

**Description of I AM Blueprints
Grade 6 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	6.RL.2.1.a.1	Use specific details in a text to explain what a text says explicitly.	1–2	
	6.RL.2.1.a.2	Use specific details from the text to support inferences.		
	6.RL.2.2.a.1	Determine how a theme or central idea of a work of literature is conveyed through particular details.	0	2
	6.RL.2.2.a.2	Provide a detailed, objective summary of the text.	1	2
	6.RL.2.3.a.1	Explain how a plot unfolds in a series of episodes.	1–2	
	6.RL.2.3.a.2	Explain how the characters respond or change as the narrative advances and moves toward a resolution.		
	6.RN.2.1.a.1	Use specific details in a text to explain what a text says explicitly.	1–3	
	6.RN.2.1.a.2	Use specific details from the text to support 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.	1–2	
	6.RN.2.2.a.1	Determine how a central idea of a text is conveyed through particular details.		
	6.RN.2.2.a.2	Provide a summary of the text distinct from personal opinions or judgments.		
	*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		
	6.RN.2.3.a.1	Analyze in detail how a key individual is introduced, illustrated, and elaborated in a text.	0–1	
	6.RN.2.3.a.2	Analyze in detail how a key event is introduced, illustrated, and elaborated in a text.		
	6.RN.2.3.a.3	Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.		
	6.RV.2.1.a.1	Use context to determine the meaning of words		

	or phrases.			
6.RV.2.2.a.1	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	0	2	
6.RV.2.3.a.1	Distinguish among the connotations of words with similar denotations.	0	1	
6.RV.2.4.a.1	Use common, grade-appropriate Greek or Latin roots and affixes as clues to the meaning of a word.	0	2	
6.RV.3.1.a.1	Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	0–1		
6.RV.3.1.a.2	Analyze the impact of a specific word choice on meaning and tone.			
6.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), connotative, and technical meanings.	0–1		
*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.			
6.RV.3.3.a.1	Interpret figures of speech (e.g., personification) in context.	0	2	
Structural Elements and Organization/ Connection of Ideas/Media Literacy	6.ML.2.1.a.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.	0	1
	6.ML.2.2.a.1	Identify the target audience of a particular media message based on its context.	0	2
	6.RL.3.1.a.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.	0–1	
	6.RL.3.1.a.2	Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.		
	6.RL.3.2.a.1	Explain how an author develops the point of view of the narrator or speaker in a text.	1	2
	6.RL.3.2.a.2	Explain how the narrator or speaker impacts	1	2

		the mood, tone, and meaning of a text.		
	6.RN.3.2.a.1	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.	0–2	
	6.RN.3.2.a.2	Analyze how a particular sentence, paragraph, chapter, or section contributes 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.		
	6.RN.3.3.a.1	Determine an author’s perspective or purpose.	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.		
	6.RN.3.3.a.2	Explain how an author’s perspective is conveyed.	0	1
	6.RN.4.1.a.1	Trace the argument and specific claims in a text.	1–5	
	6.RN.4.1.a.2	Evaluate the claim or argument; determine if it is supported by evidence.		
	*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	6.W.3.1.a.1	Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.	0–2	
	6.W.3.1.a.2	Use an organizational structure to group related ideas that support the argument.		
	6.W.3.1.a.3	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.		

<i>(continued)</i> Writing	6.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument	
	6.W.3.1.a.5	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.	
	6.W.3.1.a.6	Provide a concluding statement or paragraph that follows from the argument presented.	
	6.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.	
	6.W.3.2.a.1	Introduce a topic in an informative composition.	0–2
	6.W.3.2.a.2	Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.	
	6.W.3.2.a.3	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.	
	6.W.3.2.a.4	Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.	
	6.W.3.2.a.5	Establish and maintain a style appropriate to purpose and audience in an informative composition.	
	6.W.3.2.a.6	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.	
	6.W.3.2.a.7	Include text features and multimedia when useful to aid comprehension in an informative composition.	
6.W.3.2.a.8	Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.		
6.W.3.2.a.9	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		

<i>(continued)</i> Writing		procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.		
	6.W.3.3.a.1	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.	0–2	
	6.W.3.3.a.2	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.		
	6.W.3.3.a.3	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.		
	6.W.3.3.a.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in a narrative composition.		
	6.W.3.3.a.5	Provide an ending that follows from the narrated experiences or events in a narrative composition.		
	6.W.3.3.a.6	Write narrative compositions in a variety of forms		
	6.W.6.1a.a.1	Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.	0–1	
	6.W.6.1a.a.2	Recognize and correct vague pronouns.		
	6.W.6.1e.a. 1	Write simple, compound, complex, and compound-complex sentences.		
6.W.6.1e.a.2	Recognize sentence fragments and run-ons.	1	3	
6.W.6.2b.a.1	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	0–2		
6.W.6.2b.a.2	Use semicolons to connect main clauses and colons to introduce a list or quotation.			
Speaking and Listening (Aggregate Reporting Only)	6.SL.3.1.a.1	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	0–1	
	6.SL.3.1.a.2	Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.		
	6.SL.3.2.a.1	Summarize the points a speaker makes.	0–2	
	6.SL.3.2.a.2	Distinguish claims or arguments from those that are supported by evidence from those that are not.		
	6.SL.3.2.a.3	Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.		

Link to [IDOE's I AM Blueprint](#)

Total **High Priority** (Purple): 24

Total **Medium Priority** (Blue): 39

Total **Lesser Priority** (Gray): 19

* - Indicates standards not on Vertical Alignment