

NoRedInk and Arkansas Standards Map

Grades 11–12

noredink



Standards Addressed in Quick Writes

W.11–12.10

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 tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

W.11–12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11–12.10

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 tasks, purposes, and audiences.

Persuasive

W.11–12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

D. Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.

E. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

W.11–12.9

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

Argumentative

W.11–12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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E. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

W.11–12.8

Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Follow a standard format for citation.

W.11–12.9

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

Literary Analysis

RL.11–12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11–12.9

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

Expository/Informational

W.11–12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.

B. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

E. Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.

F. Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11–12.9

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

Narrative

W.11–12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11–12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events

W.11–12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11–12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11–12.3.D Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11–12.3.E Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.

Standards Addressed in Self Reviews

W.11–12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11–12.9

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

Persuasive

W.11–12.1

Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

D. Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.

E. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

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E. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

W.11–12.8

Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Follow a standard format for citation.

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Expository/Informational

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Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.

B. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic.

F. Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Standards Addressed in Peer Reviews

W.11–12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Thesis Statement

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Introductory Paragraph

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Topic Sentences

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Body Paragraph: Claim, Evidence, and Reasoning

W.11–12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

W.11–12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11–12.9

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

Body Paragraph: Embedding Evidence

W.11–12.8

Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Follow a standard format for citation.

Body Paragraphs: Embedding Evidence

W.11–12.8

Gather relevant information from multiple print and digital sources, using advanced searches effectively.

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Follow a standard format for citation.

Body Paragraphs: Transition Words and Phrases

W.11–12.1.C

Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

Conclusion Paragraphs

W.11–12.1.E

Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

Counterargument Paragraphs

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11–12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11–12.1.C

Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

Embedding Evidence: Avoiding Plagiarism & Using Citations

W.11–12.8

Gather relevant information from multiple print and digital sources, using advanced searches effectively.

- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Follow a standard format for citation.

Embedding Evidence: Providing Strong Context for Evidence

W.11–12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Formal and Informal Language

L.11–12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W.11–12.1.D

Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.

W.11–12.1.E

Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.

W.11–12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Introductory Paragraphs

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Thesis Statements

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Topic Sentences

W.11–12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Standards Addressed in Grammar & Conventions Pathways

L.11–12.1

Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grades 11–12 when writing or speaking.

L.11–12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11–12 when writing.

Building Compound and Complex Sentences

L.11–12.1.H

Produce a variety of compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Identifying Sentences and Fragments

L.11–12.1.H

Produce a variety of compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Choosing the Appropriate Conjunctions

L.11–12.1.H

Produce a variety of compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Lists

L.11–12.2.C

Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.

Commas for Clarity

L.11–12.2.C

Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.

Misplaced and Dangling Modifiers

L.11–12.1.F

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

Hyphens

L.11–12.2.B

Observe hyphenation conventions.

Pronoun-Antecedent Agreement

L.11–12.1.D

Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

L.11–12.1.H

Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

Punctuation with Conjunctions: Coordinating (FANBOYS)

L.11–12.1.H

Produce a variety of compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Punctuation with Conjunctions: Subordinating (SWABIs)

L.11–12.1.H

Produce a variety of compound-complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.

Subject-Verb Agreement I and II

L.11–12.1.D

Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.

Verb Tense I: Simple Tenses

L.11–12.1.C

Form and use correctly the full range of verb tenses and moods.

Verb Tense II: Perfect and Progressive Tenses

L.11–12.1.C

Form and use correctly the full range of verb tenses and moods.



NoRedInk also aligns to Language Standards to be reinforced from previous grades.