

AP English Language and NoRedInk Alignment Guide

Skills Addressed in Guided Drafts

Argumentative

2.A

Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

2.B

Demonstrate an understanding of an audience's beliefs, values, or needs.

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

4.B

Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

4.C

Qualify a claim using modifiers, counterarguments, or alternative perspectives.

6.A

Develop a line of reasoning and commentary that explains it throughout an argument.

6.B

Use transitional elements to guide the reader through the line of reasoning of an argument.

8.A

Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Rhetorical Analysis

1.A

Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

1.B

Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

3.A

Identify and explain claims and evidence within an argument.

3.B

Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

3.C

Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

5.A

Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

5.B

Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

5.C

Recognize and explain the use of methods of development to accomplish a purpose.

7.A

Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

Skills Addressed in Self Review

Argumentative

2.A

Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

2.B

Demonstrate an understanding of an audience's beliefs, values, or needs.

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

4.B

Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

6.B

Use transitional elements to guide the reader through the line of reasoning of an argument.

8.A

Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Skills Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

6.A

Develop a line of reasoning and commentary that explains it throughout an argument.

Body Paragraphs: Embedding Evidence

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

6.A

Develop a line of reasoning and commentary that explains it throughout an argument.

Body Paragraphs: Transition Words and Phrases

6.B

Use transitional elements to guide the reader through the line of reasoning of an argument.

Conclusion Paragraphs

2.A

Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

Counterargument Paragraphs

2.B

Demonstrate an understanding of an audience's beliefs, values, or needs.

4.C

Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Embedding Evidence: Avoiding Plagiarism & Using Citations

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

Embedding Evidence: Mechanics of Quotations

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

Embedding Evidence: Providing Strong Context for Evidence

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

Introductory Paragraphs

2.A

Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

4.B

Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Thesis Statements

4.B

Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

8.B

Write sentences that clearly convey ideas and arguments.

Topic Sentences

4.A

Develop a paragraph that includes a claim and evidence supporting the claim.

8.B

Write sentences that clearly convey ideas and arguments.

Skills and Essential Knowledge Addressed in Grammar & Conventions Pathways

8.B

Write sentences that clearly convey ideas and arguments.

8.C

Use established conventions of grammar and mechanics to communicate clearly and effectively.

Active and Passive Voice

STL-1.L

The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.

Appositive Phrases

STL-1.T

Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.

STL-1.O

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

Building Compound and Complex Sentences

STL-1.I

Subordination and coordination are used to express the intended relationship between ideas in a sentence.

STL-1.G

Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.

STL-1.O

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

Choosing the Appropriate Conjunctions

STL-1.I

Subordination and coordination are used to express the intended relationship between ideas in a sentence.

Commas for Clarity

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

Commas for Formatting

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

Connecting Clauses with Colons and Semicolons

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

Embedding Quotations

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

Hyphens

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

Identifying Sentences and Fragments

STL-1.G

Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.

Lists

STL-1.0

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

Misplaced and Dangling Modifiers

STL-1.S

Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.

STL-1.M

Grammar and mechanics that follow established conventions of language enable clear communication.

Parallel Structure

STL-1.M

Grammar and mechanics that follow established conventions of language enable clear communication.

Phrases and Dependent Clauses

STL-1.S

Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.

STL-1.M

Grammar and mechanics that follow established conventions of language enable clear communication.

Punctuation with Conjunctions: All

STL-1.O

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.

Restrictive and Nonrestrictive Clauses

STL-1.T

Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.

STL-1.O

Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.

STL-1.N

Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.