

# NoRedInk and North Dakota State Standards Map

Grades 7–8



## Standards Addressed in Grammar & Conventions Pathways

### Adjectives

#### 7L1F

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

### Active and Passive Voice

#### 7L1E

Form and use verbs in the active and passive voice.

### Appositive Phrases

#### 8L2A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Building Compound and Complex Sentences

#### 7L1D & 8L1F

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

### Choosing the Appropriate Conjunctions

#### 7L1D

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

### Commas for Clarity

#### 7L2A & 8L2E

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

#### 8L2A

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

### Embedding Quotations

#### 8L2C

Use a colon to introduce a list or quotation.

### Identifying Sentences and Fragments

#### 8L2b

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### Misplaced and Dangling Modifiers

#### 8L1A

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

### Phrases and Dependent Clauses

#### 8L1F

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

## Prepositional Phrases

### 7L1R

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

## Pronoun-Antecedent Agreement

### 7L1K & 8L1I

Recognize and correct inappropriate shifts in pronoun number and person.

## Pronoun Case

### 7L1J & 8L1H

Ensure that pronouns are in the proper case (subjective, objective, possessive).

## Punctuation with Conjunctions: Subordinating (SWABIs)

### 7L1D & 8L1F

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

## Standards Addressed in Writing Pathways

### Body Paragraphs: Claims, Evidence, and Reasoning

#### 7-8W1B

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

#### 7-8W1C

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

#### 7-8W9

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

## Restrictive and Nonrestrictive Clauses

### 8L2A

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

## Vague Pronouns

### 8L1B

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## Verbals

### 7L1A & 8L1L

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

### Body Paragraphs: Embedding Evidence

#### 7-8W1B

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

#### 7-8W8

Gather relevant information from multiple print and digital sources.

- Use search terms effectively.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism.
- Follow a standard format for citation.

## Body Paragraphs: Transition Words and Phrases

### 7-8W1C

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

## Conclusion Paragraphs

### 7-8W1E

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

## Embedding Evidence: Avoiding Plagiarism & Using Citations

### 7-8W8

Gather relevant information from multiple print and digital sources.

- Use search terms effectively.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism.
- Follow a standard format for citation.

## Embedding Evidence: Providing Strong Context for Evidence

### 7-8W1B

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

### 7-8W1C

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

## Introductory Paragraphs

### 7L3A

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

### 7-8W1A

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

### 8L1B

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## Thesis Statements

### 7L3A

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

### 7-8W1A

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

### 8L1B

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## Topic Sentences

### 7L3A

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

### 7-8W1A

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

### 8L1B

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

# Standards Addressed by Peer Reviews

## 7-8W5

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7-8.)