



# NoRedInk and Common Core Standards Map



## Thesis Statements ★

- W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- L.6.1.D** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.7.3.A** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- L.8.3.A** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects

## Topic Sentences ★

- W.4.2.A** Introduce a topic and group related information in paragraphs or sections.

## Claims, Evidence, Reasoning ★

- W.8.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- W.6.1.A** Introduce claim(s) and organize reasons and evidence clearly, arrange the sentences in a fairly complex paragraph for the sake of logic and coherence
- 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.

## Embedding Evidence ★

- W.8.1.C** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

## Transitions ★

- W.8.2.C** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.9-10.1.C** Use words, phrases, and clauses to link the major sections of the text...
- L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

## Capitalization

- L.1.2.A** Capitalize dates and names of people.
- L.2.2.A** Capitalize holidays, product names, and geographic names.
- L.3.2.A** Capitalize appropriate words in titles.
- L.4.2.A** Use correct capitalization.
- L.5-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Commonly Confused Words

- L.4.1.G** Correctly use frequently confused words (e.g., to, too, two; there, their).

## Commas

- L.1.2.C** Use commas in dates and to separate single words in a series.
- L.3.2.B** Use commas in addresses.
- L.4.2.B** Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2.C** Use a comma before a coordinating conjunction in a compound sentence.
- L.7.2.A** Use a comma to separate coordinate adjectives.

## Colons and Semicolons

- L.4.1.F** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2.B** Use a colon to introduce a list or quotation.

## Sentences and Fragments

- L.3.1.I** Produce simple, compound, and complex sentences.
- L.4.1.F** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

## MLA Citation

- L.4.2.B** Use commas and quotation marks to mark direct speech and quotations from a text.
- 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.

## Hyphens

- L.11-12.2.A** Observe hyphenation conventions.

★ Denotes a skill addressed in the NoRedInk Writing platform



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## Embedding Quotations

- L.3.2.C** Use commas and quotation marks in dialogue.
- L.4.2.B** Use commas and quotation marks to mark direct speech and quotations from a text.
- L.9-10.2.B** Use a colon to introduce a list or quotation.
- L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Subject-Verb Agreement

- L.1.1.C** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.D** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.2.1.A** Use collective nouns (e.g., group).
- L.3.1.F** Ensure subject-verb and pronoun-antecedent agreement.

## Pronoun Agreement

- L.1.1.D** Use personal, possessive, and indefinite pronouns.
- L.1.1.H** Use determiners (e.g., articles, demonstratives).
- L.3.1.F** Ensure subject-verb and pronoun-antecedent agreement.

## Nouns

- L.1.1.B** Use common, proper, and possessive nouns.
- L.2.1.B** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.2.C** Use reflexive pronouns (e.g., myself, ourselves).
- L.3.1.B** Form and use regular and irregular plural nouns.
- L.3.1.C** Use abstract nouns (e.g., childhood).

## Adjectives and Articles

- L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1.G** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.4.1.D** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

## Apostrophes

- L.2.2.C** Use an apostrophe to form contractions and frequently occurring possessives.
- L.3.2.D** Form and use possessives.

## Verb Tense

- L.1.1.E** Use verbs to convey a sense of past, present, and future.
- L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1.D** Form and use regular and irregular verbs.
- L.3.1.E** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.4.1.B** Form and use the progressive verb tenses.
- L.8.1.D** Recognize and correct inappropriate shifts in verb voice and mood.

## Adverbs

- L.2.1.E** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1.G** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.4.1.A** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

## Clauses and Phrases

- L.3.1.D** Form and use regular and irregular verbs.
- L.3.1.H** Use coordinating and subordinating conjunctions.
- L.4.1.A** Use relative pronouns and relative adverbs.
- L.4.1.B** Form and use the progressive verb tenses.
- L.4.1.E** Form and use prepositional phrases.
- L.4.2.C** Use a comma before a coordinating conjunction in a compound sentence.
- L.7.1.A** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.9-10.1.B** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2.A** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

## Pronoun Case

- L.1.1.D** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.2.1.C** Use reflexive pronouns (e.g., myself, ourselves).
- L.3.1.C** Use abstract nouns (e.g., childhood).
- L.4.1.A** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).