

NoRedInk and Arkansas Standards Map

Grades 9–12

noredink



Standards Addressed in Grammar & Conventions Pathways

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.9–12.1.H

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

Choosing the Appropriate Conjunctions

L.9–12.1.H

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

Commas for Clarity

L.11–12.2.C

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

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.

Hyphens

L.11–12.2.B

Observe hyphenation conventions.

Identifying Sentences and Fragments

L.9–12.1.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.

Misplaced and Dangling Modifiers

L.9–12.1.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.

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.9–12.1.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.9–12.1.H

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

Punctuation with Conjunctions: Subordinating (SWABIs)

L.9–12.1.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.

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.9–12.9

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

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.

Body Paragraphs: Embedding Evidence

W.9–10.8

Gather relevant information from multiple 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.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.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.

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.9–10.1.E

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

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).

Embedding Evidence: Avoiding Plagiarism & Using Citations

W.9–10.8

Gather relevant information from multiple 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.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: 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.

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.

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.

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.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.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 Writing Assignments

Peer Reviews

W.9–12.5

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.

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.

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.



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