



NoRedInk and Indiana State Standards Map Grades 5-6



Standards addressed in NoRedInk's Grammar & Conventions Pathways:

Appositive Phrases

6.W.6.2b Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Building Compound and Complex Sentences

6.W.3.1e Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.

Choosing the Appropriate Conjunctions

5.W.6.1e Write correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g. *either/or*, *neither/nor*).

6.W.3.1e Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.

Commas for Clarity

5.W.6.2b Use a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

6.W.6.2b Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Commas for Formatting

5.W.6.2b Use a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

6.W.6.2b Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Connecting Clauses with Colons & Semicolons

6.W.6.2b Use semicolons to connect main clauses and colons to introduce a list or quotation.

Identifying Sentences and Fragments

6.W.3.1e Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.

Prepositional Phrases

5.W.6.1d Write sentences that include prepositional phrases and explain their functions in the sentence.

Pronoun Case

6.W.6.1a Use a variety of pronouns, including subject, object, possessive, and reflexive; ensure pronoun-antecedent agreement; recognize and correct vague pronouns.

Pronoun-Antecedent Agreement

6.W.6.1a Use a variety of pronouns, including subject, object, possessive, and reflexive; ensure pronoun-antecedent agreement; recognize and correct vague pronouns.

Punctuation with Conjunctions: Coordinating (FANBOYS)

5.W.6.1e Write correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g. *either/or*, *neither/nor*).

6.W.3.1e Write simple, compound, complex, and compound-complex sentences; recognize sentence fragments and run-ons.

Restrictive and Nonrestrictive Clauses

6.W.6.2b Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Vague Pronouns

6.W.6.1a Use a variety of pronouns, including subject, object, possessive, and reflexive; ensure pronoun-antecedent agreement; recognize and correct vague pronouns.

Verb Tense II: Perfect and Progressive Tenses

5.W.6.1b Write sentences that use the perfect (e.g. *I have walked*, *I had walked*, *I will have walked*) verb tenses.

see more



NoRedInk and Indiana State Standards Map Grades 5-6



Standards addressed in NoRedInk's Writing Concepts Pathways:

Claims, Evidence, and Reasoning

- 6.W.3.1** Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect.
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Topic Sentences

- 6.W.3.1** Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect.

Embedding Evidence: Avoiding Plagiarism & Using Citations

- 6.W.5** Quote or paraphrase the information and conclusions of others. Avoid plagiarism and provide basic bibliographic information for sources.

Transition Words and Phrases

- 6.W.3.1** Use appropriate transitions that enhance the progression of the text and clarify relationships among claim(s) and reasons.

Thesis Statements

- 6.W.3.1** Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect.

Standards addressed in NoRedInk's Writing Cycle:

Writing Cycle

- 6.W.4** Apply the writing process to plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.