

NoRedInk and Montana 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.

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 formal style.

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 analysis, reflection, and research.

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 event sequence that unfolds naturally and logically.

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, and sensory language to convey experiences and 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, 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.

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 formal style.

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

W.6.8

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.

W.6.9

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

Standards Addressed in Self Reviews

W.6.5

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.

W.6.9

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

Persuasive

W.6.1

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W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

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 formal style.

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

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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

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

W.6.1.A

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

Introductory Paragraph

W.6.1.A

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

Topic Sentences

W.6.1.A

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

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

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

W.6.1.A

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

Topic Sentences

W.6.1.A

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

Standards Addressed in Grammar & Conventions Pathways

Appositive Phrases

L.6.2.A

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

Capitalizing and Formatting Titles

L.5.2.D

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

Choosing the Appropriate Conjunctions

L.5.1.A

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

L.5.1.E

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

Commas for Clarity

L.5.2.B

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.

Lists

L.5.2.A

Use punctuation to separate items in a series.

Prepositional Phrases

L.5.1.A

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

Pronoun Case

L.6.1.A

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

Pronoun-Antecedent Agreement

L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.

Punctuation with Conjunctions: Coordinating (FANBOYS)

L.5.1.A

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

Vague Pronouns

L.6.1.D

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

Verb Tense I: Simple Tenses

L.5.1.D

Recognize and correct inappropriate shifts in verb tense.

Verb Tense II: Perfect and Progressive Tenses

L.5.1.B

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

L.5.1.C

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

L.5.1.D

Recognize and correct inappropriate shifts in verb tense.



NoRedInk also aligns to the Language Progressive Skills of the Montana Common Core Standards.

Updated on January 1, 2020