

# NoRedInk and Massachusetts Standards Map

Grades 7–8

noredink



## Standards Addressed in Quick Writes

### W.7–8.10

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

### W.7–8.4

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

### W.7–8.10

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

### W.7–8.1

Write arguments to support claims with clear reasons and relevant evidence

**W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.7–8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W.7–8.1.d** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**W.7–8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### W.7–8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7–8 standards for Reading Literature or Reading Informational Text as needed.

## Argumentative

### W.8.1

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

**W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W.8.1.d** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### W.8.8

When conducting research, 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.

### W.8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

## Literary Analysis

### W.8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

## Expository/Informational

### W.7–8.2

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

**W.7.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.8.2.a** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7–8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.7–8.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.7–8.2.e** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**W.7–8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### W.7–8.8

When conducting research, 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.

### W.7–8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7–8 standards for Reading Literature or Reading Informational Text as needed.

## Narrative

### W.7–8.3

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

**W.7–8.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

**W.7.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.8.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**W.7.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.8.3.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.

**W.7–8.3.d** Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events

**W.7–8.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

# Standards Addressed in Self Reviews

## W.7–8.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## W.7–8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7–8 standards for Reading Literature or Reading Informational Text as needed.

## Persuasive

### W.7–8.1

Write arguments to support claims with clear reasons and relevant evidence

**W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.7–8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.8.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7–8.1.d** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**W.7–8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

## Argumentative

### W.8.1

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

**W.8.1.a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

**W.8.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.8.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### W.8.8

When conducting research, 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.

## Expository/Informational

### W.7–8.2

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

**W.8.2.a** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.7–8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.7–8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### L.7.3.a

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

# Standards Addressed in Peer Reviews

## W.7–8.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Thesis Statement

### W.7.1.a

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

### W.8.1.a

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

## Introductory Paragraph

### W.7.1.a

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

### W.8.1.a

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

## Topic Sentences

### W.7.1.a

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

### W.8.1.a

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

## Body Paragraph: Claim, Evidence, and Reasoning

### W.7–8.1.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

### W.7–8.1.b

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

### W.7–8.8

When conducting research, 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

### W.7–8.1.b

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

### W.7–8.1.c

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

### W.7–8.9

Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7–8 standards for Reading Literature or Reading Informational Text as needed.

## Body Paragraphs: Embedding Evidence

### W.7–8.1.b

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

### W.7–8.8

When conducting research, 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.7–8.1.c

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

## Conclusion Paragraphs

### W.7–8.1.e

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

## Counterargument Paragraphs

### W.7–8.1.a

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

### W.7–8.1.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

### W.7–8.8

When conducting research, 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.7–8.1.b

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

### W.7–8.1.c

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

## Introductory Paragraphs

### L.7.1.b

Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

### W.7–8.1.a

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

## Thesis Statements

### L.7.1.b

Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

### W.7–8.1.a

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

## Topic Sentences

### L.7.1.b

Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

### W.7–8.1.a

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

## Standards Addressed in Grammar & Conventions Pathways

### Active and Passive Voice

#### L.8.1.b

Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.

### Commas for Clarity

#### L.7.2.a

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

#### L.8.2.a

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

### Pronoun-Antecedent Agreement

#### L.7.1.c

Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.

### Vague Pronouns

#### L.7.1.b

Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).



NoRedInk also aligns to the Key Cumulative Language Standards of the Massachusetts Curriculum Framework for English Language Arts and Literacy.