

**Description of I AM Blueprints
Grade 7 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	7.RL.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	1–2	
	7.RL.2.1.a.2	Refer to details and examples in a text when making inferences.		
	7.RL.2.2.a.1	Analyze the development of the theme or central idea over the course of the text.	0	2
	7.RL.2.2.a.2	Provide a detailed summary of a text.	1	2
	7.RL.2.3.a.1	Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).	0	2
	7.RN.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	1–4	
	7.RN.2.1.a.2	Refer to details and examples in a text when making inferences.		
	*6–8.LH.2.1.a.1	Cite specific textual evidence to support analysis of primary and secondary sources.		
	*6–8.LST.2.1.a	Cite specific textual evidence to support analysis of science and technical texts.		
	7.RN.2.2.a.1	Analyze the development of two or more central ideas over the course of the text.	0–2	
	7.RN.2.2.a.2	Provide a detailed, objective summary of a text.		
	*6–8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
	*6–8.LST.2.2.a	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.		
	7.RN.2.3.a.1	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).			
7.RV.2.1.a.1	Use context to determine or clarify the meaning of words and phrases.	1	2	
7.RV.2.2.a.1	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	0	2	
7.RV.2.3.a.1	Distinguish among the connotations of words with similar denotations.	0	1	
7.RV.2.4.a.1	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	0	2	
7.RV.3.1.a.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	0–1		
7.RV.3.1.a.2	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.			
7.RV.3.2.a.1	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.	0–1		
7.RV.3.2.a.2	Analyze how the use of figurative, connotative, or technical terms affect the meaning or tone of text.			
*6–8.LH.3.1.a.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
*6–8.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 6-8 texts and topics.			
7.RV.3.3.a.1	Interpret figures of speech in context.	0	2	
Structural Elements and Organization/ Connection of Ideas/Media Literacy	7.ML.2.1.a.1	0–4		
	7.ML.2.1.a.2			Interpret the various ways information is communicated by visual image-makers to influence the public
	7.ML.2.2.a.1	Analyze the ways that the media use words and images to attract the public's attention.	0	2
	7.RL.3.1.a.1	Examine how the structure of a work of literature adds to its meaning.	0	1

<p><i>(continued)</i></p> <p>Structural Elements and Organization/ Connection of Ideas/Media Literacy</p>	7.RL.3.2.a.1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	1	2
	7.RN.3.2.a.1	Analyze the structure an author uses to organize a text.	0–2	
	7.RN.3.2.a.2	Analyze how the structure contributes to the whole and to the development of the ideas.		
	*6–8.LH.3.2.a.1	Describe how a text presents information (e.g., sequentially, comparatively, causally).		
	6–8.LST.3.2.a	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.		
	7.RN.3.3.a.1	Determine an author’s perspective or purpose in a text.	1–2	
	*6–8.LH.3.3.a.1	Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		
	*6–8.LST.3.3.a	Describe the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		
	7.RN.3.3.a.2	Analyze how the author distinguishes his or her position from the positions of others.	0	1
	7.RN.4.1.a.1	Trace the argument and specific claims in a text.	1	2
	7.RN.4.1.a.2	Evaluate the claim or argument to determine if they are relevant and supported by evidence.	0–1	
	7.RN.4.1.a.3	Distinguish claims or arguments that are supported by evidence from those that are not.		
	*6–8.LH.4.2.a.1	Distinguish among fact, opinion, and reasoned judgment in a text.		
	*6–8.LST.4.2.a	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text		
	*6–8.LH.4.1.a.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	0–1	

	*6–8.LST.4.1.a	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
Writing	7.W.3.1.a.1	Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims in an argument.	0–4
	7.W.3.1.a.2	Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.	
	7.W.3.1.a.3	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.	
	7.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience.	
	7.W.3.1.a.5	Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.	
	7.W.3.1.a.6	Provide a concluding statement or paragraph that follows from and supports the argument presented.	
	7.W.3.1.a.7	Write arguments in a variety of forms.	
	*6–8.LH.5.1.a.1	Write arguments focused on discipline-specific content.	
	*6–8.LST.5.1.a	Write arguments focused on discipline-specific content.	
	7.W.3.2.a.1	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension in informative compositions.	
7.W.3.2.a.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.		
7.W.3.2.a.3	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative		

<p><i>(continued)</i> Writing</p>		compositions.		
	7.W.3.2.a.4	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.		
	7.W.3.2.a.5	Establish and maintain a style appropriate to purpose and audience in informative compositions.		
	7.W.3.2.a.6	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.		
	7.W.3.2.a.7	Write informative compositions on a variety of topics.		
	*6–8.LH.5.2.a.1	Write informative texts, including analyses of historical events.		
	*6–8.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.		
	7.W.3.3.a.1	Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.	0–1	
	7.W.3.3.a.2	Develop an event sequence (e.g. conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.		
	7.W.3.3.a.3	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.		
	7.W.3.3.a.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.		
	7.W.3.3.a.5	Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.		
	7.W.3.3.a.6	Write narrative compositions in a variety of forms.		
	7.W.6.1b.a.1	Recognize and correct problems with subject/verb agreement.	0	2
7.W.6.1d.a.1	Recognize and correct misplaced and	0	1	

(continued) Writing		dangling modifiers.		
	7.W.6.1e.a.1	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	0–1	
	7.W.6.1e.a.2	Recognize and correct sentence fragments and run-ons.		
	7.W.6.1e.a.3	Vary sentence patterns for meaning, reader interest, and style.	1	2
	7.W.6.2b.a.1	Use commas with subordinate clauses.	0	1
Speaking and Listening (Aggregate Reporting Only)	7.SL.3.1.a.1	Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.	0–1	
	7.SL.3.1.a.2	Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.		
	7.SL.3.2.a.1	Evaluate main ideas of a speaker for accuracy.	0–2	
	7.SL.3.2.a.2	Explain how main ideas and supporting details of a speaker clarify a topic, text, or issue.		
	<p>Link to IDOE's I AM Blueprint</p> <p>Total High Priority (Purple): 14 Total Medium Priority (Blue): 29 Total Lesser Priority (Gray): 36</p> <p>* - Indicates standard not on Vertical Alignment</p>			