

# NoRedInk and Colorado State Standards Map

Grades 5–6

noredink



## Standards Addressed in NoRedInk's Grammar & Conventions Pathways

### Adjectives vs. Adverbs

**CAS.WC.6.3a.ix**

Choose adverbs to describe verbs, adjectives, and other adverbs.

### Appositive Phrases

**CAS.WC.6.3b.i**

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

### Capitalizing and Formatting Titles

**CAS.WC.5.3a.iv**

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

### Choosing the Appropriate Conjunctions

**CAS.WC.5.3b.i**

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**CAS.WC.5.3b.v**

Use correlative conjunctions (e.g., either/or, neither/nor).

**CAS.WC.6.3a.vii**

Use coordinating conjunctions in compound sentences.

### Commas for Clarity

**CAS.WC.5.3a.ii**

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

**CAS.WC.6.3b.i**

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

### Lists

**CAS.WC.5.3a.i**

Use punctuation to separate items in a series.

### Prepositional Phrases

**CAS.WC.5.3b.i**

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### Pronoun–Antecedent Agreement

**CAS.WC.6.3a.iii**

Recognize and correct inappropriate shifts in pronoun number and person.

### Pronoun Case

**CAS.WC.6.3a.i**

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

## Punctuation with Conjunctions: Coordinating (FANBOYS)

### CAS.WC.5.3b.i

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### CAS.WC.6.3a.vii

Use coordinating conjunctions in compound sentences.

## Vague Pronouns

### CAS.WC.6.3a.iv

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## Verb Tense I: Simple Tenses

### CAS.WC.5.3b.iv

Recognize and correct inappropriate shifts in verb tense.

### CAS.WC.6.3a.viii

Maintain consistent verb tense within paragraph.

## Verb Tense II: Perfect and Progressive Tenses

### CAS.WC.5.3b.ii

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

### CAS.WC.5.3b.iii

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

### CAS.WC.5.3b.iv

Recognize and correct inappropriate shifts in verb tense.

### CAS.WC.6.3a.viii

Maintain consistent verb tense within paragraph.

## Standards Addressed in Writing Pathways

### Thesis Statements

#### CAS.WC.5.2a.ii

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

#### CAS.WC.6.2a.i

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

### Topic Sentences

#### CAS.WC.5.2a.ii

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

#### CAS.WC.6.3a.iv

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

#### CAS.WC.6.2a.i

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

# Standards Addressed by Peer Reviews

## **CAS.WC.5.3d**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5–6.)