

NoRedInk and Indiana Standards Map

Grades 9–10

noredink



Standards Addressed in Quick Writes

9–10.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

9–10.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.

Argumentative

9–10.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, 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.

Use effective transitions 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

9–10.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.

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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

9–10.W.3.2

Write informative compositions on a variety of topics that –

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.

Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

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

Narrative

9–10.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, 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, (e.g., dialogue, pacing, description, reflection, and multiple plotlines), to develop experiences, events, and/or characters.

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

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

9–10.RL.2.1

Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.

Rhetorical Analysis

9–10.RN.3.3

Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

Standards Addressed in Peer Reviews

9–10.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.

Body Paragraph: Claim, Evidence, and Reasoning

9–10.W.3.1

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

9–10.W.3.1

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Introductory Paragraph

9–10.W.3.1

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.

Thesis Statement

9–10.W.3.1 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.

Topic Sentences

9–10.W.3.1

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.

Standards Addressed in Self Reviews

9–10.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

9–10.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, 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.

Use effective transitions 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

9–10.W.3.1

Write arguments in a variety of forms that –

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Expository/Informational

9–10.W.3.2

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Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

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

Literary Analysis

9–10.RL.2.1

Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

9–10.W.3.1

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 Paragraphs: Transition Words and Phrases

9–10.W.3.1

Use effective transitions 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

9–10.W.3.1

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

Counterargument Paragraphs

9–10.W.3.1

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.

Embedding Evidence: Providing Strong Context for Evidence

9–10.W.3.1

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.

Topic Sentences

9–10.W.3.1

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.

Standards Addressed in Grammar & Conventions Pathways

Choosing the Appropriate Conjunctions

9–10.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.

Connecting Clauses with Colons and Semicolons

9–10.W.6.2b

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

Parallel Structure

9–10.W.6.1e

Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

9–10.W.6.2b

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

MLA Citation I

9–10.W.5

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

Based on the Indiana Academic Standards (2020). Last updated July 29, 2020.