.8.3	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).
0501.8.4	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
0501.8.5	Recognize that a story is told from first person point of view.
0501.8.6	Determine whether the theme is stated or implied within a passage.
0501.8.7	Identify similes, metaphors, personification, and hyperbole in context.
0501.8.8	Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).
0501.8.9	Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).