

# NoRedInk and Arkansas Standards Map

Grades 5–6

noredink



## Standards Addressed in Grammar & Conventions Pathways

### Appositive Phrases

#### L.5.2.C

Use a comma to separate an introductory element from the rest of the sentence.

- Use a comma to set off appositives, the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

#### L.6.2.B

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Capitalizing and Formatting Titles

#### L.5.2.B

Use underlining, quotation marks, or italics to indicate titles of works.

### Choosing the Appropriate Conjunctions

#### L.5.1.F

Use correlative conjunctions (e.g., *either/or*, *neither/nor*) and subordinating conjunctions (e.g., *after*, *since*, *because*, *when*) appropriately.

### Commas for Clarity

#### L.5.2.C

Use a comma to separate an introductory element from the rest of the sentence.

#### L.6.2.B

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Commonly Confused Words III

#### L.5.2.D

Spell grade-appropriate words correctly, consulting references as needed.

#### L.6.2.D

Spell correctly.

### Identifying Sentences and Fragments

#### L.5.1.H

Produce complex sentences using dependent clauses and subordinating conjunctions.

#### L.6.1.H

Produce compound-complex sentences using dependent clauses and subordinating conjunctions.

### Lists

#### L.5.2.C

Use a comma to separate an introductory element from the rest of the sentence.

- Use punctuation to separate items in a series.

### Prepositional Phrases

#### L.5.1.G

Form and use prepositional phrases.

### Pronoun Case

#### L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

## Pronoun-Antecedent Agreement

### L.6.1.D

Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.

## Punctuation with Conjunctions: Coordinating (FANBOYS)

### L.6.1.H

Produce compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

## Punctuation with Conjunctions: Subordinating (SWABIs)

### L.5.1.H

Produce complex sentences using dependent clauses and subordinating conjunctions.

### L.6.1.F

Produce compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

## Restrictive and Nonrestrictive Clauses

### L.6.2.B

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

## Standards Addressed in Writing Pathways

### Thesis Statements

#### L.6.1.D

Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.

#### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

## Vague Pronouns

### L.6.1.D

Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.

## Verb Tense I: Simple Tenses

### L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

## Verb Tense II: Perfect and Progressive Tenses

### L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

### L.6.1.C

Form and use the perfect verb tenses (e.g., *I had walked*; *I have walked*; *I will have walked*).

### Topic Sentences

#### L.6.1.D

Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.

#### W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

# Standards Addressed in Writing Assignments

## Peer Reviews

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



NoRedInk also aligns to Language Standards to be reinforced from previous grades.