

TASC Reading Blueprint Overview

| Domain/ Reporting Category | Subdomain/Core Idea | Subdomain % | Domain % |
|-----------------------------|------------------------------------|-------------|----------|
| Reading Informational Texts | | | 75% |
| Reading Literature | | | 25% |
| | Key Ideas and Details | 45% | |
| | Craft and Structure | 35% | |
| | Integration of Knowledge and Ideas | 10% | |
| | Vocabulary Acquisition and Use | 10% | |

All items on the Reading assessment are aligned to a Reporting Category of either Reading Informational Texts or Reading Literature. Additionally, each item is aligned to a Subdomain of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; or Vocabulary Acquisition and Use. While it is not possible to report on the number of items per Subdomain per Reporting Category due to the limited number of items in some Subdomains, every effort is made to ensure a balance between the Reporting Categories for each Subdomain.

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TASC Reading Detailed Blueprint

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|-----------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------|
| Reading Informational Texts | Key Ideas and Details | 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | E | High |
| | | 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | E | High |
| | | | 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. | E | High |

TASC Reading Detailed Blueprint, continued

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| Reading Informational Texts <i>continued</i> | Key Ideas and Details <i>continued</i> | 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | E | High |
| | | | 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. | E | High |
| | Craft and Structure | 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | E | Medium |
| | | | 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 <i>faction</i> in <i>Federalist</i> No. 10). | E | Medium |

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| Reading Informational Texts <i>continued</i> | Craft and Structure <i>continued</i> | 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | E | Medium |
| | | | 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. | E | Medium |
| | | 6: Assess how point of view or purpose shapes the content and style of a text. | RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | E | Medium |
| | | | 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. | E | Medium |

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| Reading Informational Texts <i>continued</i> | Integration of Knowledge and Ideas | 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | E | Low |
| | | 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | E | Low |
| | | | 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). | E | Low |

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| Reading Informational Texts <i>continued</i> | Integration of Knowledge and Ideas <i>continued</i> | 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RI.9-10.9 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | E | Low |
| | | | 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. | E | Low |
| | Vocabulary Acquisition and Use | 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | RI-LA.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. | E | Medium |
| | | | RI-LA.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | E | Low |

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| Reading Literature | Key Ideas and Details | 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | E | Medium |
| | | | RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicit as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Not Included | Medium |
| | | 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | E | Medium |
| | | | 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. | Not Included | Medium |

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| Reading Literature <i>continued</i> | Key Ideas and Details <i>continued</i> | 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | E | Medium |
| | | | 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). | E | Medium |
| | Craft and Structure | 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | E | Medium |
| | | | 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.) | E | Medium |

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| Reading Literature <i>continued</i> | Craft and Structure <i>continued</i> | 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RL.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | E | Low |
| | | | 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. | E | Low |
| | | 6: Assess how point of view or purpose shapes the content and style of a text. | RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | E | Low |
| | | | 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). | E | Low |
| | Integration of Knowledge and Ideas | 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.9-10.9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | Not included | Low |

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| Reading Literature <i>continued</i> | Vocabulary Acquisition and Use | 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | RL-LA.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. | E | Medium |
| | | 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | RL-LA.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | E | Low |