

NoRedInk and Arkansas Standards Map

Grades 5–6

noredink



Standards Addressed in Quick Writes

W.6.10

Write routinely over extended time frames, time for research, reflection, and revision, and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.10

Write routinely over extended time frames, time for research, reflection, and revision, and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Persuasive

W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.D Establish and maintain a formal style.

W.6.1.E Provide a concluding statement or section that follows from the argument presented.

W.6.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Narrative

W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3.E Provide a conclusion that reflects on the narrated experiences or events.

Expository/Informational

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.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.

W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.E Establish and maintain a formal style.

W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.

W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Standards Addressed in Self Reviews

W.6.5

Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g., recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).

W.6.9

Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Persuasive

W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.D Establish and maintain a formal style.

W.6.1.E Provide a concluding statement or section that follows from the argument presented.

Expository/Informational

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W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.

W.6.2.F Provide a concluding statement or section that supports the information or explanation presented.

Standards Addressed in Peer Reviews

W.6.5

Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g., recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).

Thesis Statement

W.6.1.A

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

Introductory Paragraph

W.6.1.A

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

Topic Sentences

W.6.1.A

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

Body Paragraph: Claim, Evidence, and Reasoning

W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Body Paragraph: Embedding Evidence

W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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.

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 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.

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*).



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

Based on the Arkansas English Language Arts Standards (2016). Last updated January 13, 2020.