

NoRedInk and Colorado Standards Map

Grades 7–8

noredink



COLORADO
Department of Education

Standards Addressed in Quick Writes

7–8.3.4.g

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

7–8.3.4.d

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Argumentative

8.3.1.a

Write arguments to support claims with clear reasons and relevant evidence.

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

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

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

8.3.1.a.iv Establish and maintain a formal style.

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

8.4.1.b

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.

8.4.1.c

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

Persuasive

7–8.3.1.a

Write arguments to support claims with clear reasons and relevant evidence.

7.3.1.a.i Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

7–8.3.1.a.ii Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

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

7–8.3.1.a.iv Establish and maintain a formal style.

7–8.3.1.a.v Provide a concluding statement or section that follows from and supports the argument presented.

7–8.4.1.c

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

Expository/Informational

7–8.3.2.a

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7.3.2.a.i Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.

8.3.2.a.i Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.

7–8.3.2.a.ii Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

7–8.3.2.a.iii Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

7–8.3.2.a.v Establish and maintain a formal style.

7–8.3.2.a.vi Provide a concluding statement or section that follows from and supports the information or explanation presented.

7–8.4.1.b

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.

7–8.4.1.c

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

Narrative

7–8.3.3.a

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

7–8.3.3.a.i Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

7.3.3.a.ii Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

8.3.3.a.ii Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

7.3.3.a.iii Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

8.3.3.a.iii Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

7–8.3.3.a.iv Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

7–8.3.3.a.v Provide a conclusion that follows from and reflects on the narrated experiences or events.

Literary Analysis

8.4.1.c

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

8.2.1.a.i

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Poetry Analysis

7.2.1.b.i

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7.2.1.b.ii

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

7.2.1.a.i

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8.2.1.a.i

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

7.3.4.c.i

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

7–8.4.1.c

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

Rhetorical Analysis

8.2.2.a.ii

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.2.2.b.iii

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

8.2.2.a.i

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.4.1.c

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

Compare and Contrast (Text Analysis)

7.2.1–2.a.i

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.2.1.c.ii

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

7.2.2.c.iii

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8.2.1.b.ii

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.2.2.c.iii

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

7–8.4.1.c

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

8.2.1–2.a.i

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

7.3.4.c.i

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

Standards Addressed in Peer Reviews

7.3.4.e

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.

Thesis Statement

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.3.1.a.i

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

8.3.1.a.i

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

Introductory Paragraph

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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8.3.1.a.i

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

Topic Sentences

7.3.4.c.i

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

Body Paragraph: Claim, Evidence, and Reasoning

7–8.3.1.a.ii

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

Body Paragraph: Embedding Evidence

7–8.3.1.a.ii

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

7–8.3.1.a.iv

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.

Standards Addressed in Self Reviews

7.3.4.e

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.

7–8.4.1.c

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

7.3.4.c

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

8.3.1.a.iv

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.

Persuasive

7–8.3.1.a

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

7–8.3.1.a.iv Establish and maintain a formal style.

7–8.3.1.a.v Provide a concluding statement or section that follows from and supports the argument presented.

Expository/Informational

7–8.3.2.a

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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7–8.3.2.a.ii Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

7–8.3.2.a.v Provide a concluding statement or section that follows from and supports the information or explanation presented.

Standards Addressed in Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

7–8.4.1.c

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

7.3.1.a.i, 8.3.1.a.i

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

7–8.3.1.iii

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

Body Paragraphs: Embedding Evidence

7–8.3.1.a.iv

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.

7.3.1.a.i, 8.3.1.a.i

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

Body Paragraphs: Transition Words and Phrases

7–8.3.1.iii

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

Conclusion Paragraphs

7–8.3.2.a.v

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

Counterargument Paragraphs

7.3.1.a.i

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

8.3.1.a.i

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

7–8.3.1.iii

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

Embedding Evidence: Avoiding Plagiarism & Using Citations

7–8.3.1.a.iv

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

7.3.1.a.i

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

7–8.3.1.iii

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

8.3.1.a.i

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

Formal and Informal Language

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7–8.3.1.a.iv

Establish and maintain a formal style.

Introductory Paragraphs

WC.7.2a.v

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

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.3.1.a.i

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

Thesis Statements

7.3.1.a.i

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

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.3.1.a.i

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

Topic Sentences

7.3.1.a.i

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

7.3.4.c.i

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.3.1.a.i

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

Standards Addressed in Grammar & Conventions Pathways

7.3.4

Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

8.3.4

Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience

Active and Passive Voice

8.3.4.a.ii

Form and use verbs in the active and passive voice.

8.3.4.a.iv

Recognize and correct inappropriate shifts in verb voice and mood.

Building Compound and Complex Sentences

7.3.4.a.ii

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

Commas for Clarity

7.3.4.b.ii

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

8.3.4.b.i

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

Misplaced and Dangling Modifiers

7.3.4.a.iii

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

Phrases and Dependent Clauses

7.3.4.a.ii

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

Punctuation with Conjunctions: Subordinating (SWABIs)

7.3.4.a.ii

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

Restrictive and Nonrestrictive Clauses

8.3.4.b.i

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

Verbals

8.3.4.a.i

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

Based on the Colorado Academic Standards (2020). Last updated July 29, 2020.