

## AIR Question Alignment for **Grade 6**

Standards	2016 RELEASED QUESTIONS	2017 RELEASED QUESTIONS	2018 ITEM BREAKDOWN	TOTAL QUESTIONS (3 YEARS)
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1		2	<b>3</b>
<b>RL.6.2</b> Analyze literary text development. <b>a.</b> Determine a theme of a text and how it is conveyed through particular details. <b>b.</b> Incorporate a theme and story details into an objective summary of the text.			2	<b>2</b>
<b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1			<b>1</b>
<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.	2		1	<b>3</b>
<b>RL.6.5</b> 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.	1		4	<b>5</b>
<b>RL.6.6</b> Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.			1	<b>1</b>

## AIR Question Alignment for **Grade 6**

<p><b>RL.6.7</b> 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.</p>			1	<b>1</b>
<p><b>RL.6.8</b> (Not applicable to literature)</p>				
<p><b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>				
<p><b>RL.6.10</b> 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p>				
<p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		1	2	<b>3</b>
<p><b>RI.6.2</b> Analyze informational text development.  <b>a.</b> Determine a central idea of a text and how it is conveyed through particular details.  <b>b.</b> Provide an objective summary of the text that includes the central idea and relevant details.</p>		1	2	<b>3</b>

## AIR Question Alignment for **Grade 6**

<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		2	3	<b>5</b>
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		4	2	<b>6</b>
<b>RI.6.5</b> 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.		1	3	<b>4</b>
<b>RI.6.6</b> Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.		1	2	<b>3</b>
<b>RI.6.7</b> 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.		1		<b>1</b>
<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.			1	<b>1</b>
<b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		1	2	<b>3</b>

## AIR Question Alignment for **Grade 6**

<p><b>RI.6.10</b> 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.</p>				
<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	1	2	1	4
<p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, frugal, thrifty</i>).</p>		1	1	2
<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Establish a thesis statement to present an argument.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p>			1	1

## AIR Question Alignment for **Grade 6**

<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Establish a thesis statement to present information.</p> <p><b>b.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>		1	1	<b>2</b>
--	--	---	---	----------

**NOTE: EACH AIR TEST HAS ONE ARGUMENT AND ONE INFORMATIVE ESSAY, EVEN IF THEY DO NOT SHOW BOTH ON A RELEASED TEST.**