

# NoRedInk and Arkansas Standards Map

Grades 9–10

noredink



## Standards Addressed in Quick Writes

### W.9–10.10

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.9–10.4

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

### W.9–10.10

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.9–10.1

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

**A.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

**C.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.

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

**E.** Provide an appropriate concluding statement or section that supports the argument presented.

### W.9–10.9

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

## Argumentative

### W.9–10.1

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

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

**E.** Provide an appropriate concluding statement or section that supports the argument presented.

### W.9–10.8

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

- Assess the usefulness of each source in answering the research question.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- Follow a standard format for citation.

### W.9–10.9

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

## Literary Analysis

### RL.9–10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

### W.9–10.9

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

## Expository/Informational

### W.9–10.2

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 to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia .

**B.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.

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

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

**F.** Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### W.9–10.9

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

## Narrative

### W.9–10.3

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

**W.9–10.3.A** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.9–10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.9–10.3.C** Use a variety of techniques to sequence events so that they build on one another, creating coherence.

**W.9–10.3.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.9–10.3.E** Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.

# Standards Addressed in Self Reviews

## W.9–10.5

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

## W.9–10.9

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

## Persuasive

### W.9–10.1

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**A.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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

**C.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.

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

**E.** Provide an appropriate concluding statement or section that supports the argument presented.

## Argumentative

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### W.9–10.8

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

- Assess the usefulness of each source in answering the research question.

- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

- Follow a standard format for citation.

## Literary Analysis

### RL.9–10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

## Expository/Informational

### W.9–10.2

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 to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia .

**B.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.

**F.** Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Standards Addressed in Peer Reviews

### W.9–10.5

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

## Thesis Statement

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Topic Sentences

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Introductory Paragraph

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Body Paragraph: Claim, Evidence, and Reasoning

### W.9–10.1.B

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

## Body Paragraph: Embedding Evidence

### L.9–10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### W.9–10.1.B

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

### W.9–10.8

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

- Assess the usefulness of each source in answering the research question.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- Follow a standard format for citation.

## Standards Addressed in Writing Pathways

### Body Paragraphs: Claims, Evidence, and Reasoning

#### W.9–10.1.B

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

#### W.9–10.9

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

### Body Paragraphs: Embedding Evidence

#### W.9–10.8

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

- Assess the usefulness of each source in answering the research question.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- Follow a standard format for citation.

## Body Paragraphs: Transition Words and Phrases

### W.9–10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.

## Conclusion Paragraphs

### W.9–10.1.E

Provide an appropriate concluding statement or section that supports the argument presented.

## Counterargument Paragraphs

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

### W.9–10.1.B

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

### W.9–10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.

## Embedding Evidence: Avoiding Plagiarism & Using Citations

### W.9–10.8

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

- Assess the usefulness of each source in answering the research question.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- Follow a standard format for citation.

## Embedding Evidence: Mechanics of Quotations

### L.9–10.3.A

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

## Embedding Evidence: Providing Strong Context for Evidence

### W.9–10.1.B

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

## Formal and Informal Language

### L.9–10.3

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.9–10.1–2.D–E

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

### W.9–10.4

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

## Introductory Paragraphs

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Thesis Statements

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Topic Sentences

### W.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## Standards Addressed in Grammar & Conventions Pathways

### L.9–10.1

Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grades 9–10 when writing or speaking.

### L.9–10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9–10 when writing.

## Building Compound and Complex Sentences

### L.9–10.2.A

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

### L.9–10.1.H

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

## Choosing the Appropriate Conjunctions

### L.9–10.1.H

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

## Connecting Clauses with Colons and Semicolons

### L.9–10.2.A

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

## Identifying Sentences and Fragments

### L.9–10.1.H

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

## Misplaced and Dangling Modifiers

### L.9–10.1.F

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

## MLA Citation I

### L.9–10.3.A

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

## Parallel Structure

### L.9–10.1.A

Use parallel structure.

## Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

### L.9–10.1.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.9–10.1.H

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

## Punctuation with Conjunctions: Subordinating (SWABIs)

### L.9–10.1.H

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



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