

# NoRedInk and North Dakota State Standards Map

## Grades 9–12



## Standards Addressed in Grammar & Conventions Pathways

### Active and Passive Voice

#### 9-10L1C

Recognize and correct inappropriate shifts in verb voice and mood.

### Appositive Phrases

#### 9-10L2D

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Building Compound and Complex Sentences

#### 9-10L1J

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

#### 9-10L2e

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### Commas for Clarity

#### 9-10L2D

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

#### 9-10L2A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

### Connecting Clauses with Colons and Semicolons

#### 9-10L2E

Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.

### Hyphens

#### 9-10L2B & 11-12L2C

Observe hyphenation conventions.

### Identifying Sentences and Fragments

#### 9-10L2E

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### Lists

#### 9-10L2F

Use a colon to introduce a list or quotation.

### Misplaced and Dangling Modifiers

#### 9-10L1D

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### Parallel Structure

#### 9-10L1A & 11-12L1B

Use parallel structure.

## Punctuation with Conjunctions: Subordinating (SWABIs)

### 9-10L1J

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

## Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

### 9-10L2E

Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.

## Restrictive and Nonrestrictive Clauses

### 9-10L2A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

## Standards Addressed in Writing Pathways

### Body Paragraphs: Claims, Evidence, and Reasoning

#### 9-12W1B

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.

#### 9-12W9

Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-12 reading standards.

### Body Paragraphs: Embedding Evidence

#### 9-12W8

Gather relevant information from multiple print and digital sources.

- Use search terms effectively.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism.
- Follow a standard format for citation.
- Follow a standard format for citation that is appropriate for the discipline and writing type.

### 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

#### 9-12W1C

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

## Embedding Evidence: Avoiding Plagiarism & Using Citations

### 9-12W8

Gather relevant information from multiple print and digital sources.

- a. Use search terms effectively.
- b. Assess the credibility and accuracy of each source.
- c. Quote or paraphrase the information and conclusions of others.
- d. Avoid plagiarism.
- e. Follow a standard format for citation.
- f. Follow a standard format for citation that is appropriate for the discipline and writing type.

## Embedding Evidence: Mechanics of Quotations

### 9-10W4

Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade specific expectations for writing types are defined in standards 1–3.)

## Embedding Evidence: Providing Strong Context for Evidence

### 9-12W1B

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.

## Standards Addressed by Peer Reviews

### 9-12W5

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.)

## Introductory Paragraphs

### 9-12W1A

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

### 9-12W1A

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

### 9-12W1A

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.