



NoRedInk and Indiana State Standards Map

Grades 9-12



Standards addressed in NoRedInk's Grammar & Conventions Pathways:

Choosing the Appropriate Conjunctions

9-12.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.

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.

Connecting Clauses with Colons & Semicolons

9-10.W.6.2b Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

Punctuation with Conjunctions: Conjunctive Adverb (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

9-12.W.5 Avoid plagiarism and overreliance on any one source and follow a standard format (e.g. MLA, APA) for citation.

Standards addressed in NoRedInk's Writing Concepts Pathways:

Claims, Evidence, and Reasoning

9-12.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.

9-10.W.3.1 Develop claim(s) and counterclaims fairly and thoroughly, 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.

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.

9-10.W.3.2 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.

11-12.W.3.2 Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

Embedding Evidence

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.

11-12.W.3.1 Use effective 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.

9-10.W.5 Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in terms of answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g. MLA, APA) for citation.

11-12.W.5 Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. Assess the strengths and limitations of each source in terms of the task, purpose and audience. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g. MLA, APA) for citation.

Conclusion Paragraphs

9-12.W.3.1 Provide a concluding statement or section that follows from and supports the argument presented.





NoRedInk and Indiana State Standards Map

Grades 9-12



Standards addressed in NoRedInk's Writing Concepts Pathways, continued:

Introductory Paragraphs

- 9-10.W.3.1** 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.
- 11-12.W.3.1** 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

- 9-10.W.3.1** 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.
- 11-12.W.3.1** 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.
- 9-10.W.3.2** 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.
- 11-12.W.3.2** Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

Topic Sentences

- 9-10.W.3.1** 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.
- 11-12.W.3.1** 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.
- 9-12.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.
- 9-10.W.3.2** 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.
- 11-12.W.3.2** Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

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.
- 11-12.W.3.1** Use effective 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.
- 9-12.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.

Standards addressed in NoRedInk's Writing Cycle:

Writing Cycle

- 9-12.W.4** Apply the writing process to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.