

NoRedInk and North Carolina State Standards Map

Grades 9–12

noRedink



Standards Addressed in Grammar & Conventions Pathways

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.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

W.9-12.1.C

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: Transition Words and Phrases

W.9-12.1.C

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.

Body Paragraphs: Embedding Evidence

W.9-12.6

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.

Conclusion Paragraphs

W.9-12.1.F

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

Embedding Evidence: Avoiding Plagiarism & Using Citations

W.9-12.6

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: Mechanics of Quotations

L9-10.3.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

W.9-12.1.C

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.

Introductory Paragraphs

W.9-12.1.A

Organize information and ideas around a topic to plan and prepare to write.

W.9-12.1.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 by Peer Reviews

W.9-12.1.G

Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Thesis Statements

W.9-12.1.A

Organize information and ideas around a topic to plan and prepare to write.

W.9-12.1.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

W.9-12.1.A

Organize information and ideas around a topic to plan and prepare to write.

W.9-12.1.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.



NoRedInk also aligns to Language Standards from previous grades in North Carolina's continuums for grammar and conventions.