

# NoRedInk and Florida Standards Map

Grades 7–8

noredink



## Standards Addressed in Quick Writes

### 7–8.W.4.10

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.W.2.4

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

### 7–8.W.4.10

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.

## Persuasive

### 7–8.W.1.1

Write arguments to support claims with clear reasons and relevant evidence

**7.W.1.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**8.W.1.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**7–8.W.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**7.W.1.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**8.W.1.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**7–8.W.1.1.d** Establish and maintain a formal style.

**7–8.W.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 7–8.W.3.9

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

### 7.L.2.3.a

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

## Argumentative

### 8.W.1.1

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

**8.W.1.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**8.W.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**8.W.1.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**8.W.1.1.d** Establish and maintain a formal style.

**8.W.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 8.W.3.8

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.W.3.9

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

### 7.L.2.3.a

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

## Literary Analysis

### 8.W.3.9

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

### 7.L.2.3.a

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

## Expository/Informational

### 7–8.W.1.2

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

**7.W.1.2.a** 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**8.W.1.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**7–8.W.1.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**7–8.W.1.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**7–8.W.1.2.e** Establish and maintain a formal style.

**7–8.W.1.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 7–8.W.3.8

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.W.3.9

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

### 7.L.2.3.a

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

## Narrative

### 7–8.W.1.3

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

**7–8.W.1.3.a** 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.W.1.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**8.W.1.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**7.W.1.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**8.W.1.3.c** 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.W.1.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**7–8.W.1.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

# Standards Addressed in Self Reviews

## 7–8.W.2.5

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.

## 7–8.W.3.9

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

## Persuasive

### 7–8.W.1.1

Write arguments to support claims with clear reasons and relevant evidence

**7.W.1.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**8.W.1.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**7–8.W.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**7.W.1.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**8.W.1.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**7–8.W.1.1.d** Establish and maintain a formal style.

**7–8.W.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 7.L.2.3.a

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

## Argumentative

### 8.W.1.1

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

**8.W.1.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**8.W.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**8.W.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 8.W.3.8

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.L.2.3.a

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

## Literary Analysis

### 7.L.2.3.a

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

## Expository/Informational

### 7–8.W.1.2

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

**7.W.1.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**8.W.1.2.a** 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 (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**7–8.W.1.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**7–8.W.1.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 7.L.2.3.a

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

# Standards Addressed in Peer Reviews

## 7–8.W.2.5

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.

## Thesis Statement

### 7.L.2.3.a

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

### 7–8.W.1.1.a

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

## Introductory Paragraph

### 7.L.2.3.a

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

### 7–8.W.1.1.a

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

## Topic Sentences

### 7.L.2.3.a

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

### 7–8.W.1.1.a

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.W.1.1.b

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.W.1.1.b

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

### 7–8.W.3.8

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 Writing Pathways

## Body Paragraphs: Claims, Evidence, and Reasoning

### 7–8.W.1.1.b

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

### 7–8.W.1.1.c

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.W.1.1.b

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

### 7–8.W.3.8

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

### 7–8.W.1.1.c

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

## Conclusion Paragraphs

### 7–8.W.1.1.e

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

## Counterargument Paragraphs

### 7.W.1.1.a

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

### 8.W.1.1.a

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

### 8.W.1.1.c

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.W.3.8

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

### 7–8.W.1.1.b

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

### 7–8.W.1.1.c

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

## Introductory Paragraphs

### 7.L.2.3.a

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

### 7.W.1.1.a

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

### 8.W.1.1.a

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

## Thesis Statements

### 7.L.2.3.a

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

### 7.W.1.1.a

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

### 8.W.1.1.a

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

## Topic Sentences

### 7.L.2.3.a

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

### 7.W.1.1.a

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

### 8.W.1.1.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 Grammar & Conventions Pathways

### Active and Passive Voice

#### 8.L.1.1.b

Form and use verbs in the active and passive voice.

#### 8.L.1.1.d

Recognize and correct inappropriate shifts in verb voice and mood.

### Building Compound and Complex Sentences

#### 7.L.1.1.b

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



## Commas for Clarity

### 7.L.1.2.a

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

### 8.L.2.a

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

## Misplaced and Dangling Modifiers

### 7.L.1.1.c

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

## Phrases and Dependent Clauses

### 7.L.1.1.b

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

## Punctuation with Conjunctions: Subordinating (SWABIs)

### 7.L.1.1.b

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

## Restrictive and Nonrestrictive Clauses

### 8.L.1.2.a

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

## Verbals

### 8.L.1.1.a

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

Based on the Florida Standards (2014). Last updated December 31, 2019.