

NoRedInk and Indiana Standards Map

Grades 7–8

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Standards Addressed in Quick Writes

7–8.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences.

Standards Addressed in Guided Drafts

7–8.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

7–8.W.4

Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

Argumentative

8.W.3.2

Write arguments in a variety of forms that –

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

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

Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

Persuasive

7.W.3.2

Write arguments in a variety of forms that –

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

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Expository/Informational

7.W.3.2

Write informative compositions in a variety of forms that –

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to purpose and audience.

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

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Write informative compositions in a variety of forms that –

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.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to the purpose and audience.

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

Narrative

7.W.3.3

Write narrative compositions in a variety of forms that –

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide an ending that follows from and reflects on the narrated experiences or events.

8.W.3.3

Write narrative compositions in a variety of forms that –

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide an ending that follows from and reflects on the narrated experiences or events.

Literary Analysis

7–8.RL.2.1

Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.

7–8.RL.2.2

Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

Poetry Analysis

7.RV.3.1

Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on or within a story, poem, or play.

Compare and Contrast (Text Analysis)

7.RL.4.2

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.

8.RL.3.1

Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.

Standards Addressed in Peer Reviews

7–8.W.4

Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

Thesis Statement

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

8.W.3.2

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

Introductory Paragraph

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

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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.

Topic Sentences

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

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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.W.3.2

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.3.2

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

Standards Addressed in Self Reviews

7–8.W.4

Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

Argumentative

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Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

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Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to purpose and audience.

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

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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.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Establish and maintain a style appropriate to the purpose and audience.

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.W.3.2

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

Body Paragraphs: Embedding Evidence

7–8.W.3.2

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.W.3.2

Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

8.W.3.2

Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Conclusion Paragraphs

7–8.W.3.2

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

Counterargument Paragraphs

8.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

Embedding Evidence: Providing Strong Context for Evidence

7–8.W.3.2

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

Introductory Paragraphs

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

8.W.3.2

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

Building Compound and Complex Sentences

7–8.W.6.1e

Write simple, compound, complex, and compound-complex sentences; recognize and correct sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

Thesis Statements

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

8.W.3.2

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

Topic Sentences

7.W.3.2

Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

8.W.3.2

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

Choosing the Appropriate Conjunctions

7–8.W.6.1e

Write simple, compound, complex, and compound-complex sentences; recognize and correct sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

Commas for Clarity

8.W.6.2b

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

Identifying Sentences and Fragments

7–8.W.6.1e

Write simple, compound, complex, and compound-complex sentences; recognize and correct sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

Misplaced and Dangling Modifiers

7.W.6.1d

Recognize and correct misplaced and dangling modifiers.

Punctuation with Conjunctions: All

7–8.W.6.1e

Write simple, compound, complex, and compound-complex sentences; recognize and correct sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

Subject-Verb Agreement I and II

7.W.6.1b

Recognize and correct problems with subject/verb agreement.

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