

# NoRedInk and Tennessee State Standards Map

Grades 5–6

noredink



## Standards Addressed in NoRedInk's Grammar & Conventions Pathways

### Appositive Phrases

#### 6.L.CSE.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

### Capitalizing and Formatting Titles

#### 5.FL.SC.6.I

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

### Choosing the Appropriate Conjunctions

#### 5.FL.SC.6.A

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

#### 5.FL.SC.6.E

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

### Commas for Clarity

#### 5.FL.SC.6.G

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

#### 6.L.CSE.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

### Lists

#### 5.FL.SC.6.F

Use punctuation to separate items in a series.

### Prepositional Phrases

#### 5.FL.SC.6.A

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

### Pronoun Case

#### 6.L.CSE.1.B

When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

### Pronoun-Antecedent Agreement

#### 6.L.CSE.1.B

When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

### Punctuation with Conjunctions: Coordinating (FANBOYS)

#### 5.FL.SC.6.A

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

## Vague Pronouns

### 6.L.CSE.1.B

When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

## Verb Tense I: Simple Tenses

### 5.FL.SC.6.D

Recognize and correct inappropriate shifts in verb tense.

## Verb Tense II: Perfect and Progressive Tenses

### 5.FL.SC.6.B

Form and use the perfect (e.g., I was walking; I am walking; I will be walking) verb tenses.

### 5.FL.SC.6.C

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

### 5.FL.SC.6.D

Recognize and correct inappropriate shifts in verb tense.

## Standards Addressed in Writing Pathways

### Thesis Statements

#### 5-6.W.TTP.1.A

Introduce claim(s).

#### 5-6.W.TTP.1.C

Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.

#### 6.L.CSE.1.B

When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

### Topic Sentences

#### 5-6.W.TTP.1.A

Introduce claim(s).

#### 5-6.W.TTP.1.C

Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.

#### 6.L.CSE.1.B

When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.

## Standards Addressed by Peer Reviews

### 5-6.W.PDW.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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)