

NoRedInk and Alabama Standards Map

Grades 7–8

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Standards Addressed in Grammar & Conventions Pathways

Active and Passive Voice

L.8.36.c

Form and use verbs in the active and passive voice.

L.8.36.e

Recognize and correct inappropriate shifts in verb voice and mood.

Building Compound and Complex Sentences

L.7.36.c

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

Commas for Clarity

L.7.37.a

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.8.37.a

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

Misplaced and Dangling Modifiers

L.7.36.d

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

Phrases and Dependent Clauses

L.7.36.c

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

Punctuation with Conjunctions: Subordinating (SWABIs)

L.7.36.c

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

Restrictive and Nonrestrictive Clauses

L.8.37.a

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

Subject-Verb Agreement I and II

L.7.36.a

Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.

L.8.36.a

Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.

Verbals

L.8.36.b

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

W.7–8.20.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7–8.20.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.7–8.28

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Body Paragraphs: Embedding Evidence

W.7–8.20.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7–8.27

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Body Paragraphs: Transition Words and Phrases

W.7–8.20.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Conclusion Paragraphs

W.7–8.20.e

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

Embedding Evidence: Avoiding Plagiarism & Using Citations

W.7–8.27

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Embedding Evidence: Providing Strong Context for Evidence

W.7–8.20.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7–8.20.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Introductory Paragraphs

L.7.38.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

W.7–8.20.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Topic Sentences

L.7.38.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

W.7–8.20.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Thesis Statements

L.7.38.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

W.7–8.20.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Standards Addressed in Writing Assignments

Peer Reviews

W.7–8.24

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 7–8.)