

NoRedInk and New York State Standards Map

Grades 9–12

noredink



Standards Addressed in Grammar & Conventions Pathways

Building Compound and Complex Sentences

9-12L2

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

Choosing the Appropriate Conjunction

9-12L2

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

Commas for Clarity

9-12L2

Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

Connecting Clauses with Colons and Semicolons

9-12L2

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

Embedding Quotations

9-12L2

Use a colon to introduce a list or quotation.

Hyphens

9-12L2

Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

Identifying Sentences and Fragments

9-12L2

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

Lists

9-12L2

Use a colon to introduce a list or quotation.

MLA Citation I

9-10L3

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

Parallel Structure

9-12L2

Use parallel structure.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

9-12L2

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

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

9-12W5

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 or 11/12 Reading standards to both literary and informational text, where applicable.

9-12W1B

Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.

Body Paragraphs: Embedding Evidence

9-12W7

Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

Body Paragraphs: Transition Words and Phrases

9-12W1C

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 counterclaims.

Conclusion Paragraphs

9-12W1E

Provide a concluding statement or section that explains the significance of the argument presented.

Embedding Evidence: Avoiding Plagiarism & Using Citations

9-12W7

Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

Embedding Evidence: Providing Strong Context for Evidence

9-12W1B

Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.

9-12W1C

Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

Embedding Evidence: Mechanics of Quotations

9-10L3

Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

Introductory Paragraphs

9-12W1A

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

Thesis Statements

9-12W1A

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

Topic Sentences

9-12W1A

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

Standards Addressed by Peer Reviews

W.9-12.5

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–12.)