

NoRedInk and Indiana Standards Map

Grades 11–12

noredink



Standards Addressed in Quick Writes

11–12.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Standards Addressed in Guided Drafts

11–12.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Argumentative

11–12.W.3.1

Write arguments in a variety of forms that –

Introduce 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.

Use rhetorical strategies to enhance the effectiveness of the claim.

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 and concerns, values and possible biases.

Use effective transitions and 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.

Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

Persuasive

11–12.W.3.1

Write arguments in a variety of forms that –

Introduce 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.

Use rhetorical strategies to enhance the effectiveness of the claim.

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 and concerns, values and possible biases.

Use effective transitions and 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.

Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

Expository/Informational

11–12.W.3.2

Write informative compositions on a variety of topics that

–

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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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.

Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to the purpose and audience.

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).

Narrative

11–12.W.3.3

Write narrative compositions in a variety of forms that –

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

Create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines, to develop experiences, events, and/or characters.

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

Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Literary Analysis

11–12.RL.2.1

Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.

Rhetorical Analysis

11–12.RN.3.3

Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.

Compare and Contrast (Text Analysis)

11–12.RL.2.2

Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

Standards Addressed in Peer Reviews

11–12.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Thesis Statement

11–12.W.3.1

Introduce precise 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

11–12.W.3.1

Introduce precise 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

11–12.W.3.1

Introduce precise 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

11–12.W.3.1

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 Paragraph: Embedding Evidence

11–12.W.3.1

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.

Standards Addressed in Self Reviews

11–12.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Argumentative

11–12.W.3.1

Write arguments in a variety of forms that –

Introduce 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.

Use rhetorical strategies to enhance the effectiveness of the claim.

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 and concerns, values and possible biases.

Use effective transitions and 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.

Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

Persuasive

11–12.W.3.1

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Expository/Informational

11–12.W.3.2

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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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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.

Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to the purpose and audience.

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).

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

11–12.W.3.1

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: Transition Words and Phrases

11–12.W.3.1

Use effective and varied transitions 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

11–12.W.3.1

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

Counterargument Paragraphs

11–12.W.3.1

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.

Embedding Evidence: Providing Strong Context for Evidence

11–12.W.3.1

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

11–12.W.3.1

Introduce precise 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

11–12.W.3.1

Introduce precise 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

11–12.W.3.1

Introduce precise 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

Choosing the Appropriate Conjunctions

11–12.W.3.2

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.

MLA Citation I

11–12.W.5

Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.