

# NoRedInk and Idaho 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 (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### Connecting Clauses with Colons and Semicolons

#### L.9–10.2.a

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

### Hyphens

#### L.11–12.2.a

Use hyphenation conventions.

### Lists

#### L.9–10.2.b

Use a colon to introduce a list or quotation.

### 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.9–10.2.a

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

## Standards Addressed in Writing Pathways

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

#### W.9–10.1.b

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.

#### 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.

### **W.9–12.9**

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

## **Body Paragraphs: Embedding Evidence**

### **W.9–12.8**

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**

### **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, between reasons and evidence, and between claim(s) and counterclaims.

### **W.11–12.1.c**

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**

### **W.9–12.1.f**

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

## **Embedding Evidence: Avoiding Plagiarism & Using Citations**

### **W.9–12.8**

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**

### **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.

## **Embedding Evidence: Providing Strong Context for Evidence**

### **W.9–10.1.b**

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.

### **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, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–12.)

## 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 the Language Progressive Skills of the Idaho Content Standards.