

NoRedInk and Oklahoma State Standards Map

Grades 9–12

noredink



Standards Addressed in Grammar & Conventions Pathways

Appositive Phrases

9.5.W.4

Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Building Compound and Complex Sentences

11-12.5.W.2

Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

Commas for Clarity

9.5.W.1

Students will write using correct mechanics with a focus on punctuation marks as needed.

9.5.W.4

Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Connecting Clauses with Colons and Semicolons

11-12.5.W.2

Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

Hyphens

10.5.W.1

Students will write using correct mechanics.

Identifying Sentences and Fragments

11-12.5.W.2

Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

Lists

9-10.5.W.1

Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

MLA Citation I

10.6.W.3

Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

Parallel Structure

9.5.W.3

Students will use parallel structure.

10.5.R

Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

Punctuation with Conjunctions: Conjunctive Adv. (THAMOs)

9.5.W.1

Students will write using correct mechanics with a focus on punctuation marks as needed.

11-12.5.W.2

Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

9-12.3.W.4

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

9-12.6.R.1

Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

Restrictive and Nonrestrictive Clauses

9.5.W.4

Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Body Paragraphs: Embedding Evidence

9-12.6.W.3

Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

Body Paragraphs: Transition Words and Phrases

10-12.3.W.5

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

9-12.3.W.5

Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.

Embedding Evidence: Avoiding Plagiarism & Using Citations

9-12.6.W.3

Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

Embedding Evidence: Mechanics of Quotations

9-12.6.W.3

Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

Embedding Evidence: Providing Strong Context for Evidence

9-10.3.W.4

Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

11-12.3.W.4

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Introductory Paragraphs

9-10.3.W.4

Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

11-12.3.W.4

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Thesis Statements

9-10.3.W.4

Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

11-12.3.W.4

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Topic Sentences

9-10.3.W.4

Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

11-12.3.W.4

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Standards Addressed by Peer Reviews

9-12.2.W.1

Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.