

NoRedInk and Kentucky Standards Map

Grades 9–12

noredink



Standards Addressed in Grammar & Conventions Pathways

Building Compound and Complex Sentences

L.9–10.2.a

Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.

Connecting Clauses with Colons and Semicolons

L.9–10.2.a

Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.

Lists

L.9–10.2.b

Demonstrate appropriate use of 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 appropriate for the discipline and writing type.

Parallel Structure

L.9–10.1.a

Demonstrate appropriate use of parallel structure.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

L.9–10.2.a

Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

C.9–12.1.c

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

C.9–12.6

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

C.9–10.1.d

Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.

C.11–12.1.d

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 opposing claims.

Conclusion Paragraphs

C.9–12.1.f

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

Counterargument Paragraphs

C.9–10.1.b

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.

C.9–10.1.c

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.

C.11–12.1.b

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.

C.11–12.1.c

Develop claim(s) and opposing claims 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: Avoiding Plagiarism & Using Citations

C.9–12.6

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 appropriate for the discipline and writing type.

Embedding Evidence: Providing Strong Context for Evidence

C.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.

C.11–12.1.c

Develop claim(s) and opposing claims 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

C.9–10.1.b

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.

C.11–12.1.b

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.

Topic Sentences

C.9–10.1.b

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.

C.11–12.1.b

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

C.9–10.1.b

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.

C.11–12.1.b

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

C.9–12.1.g

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.

C.9–12.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.