

NoRedInk and Massachusetts 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 (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 (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 in paragraphs and sections.

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 style appropriate to audience and purpose (e.g., formal for academic writing).

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

W.6.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

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 appropriate narrative sequence.

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, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

W.6.3.e Provide a conclusion that follows from 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 in paragraphs and sections, 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 aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, 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 style appropriate to audience and purpose (e.g., formal for academic writing).

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.8

When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.6.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

Standards Addressed in Self Reviews

W.6.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

Standards Addressed in Peer Reviews

W.6.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Thesis Statement

W.6.1.a

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

Introductory Paragraph

W.6.1.a

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

Topic Sentences

W.6.1.a

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

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

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Standards Addressed in Writing Pathways

Thesis Statements

W.6.1.a

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

Topic Sentences

W.6.1.a

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

Standards Addressed in Grammar & Conventions Pathways

Appositive Phrases

L.6.2.a

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

Choosing the Appropriate Conjunctions

L.6.1.a

Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

Building Compound and Complex Sentences

L.6.1.a

Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

Commas for Clarity

L.5.2.c

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

L.6.2.a

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

Capitalizing and Formatting Titles

L.5.2.e

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

Lists

L.5.2.b

Use punctuation to separate items in a series.

Misplaced and Dangling Modifiers

L.6.1.c

Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Phrases and Dependent Clauses

L.6.1.a

Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

Punctuation with Conjunctions: Subordinating (SWABIs)

L.6.1.a

Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

Restrictive and Nonrestrictive Clauses

L.6.2.a

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

Verb Tense II: Perfect and Progressive Tenses

L.5.1.a

Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

L.5.1.d

Form and use perfect verb tenses.



NoRedInk also aligns to the Key Cumulative Language Standards of the Massachusetts Curriculum Framework for English Language Arts and Literacy.

Based on the Massachusetts Curriculum Framework (2017). Last updated January 1, 2020.