

NoRedInk and Colorado Standards Map

Grades 9–10

noredink



COLORADO
Department of Education

Standards Addressed in Quick Writes

H1.3.4.g

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

H1.3.4.d

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

Argumentative

H1.3.1.a

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

H1.3.1.a.i 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.

H1.3.1.a.ii Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

H1.3.1.a.iii Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

H1.3.1.a.v Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

H1.3.1.a.vi Provide a concluding statement or section that follows from and supports the argument presented.

H1.4.1.b

Gather relevant information from multiple authoritative 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 and following a standard format for citation.

H1.4.1.c

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

Persuasive

H1.3.1.a

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

H1.3.1.a.i 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.

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H1.3.1.a.vi Provide a concluding statement or section that follows from and supports the argument presented.

H1.4.1.c

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

Expository/Informational

H1.3.2.a

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.

H1.3.2.a.i Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension.

H1.3.2.a.ii Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

H1.3.2.a.iii Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

H1.3.2.a.v Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

H1.3.2.a.vi Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

H1.4.1.c

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

Narrative

H1.3.3.a

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

H1.3.3.a.i Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

H1.3.3.a.ii Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

H1.3.3.a.iii Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

H1.3.3.a.iv Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

H1.3.3.a.v Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Literary Analysis

H1.2.1.a.i

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

H1.4.1.c

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

Poetry Analysis

H1.2.1.a.i

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

H1.4.1.c

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

Rhetorical Analysis

H1.2.2.a.i

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

H1.2.2.a.ii

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

H1.2.2.a.iii

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

H1.2.2.b.i

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

H1.2.2.b.ii

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

H1.2.2.b.iii

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

H1.4.a.c

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

Compare and Contrast (Text Analysis)

H1.2.1–2.a.i

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

H1.4.a.c

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

Standards Addressed in Peer Reviews

H1.3.4.e

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

H1.3.1.a.i

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

H1.3.1.a.i

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

H1.3.1.a.i

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

H1.3.1.a.ii

Develop claim(s) and counterclaims fairly, supplying evidence 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

H1.3.4.c.i

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.

H1.3.1.a.ii

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

H1.4.1.b

Gather relevant information from multiple authoritative 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 and following a standard format for citation.

Standards Addressed in Self Reviews

H1.3.4.e

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.

H1.4.1.c

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

Argumentative

H1.3.1.a

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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H1.3.1.a.iii Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

H1.3.1.a.vi Provide a concluding statement or section that follows from and supports the argument presented.

H1.4.1.b

Gather relevant information from multiple authoritative 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 and following a standard format for citation.

Persuasive

H1.3.1.a

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H1.3.1.a.v Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

H1.3.1.a.vi Provide a concluding statement or section that follows from and supports the argument presented.

Expository/Informational

H1.3.2.a

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.

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H1.3.2.a.ii Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

H1.3.2.a.v Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

H1.3.2.a.iii Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Literary Analysis

H1.2.1.a.i

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

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

H1.4.1.c

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

H1.3.1.a.ii

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.

Body Paragraphs: Embedding Evidence

H1.4.1.b

Gather relevant information from multiple authoritative 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 and following a standard format for citation.

Body Paragraphs: Transition Words and Phrases

H1.3.1.a.iii

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Conclusion Paragraphs

H1.3.1.a.vi

Provide a concluding statement or section that follows from and supports the argument presented.

Counterargument Paragraphs

H1.3.1.a.i

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.

H1.3.1.a.ii

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

H1.3.1.a.iii

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

Embedding Evidence: Avoiding Plagiarism & Using Citations

H1.4.1.b

Gather relevant information from multiple authoritative 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 and following a standard format for citation.

Embedding Evidence: Mechanics of Quotations

H1.3.4.c.i

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.

Embedding Evidence: Providing Strong Context for Evidence

H1.3.1.a.ii

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

H1.3.1.a.i

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

H1.3.1.a.i

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

H1.3.1.a.i

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

H1.3.4.a

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

H1.3.4.b

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Building Compound and Complex Sentences

H1.3.4.b.i

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Lists

H1.3.4.b.ii

Use a colon to introduce a list or quotation.

MLA Citation I

H1.3.4.c.i

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

H1.3.4.a.i

Use parallel structure.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

H1.3.4.b.i

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.