

NoRedInk and Indiana Standards Map

Grades 5–6

noredink



Standards Addressed in Quick Writes

5–6.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

6.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

6.W.4

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.

Persuasive

6.W.3.1

Write arguments in a variety of forms that –

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Use an organizational structure to group related ideas that support the argument.

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

Establish and maintain a consistent style and tone appropriate to purpose and audience.

Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.

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

Expository/Informational

6.W.3.2

Write informative compositions in a variety of forms that –

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

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

Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to purpose and audience.

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

Narrative

6.W.3.3

Write narrative compositions in a variety of forms that –

Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).

Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

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

Compare and Contrast (Text Analysis)

6.RL.4.2

Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6.RL.2.1 6.RN.2.1

Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.

Standards Addressed in Peer Reviews

6.W.4

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.

Body Paragraph: Claim, Evidence, and Reasoning

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

6.W.3.1

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

6.W.3.1

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

6.W.3.1

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

Introductory Paragraph

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Thesis Statement

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Topic Sentences

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Standards Addressed in Self Reviews

6.W.4

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.

Persuasive

6.W.3.1

Write arguments in a variety of forms that –

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Use an organizational structure to group related ideas that support the argument.

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

Establish and maintain a consistent style and tone appropriate to purpose and audience.

Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.

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

Expository/Informational

6.W.3.2

Write informative compositions in a variety of forms that –

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

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

Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to purpose and audience.

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

Standards Addressed in Writing Pathways

Thesis Statements

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Topic Sentences

6.W.3.1

Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

Standards Addressed in Grammar & Conventions Pathways

Appositive Phrases

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 (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Building Compound and Complex Sentences

6.W.6.1e

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.6.1e

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.

Connecting Clauses with Colons and 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.6.1e

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 (i.e., ones with unclear or ambiguous antecedents).

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 (i.e., ones with unclear or ambiguous antecedents).

Punctuation with Conjunctions: Coordinating (FANBOYS)

6.W.6.1e

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 (i.e., ones with unclear or ambiguous antecedents).

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.

Based on the Indiana Academic Standards (2020). Last updated July 29, 2020.