

# NoRedInk and Minnesota Standards Map

Grades 7–8

noredink



## Standards Addressed in Quick Writes

### 7–8.7.10.10

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

### 7–8.7.4.4

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

### 7–8.7.10.10

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

### 7–8.7.1.1

Write arguments to support claims with clear reasons and relevant evidence

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

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

**7–8.7.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

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

**7–8.7.1.1.d** Establish and maintain a formal style.

**7–8.7.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 7–8.7.9.9

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

### 7.11.3.3.a

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

## Argumentative

### 8.7.1.1

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

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

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

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

**8.7.1.1.d** Establish and maintain a formal style.

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

### 8.7.8.8

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.

### 8.7.9.9

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

#### 7.11.3.3.a

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

## Literary Analysis

### 8.7.9.9

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

#### 7.11.3.3.a

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

## Expository/Informational

### 7–8.7.2.2

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

**7.7.2.2.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.

**8.7.2.2.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.

**7–8.7.2.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**7–8.7.2.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**7–8.7.2.2.e** Establish and maintain a formal style.

**7–8.7.2.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 7–8.7.8.8

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.

### 7–8.7.9.9

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

#### 7.11.3.3.a

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

## Narrative

### 7–8.7.3.3

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

**7–8.7.3.3.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.

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

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

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

**8.7.3.3.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.

**7–8.7.3.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**7–8.7.3.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

# Standards Addressed in Self Reviews

## 7–8.7.5.5

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.

## 7–8.7.9.9

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

## Persuasive

### 7–8.7.1.1

Write arguments to support claims with clear reasons and relevant evidence

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

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

**7–8.7.1.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

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

**7–8.7.1.1.d** Establish and maintain a formal style.

**7–8.7.1.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

### 7.11.3.3.a

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

## Argumentative

### 8.7.1.1

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

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

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

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

### 8.7.8.8

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.

### 7.11.3.3.a

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

## Literary Analysis

### 7.11.3.3.a

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

## Expository/Informational

### 7–8.7.2.2

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

**8.7.2.2.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.

**7.7.2.2.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.

**7–8.7.2.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**7–8.7.2.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### 7.11.3.3.a

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

# Standards Addressed in Peer Reviews

## 7–8.7.5.5

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

### 7.11.3.3.a

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

### 7–8.7.1.1.a

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

## Introductory Paragraph

### 7.11.3.3.a

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

### 7–8.7.1.1.a

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

## Topic Sentences

### 7.11.3.3.a

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

### 7–8.7.1.1.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

### 7–8.7.1.1.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

### 7–8.7.1.1.b

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

### 7–8.7.8.8

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

### 7–8.7.1.1.b

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

### 7–8.7.1.1.c

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

## Body Paragraphs: Embedding Evidence

### 7–8.7.1.1.b

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

### 7–8.7.8.8

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

### 7–8.7.1.1.c

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

## Conclusion Paragraphs

### 7–8.7.1.1.e

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

## Counterargument Paragraphs

### 7.7.1.1.a

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

### 8.7.1.1.a

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

### 8.7.1.1.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

### 7–8.7.8.8

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

### 7–8.7.1.1.b

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

### 7–8.7.1.1.c

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

## Introductory Paragraphs

### 7.11.3.3.a

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

### 7.7.1.1.a

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

### 8.7.1.1.a

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

## Thesis Statements

### 7.11.3.3.a

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

### 7.7.1.1.a

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

### 8.7.1.1.a

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

## Topic Sentences

### 7.11.3.3.a

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

### 7.7.1.1.a

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

### 8.7.1.1.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

#### 8.11.1.1.b

Form and use verbs in the active and passive voice.

#### 8.11.1.1.d

Recognize and correct inappropriate shifts in verb voice and mood.

### Building Compound and Complex Sentences

#### 7.11.1.1.b

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

## Commas for Clarity

### 7.11.2.2.a

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

### 8.11.2.2.a

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

## Misplaced and Dangling Modifiers

### 7.11.1.1.c

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

## Phrases and Dependent Clauses

### 7.11.1.1.b

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

## Punctuation with Conjunctions: Subordinating (SWABIs)

### 7.11.1.1.b

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

## Restrictive and Nonrestrictive Clauses

### 8.11.2.2.a

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

## Verbals

### 8.11.1.1.a

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



NoRedInk also aligns to the Language Progressive Skills of Minnesota's Academic Standards.

Updated on January 1, 2020