

# NoRedInk and Michigan Standards Map

Grades 9–10

## Standards Addressed in Quick Writes

### W.9–10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Standards Addressed in Guided Drafts

### W.9–10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### W.9–10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Persuasive

### W.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**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.** 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.

**D.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

### W.9–10.9

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

## Argumentative

### W.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**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.** 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.

**D.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

### W.9–10.8

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.

### W.9–10.9

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

## Literary Analysis

### RL.9–10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### W.9–10.9

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

## Expository/Informational

### W.9–10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**A.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**B.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

**E.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**F.** 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).

### W.9–10.9

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

## Narrative

### W.9–10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9–10.3.A** 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.

**W.9–10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.9–10.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**W.9–10.3.D** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.9–10.3.E** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

# Standards Addressed in Self Reviews

## W.9–10.5

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.

## W.9–10.9

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

## Persuasive

### W.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**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.** 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.

**D.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

## Argumentative

### W.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**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.

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

### W.9–10.8

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.

## Literary Analysis

### RL.9–10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Expository/Informational

### W.9–10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**A.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**B.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**F.** 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 Peer Reviews

### W.9–10.5

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.

## Thesis Statement

### 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.

## Introductory Paragraph

### 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.

## 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.

## Body Paragraph: Claim, 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.

## Body Paragraph: Embedding Evidence

### 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.

### 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.9–10.8

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.

## 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.9–10.9

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

### Body Paragraphs: Embedding Evidence

#### W.9–10.8

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.

### Conclusion Paragraphs

#### W.9–10.1.E

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

## Counterargument 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.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.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.

## Embedding Evidence: Avoiding Plagiarism & Using Citations

### W.9–10.8

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.

## 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.

## Formal and Informal Language

### L.9–10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### W.9–10.1–2.D–E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### W.9–10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 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.

## 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.

## 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.

## Standards Addressed in Grammar & Conventions Pathways

### L.9–10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.9–10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 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.

## 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.



NoRedInk also aligns to the Language Progressive Skills of the Michigan Academic Standards.