

## TNReady English III ELA Blueprint

	Part 1		Part 2		Total # of Items	Total # of Score Points	% of Test
	# of Items	# of Score Points	# of Items	# of Score Points			
<b>Writing</b>						23	34–36%
• Focus and Organization	1 Operational 1 Field Test Item	4	0	0	1	4	6%
• Development		4				4	6%
• Language and Style		4				4	6%
• Conventions		4	7	7		7	11
<b>Reading</b>						40–44	64–66%
• Reading Literature		0	11–14	11–16	11–14	11–16	17–24%
• Reading Informational		0	18–21	20–24	18–21	20–24	32–36%
• Vocabulary		0	5–6	5–8	5–6	5–8	8–12%
<b>Form Summaries</b>	<b>1</b>	<b>16</b>	<b>43–45</b>	<b>47–51</b>	<b>44–46</b>	<b>63–67</b>	<b>100%</b>

Reading the Revisions: The totals on the blueprints released in Spring 2015 were estimated totals of the test forms. The revised blueprints reflect actual totals for the test forms. The Form Summaries line provides the range of actual form totals. There are multiple forms per grade.

### Additional Notes:

- The total number of score points does not match the total number of items. This is because some items may be worth more than one point.
- All writing tasks on Part 1 require students to read one or more passages of appropriate grade level complexity. While not directly assessed on Part 1, the reading standards for each grade level are embedded in the design of the task and an important part of instruction throughout the year.
- The operational and field test writing tasks on Part 1 do not have to be taken on the same day. Each task is a separate “subtest” and may be taken either on the same day or on consecutive school days. Districts will have the flexibility to establish a testing schedule that best fits the needs of their schools.

**TNReady English III ELA Blueprint Part 1**  
**Aggregate**

Category	Standards		# of Items	# of Score Points
<b>Writing:</b> Written Expression  (Task will align to primarily one writing standard and also one or more reading standards.)	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Includes a–e.)	<b>1</b>	<b>12</b>
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Includes a–f.)		
	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Includes a–e.)		
	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
<b>Writing:</b> Conventions	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	<b>0</b>	<b>4</b> (score points from writing rubric)
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a– b.)		
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
<b>TOTALS</b>			<b>1</b>	<b>16</b>

## TNReady English III ELA Blueprint Part 2

### Aggregate

Category	Standards		# of Items	# of Score Points
<b>Reading:</b> Reading Literature	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11–14	11–16
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
<b>Reading:</b> Reading Informational Text	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	18–21	20–24
	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		
	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		
	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
	RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		
	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.		
<b>Reading:</b> Vocabulary	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Include Shakespeare as well as other authors.	5–6	5–8

	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		
	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (Includes a–d.)		
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–b.)		
Writing: Conventions	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	7	7
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a– b.)		
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
<b>TOTALS</b>			<b>43–45</b>	<b>47–51</b>

**TNReady English III Blueprint**  
**Parts 1 and 2 Aggregate**

Category	Standards		# of Items	% of Score Points
<b>Writing:</b> Written Expression  (Prompt will align to primarily one writing standard and also one or more reading standards.)	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Includes a–e.)	1	18%
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Includes a–f.)		
	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well–chosen details, and well-structured event sequences. (Includes a–e.)		
	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
<b>Writing:</b> Conventions	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Includes a–b.)	7 (+4 pts from rubric)	16–18%
	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Includes a–b.)		
	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Includes a.)		
<b>Reading:</b> Reading Literature	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11–14	17–24%
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		
<b>Reading:</b> Reading Informational Text	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	18–21	32–36%
	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		
	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		
	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		

	RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).		
	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.		
<b>Reading: Vocabulary</b>	RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Include Shakespeare as well as other authors.	<b>5–6</b>	<b>8–12%</b>
	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i> ).		
	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (Includes a–d.)		
	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes a–b.)		
<b>TOTAL</b>			<b>44–46</b>	<b>100%</b>