Description of I AM Blueprints
Grade 8 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	8.RL.2.1.a.1	Cite textual evidence when explaining what a text says explicitly.	1–3	
	8.RL.2.1.a.2	Refer to details and examples in the text when making inferences.		
	8.RL.2.1.a.3	Determine which piece(s) of evidence most strongly support analysis of a work of literature.	0	1
	8.RL.2.2.a.1	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.	1–3	
	8.RL.2.2.a.2	Provide a detailed summary of a text.		
	8.RL.2.3.a.1	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	0	1
	8.RN.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	1–3	
	8.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.		
	8.RN.2.2.a.1	Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.	1–3	
	8.RN.2.2.a.2	Provide a detailed, objective summary of the 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.		
	8.RN.2.3.a.1	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	0	2
	8.RV.2.1.a.1	Use context to determine or clarify the meaning of words and phrases.	1	3
	8.RV.2.3.a.1	Distinguish among the connotations of words with similar denotations.	0	2
	8.RV.2.4.a.1	Use common, grade-appropriate Greek or Latin	1	2

Category	Code	Description		
		affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
	8.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	1
	8.RV.3.1.a.2	Analyze the impact of specific word choices on meaning and tone in literature, including analogies or allusions to other texts.	0	2
	8.RV.3.2.a.1	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	0–1	
	8.RV.3.2.a.2	Analyze the impact of specific word choices on meaning and tone in works of nonfiction, including analogies or allusions to other texts.		
	*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.		
	8.RV.3.3.a.1	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	0	2
Structural Elements and Organization/ Connection of Ideas/Media Literacy	8.ML.2.1.a.1	Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.	0–1	
	8.ML.2.1.a.2	Analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.		
	8.ML.2.2.a.1	Interpret how people experience media messages differently, depending on point of view, culture, etc.	0–1	
	8.ML.2.2.a.2	Analyze how people experience media messages differently, depending on point of view, culture, etc.		
	8.RL.3.1.a.1	Compare and contrast the structure of two or more related works of literature.	0–1	
	8.RL.3.1.a.2	Analyze and evaluate how the differing structure of each text contributes to its meaning and style		
	8.RL.3.2.a.1	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	1	2
	8.RN.3.2.a.1	Analyze in detail the structure of a specific paragraph in a text.	1–2	
	8.RN.3.2.a.2	Analyze the role of particular sentences in developing and refining a key concept.		

	*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.		
	8.RN.3.3.a.1	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	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.		
	8.RN.4.1.a.1	Evaluate the claim or argument to determine if it is supported by evidence.	0–2	
	8.RN.4.1.a.2	Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
	*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	8.W.3.1.a.1	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	0–3	
	8.W.3.1.a.2	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
	8.W.3.1.a.3	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
	8.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience		
	8.W.3.1.a.5	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active		

		versus passive).	
	8.W.3.1.a.6	Provide a concluding statement or section that follows from and supports the argument presented.	
	8.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.	
	8.W.3.2.a.1	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	0–2
	8.W.3.2.a.2	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	
	8.W.3.2.a.3	: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
	8.W.3.2.a.4	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
	8.W.3.2.a.5	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	
	8.W.3.2.a.6	Establish and maintain a consistent style and tone appropriate to purpose and audience.	
	8.W.3.2.a.7	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	8.W.3.2.a.8	Write informative compositions in a variety of forms	
	*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.	
	8.W.3.3.a.1	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	0–4
	8.W.3.3.a.2	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	

	8.W.3.3.a.3	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
	8.W.3.3.a.4	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
	8.W.3.3.a.5	Provide an ending that follows from and reflects on the narrated experiences or events.		
	8.W.3.3.a.6	Write narrative compositions in a variety of forms.		
	8.W.6.1b.a.1	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	0–2	
	8.W.6.1b.a.2	Use active and passive verbs in writing.		
	8.W.6.1b.a.3	Recognize and correct inappropriate shifts in verb voice.		
	8.W.6.2b.a.1	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.		
Speaking and Listening (Aggregate Reporting Only)	8.SL.3.1.a.1	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	0	2
	8.SL.3.1.a.2	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	0-2	
	8.SL.3.1.a.3	Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.		
	8.SL.3.2.a.1	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	0–1	
	8.SL.3.2.a.2	Identify when irrelevant evidence is introduced within an argument.		

Link to IDOE's I AM Blueprint

Total High Priority (Purple): 22
Total Medium Priority (Blue): 36
Total Lesser Priority (Gray): 17

*- Indicates standard not on Vertical Alignment