Mississippi Assessment Program
Sixth Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
Reading Literature	*0*	*15-16*	*4-5*	*20*	*22*
RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	3-4	0-1	3-4	
RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0	3-4	0-1	3-4	
RL.6.3 - Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	0	2-3	0-1	2-3	
RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	0	3-4	0-1	3-4	
RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	0	1-2	0-1	1-2	
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.	0	1-2	0-1	1-2	
RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	0	2-3	0-1	2-3	
RL.6.8 - Not applicable to literature.	0	0	0	0	
RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	0	2-3	0-1	2-3	
RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
Reading Informational Text	*0*	*19-20*	*4-5*	*24*	*30*
RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0	2-3	0-1	2-3	

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RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0	3-4	0-1	3-4	
RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	0	3-4	0-1	3-4	
RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	0	3-4	0-1	3-4	
RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	0	2-3	0-1	2-3	
RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	0	2-3	0-1	2-3	
RI.6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	0	2-3	0-1	2-3	
RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	0	3-4	0-1	3-4	
RI.6.9 - Compare and contrast one author's presentation of events with that of another.	0	2-3	0-1	2-3	
RI.6.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	0	0	0	0	
Language	*0*	*4*	*2*	*6*	*8*
L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	0	1-2	0-1	1-3	
L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	0	1-2	0-1	1-3	

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L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	0	2-3	0-1	1-3	
Writing	*1*	*0*	*0*	*1*	*12*
W.6.1 - Write arguments to support claims with clear reasons and relevant evidence. **W.6.2 -** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.3 -** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **L.6.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.6.2 -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.3 -** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1	0	0	1	12

Technical Notes: The Writing standard measured (W.6.1, W.6.2, or W.6.3) will be dependent on the writing prompt, which may vary by form. L.6.1-3 will be measured in the Performance Task and scored using the writing rubric. The performance task is worth twelve (12) points towards the overall ELA score.

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Passage Selections	
Genre	**Number of Passages**
Literature	2
Informational	3
Embedded Field Test	1

Text Complexity Guidelines				
MS CCRS Grade	**Degrees of Reading Power® (DRP)**	**Flesch-Kincaid**	**The Lexile Framework®**	**Total Word Counts per Passage/Paired**
6–8	57 – 67	6.51 – 10.34	925 – 1185	650 – 1000