

**Description of I AM Blueprints
Grade 10 English/Language Arts (ELA)
(Beginning 2019-20 School Year)**

Reporting Category	Content Connector (CC)	Content Connector	CC Item Range Total # of Items	
			Min	Max
Key Ideas and Textual Support/Vocabulary	9–10.RL.2.1.a.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	1–4	
	9–10.RL.2.1.a.2	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.		
	9–10.RL.2.2.a.1	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	0–2	
	9–10.RL.2.2.a.2	Analyze how themes and central ideas emerge and are shaped and refined by specific details.		
	9–10.RL.2.3.a.1	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.	0	2
	9–10.RL.2.3.a.2	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.	0	1
	9–10.RN.2.1.a.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	0–2	
	9–10.RN.2.1.a.2	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.		
	*9–10.LH.2.1.a.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.		
	*9–10.LST.2.1.a	Cite specific textual evidence to support analysis of science and		

	technical texts, attending to the precise details of explanations or descriptions.		
9–10.RN.2.2.a.1	Analyze in detail the development of two or more central ideas over the course of a text.	0–1	
9–10.RN.2.2.a.2	Analyze how central ideas interact and build on one another to provide a complex analysis.		
*9–10.LH.2.2.a.1	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.		
*9–10.LST.2.2.a	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.		
9–10.RN.2.3.a.1	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.	0	1
9–10.RN.2.3.a.2	Analyze connections that are drawn between a series of ideas or events.	1	2
9–10.RV.2.1.a.1	Use context to determine or clarify the meaning of words and phrases.	1	3
9–10.RV.2.3.a.1	Identify words with similar denotations.	1	2
9–10.RV.2.3.a.2	Analyze nuances in the meaning of words with similar denotations.	0	1
9–10.RV.2.4.a.1	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	0	1
9–10.RV.3.1.a.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	0	2
9–10.RV.3.1.a.2	Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.	0	2
9–10.RV.3.2.a.1	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative,		

		connotative, and technical meanings.	0–2	
	9–10.RV.3.2.a.2	Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.		
	*9–10.LH.3.1.a.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies		
	*9–10.LST.3.1.a	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9- 10 texts and topics.		
	9–10.RV.3.3.a.1	Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.	0	1
	9–10.RV.3.3.a.2	Analyze the role of figures of speech in the text.	0	1
Structural Elements and Organization/ Connection of Ideas/Media Literacy	9–10.ML.2.1.a.1	Analyze how media include or exclude information from visual messages to achieve a desired result.	0–2	
	9–10.ML.2.1.a.2	Analyze how media include or exclude information from verbal messages to achieve a desired result.		
	9–10.ML.2.2.a.1	Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	0–2	
	9–10.ML.2.2.a.2	Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.		
	9–10.RL.3.1.a.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	1	4
	9–10.RL.3.2.a.1	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic	0	2

		irony).		
	9–10.RN.3.2.a.1	Analyze in detail how an author’s ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.	0–1	
	9–10.RN.3.2.a.2	Analyze in detail how an author’s claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.		
	*9–10.LH.3.2.a.1	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		
	*9–10.LST.3.2.a	Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).		
	9–10.RN.3.3.a.1	Determine an author’s perspective or purpose in a text.	1–2	
	9–10.RN.3.3.a.2	Analyze how an author uses rhetoric to advance that perspective or purpose.		
	*9–10.LH.3.3.a.1	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.		
	*9–10.LST.3.3.a	Describe the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.		
	9–10.RN.4.1.a.1	Delineate and evaluate the argument and specific claims in a text.	0–2	
	9–10.RN.4.1.a.2	Assess whether the reasoning is valid and the evidence is relevant and sufficient.		
	9–10.RN.4.1.a.3	Identify false statements and fallacious reasoning.		
	*9–10.LH.4.2.a.1	Assess the extent to which the reasoning and evidence in a text support the author’s claims.		
	*9–10.LST.4.2.a	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.		
Writing	9–10.W.3.1.a.1	Introduce precise claims and		

		distinguish them from counter claims in argumentative writing.	0-2
	9-10.W.3.1.a.2	Develop claims and counterclaims giving evidence for each, including strengths and limitations in argumentative writing.	
	9-10.W.3.1.a.3	Use effective transitions to link the major sections of the text between claims and counterclaims.	
	9-10.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience.	
	9-10.W.3.1.a.5	Provide a concluding statement or paragraph that follows from and supports the argument presented.	
	9-10.W.3.1.a.6	Write arguments in a variety of formats.	
	*9-10.LH.5.1.a.1	Write arguments focused on discipline-specific content.	
	*9-10.LST.5.1.a	Write arguments focused on discipline-specific content.	
	9-10.W.3.2.a.1	Introduce a topic in informative compositions.	0-4
	9-10.W.3.2.a.2	Organize complex ideas, concepts, and information to make important connections and distinctions in informative compositions (e.g. including formatting, graphics, and multimedia to aid comprehension in informative compositions).	
	9-10.W.3.2.a.3	Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.	
	9-10.W.3.2.a.4	Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.	
	9-10.W.3.2.a.5	Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.	
	9-10.W.3.2.a.6	Maintain a consistent style appropriate to the purpose and audience in informative compositions.	

	9–10.W.3.2.a.7	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.		
	9–10.W.3.2.a.8	Write informative compositions on a variety of topics.		
	*9–10.LH.5.2.a.1	Write informative texts, including analyses of historical events.		
	*9–10.LST.5.2.a	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.		
	9–10.W.3.3.a.1	Engage and orient the reader by setting out a problem, situation, or observation in narrative compositions.	0–1	
	9–10.W.3.3.a.2	Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.		
	9–10.W.3.3.a.3	Create a smooth progression of experiences or events in narrative compositions.		
	9–10.W.3.3.a.4	Use narrative techniques to develop experiences, events, and/or characters in narrative compositions.		
	9–10.W.3.3.a.5	Sequence events so they build on one another to create a coherent whole in narrative compositions.		
	9–10.W.3.3.a.6	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in narrative compositions.		
	9–10.W.3.3.a.7	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
	9–10.W.3.3.a.8	Write narrative compositions in a variety of forms.		
	9–10.W.6.1b.a.1	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	0	1
	9–10.W.6.1e.a.1	Identify and use parallelism in writing to present items in a series.	0	1
	9–10.W.6.2.a.1	Effectively use the conventions of standard English (capitalization, punctuation, and spelling).	1	2
	9–10.W.6.2b.a.1	Using a semicolon and a conjunctive	0	1

		adverb to link two or more closely related independent clauses.		
Speaking and Listening (Aggregate Reporting Only)	9–10.SL.3.1.a.1	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	1	2
	9–10.SL.3.2.a.1	Determine the speaker’s point of view or purpose in a text.	0–2	
	9–10.SL.3.2.a.2	Determine what arguments the speaker makes.		
	9–10.SL.3.2.a.3	Evaluate the evidence used to make the argument.	0–1	
	9–10.SL.3.2.a.4	Evaluate a speaker’s point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.		
	<p>Link to IDOE’s I AM Blueprint</p> <p>Total High Priority (Purple): 11 Total Medium Priority (Blue): 43 Total Lesser Priority (Gray): 28</p> <p>* - Indicates standard not on Vertical Alignment</p>			