

NoRedInk and Georgia Standards Map

Grades 5–6

noredink



Standards Addressed in Quick Writes

6W10

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

Standards Addressed in Guided Drafts

6W4

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

6W10

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

Persuasive

6W1

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

6W1a Introduce claim(s) and organize the reasons and evidence clearly.

6W1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

6W1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

6W1d Establish and maintain a formal style.

6W1e Provide a concluding statement or section that follows from the argument presented.

6W9

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

Narrative

6W3

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

6W3a 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.

6W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

6W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

6W3e Provide a conclusion that follows from the narrated experiences or events.

Expository/Informational

6W2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6W2a 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 when useful to aiding comprehension.

6W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6W2c Use appropriate transitions to clarify the relationships among ideas and concepts.

6W2e Establish and maintain a formal style.

6W2f Provide a concluding statement or section that follows from the information or explanation presented.

6W8

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.

6W9

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

Standards Addressed in Self Reviews

6W5

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.

6W9

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

Persuasive

6W1

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

6W1a Introduce claim(s) and organize the reasons and evidence clearly.

6W1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

6W1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

6W1d Establish and maintain a formal style.

6W1e Provide a concluding statement or section that follows from the argument presented.

Expository/Informational

6W2

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6W2a 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 when useful to aiding comprehension.

6W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6W2f Provide a concluding statement or section that follows from the information or explanation presented.

Standards Addressed in Peer Reviews

6W5

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.

Thesis Statement

6W1a

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

Introductory Paragraph

6W1a

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

Topic Sentences

6W1a

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

Body Paragraph: Claim, Evidence, and Reasoning

6W1b

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

6W1b

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

6W8

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

6L1d

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

6W1a

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

Topic Sentences

6L1d

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

6W1a

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

Standards Addressed in Grammar & Conventions Pathways

Appositive Phrases

6L2a

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

Capitalizing and Formatting Titles

5L2d

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

Choosing the Appropriate Conjunctions

5L1a

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

5L1e

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

Commas for Clarity

5L2b

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

6L2a

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

Lists

5L2a

Use punctuation to separate items in a series.

Prepositional Phrases

5L1a

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

Pronoun Case

6L1a

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

Pronoun-Antecedent Agreement

6L1c

Recognize and correct inappropriate shifts in pronoun number and person.

Punctuation with Conjunctions: Coordinating (FANBOYS)

5L1a

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

Vague Pronouns

6L1d

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

Verb Tense I: Simple Tenses

5L1d

Recognize and correct inappropriate shifts in verb tense.

Verb Tense II: Perfect and Progressive Tenses

5L1b

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

5L1c

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

5L1d

Recognize and correct inappropriate shifts in verb tense.



NoRedInk also aligns to the Language Progressive Skills of Georgia's Standards of Excellence.