

# NoRedInk and Pennsylvania Core Standards Map

Grades 7–8

noredink



## Standards Addressed in Grammar & Conventions Pathways

### Active and Passive Voice

**E08.D.1.1.2**

Form and use verbs in the active and passive voice.

**E08.D.1.1.4**

Recognize and correct inappropriate shifts in verb voice and mood.

### Appositive Phrases

**E07.D.1.2.3, E08.D.1.2.4**

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

### Building Compound and Complex Sentences

**E07.D.1.1.2**

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

### Commas for Clarity

**E07.D.1.2.1**

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

**E08.D.1.2.1**

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

**E07.D.1.2.4, E08.D.1.2.5**

Use punctuation to separate items in a series.

### Commonly Confused Words I, II, III, IV, & V

**E07.D.1.1.8, E08.D.1.1.10**

Correctly use frequently confused words (e.g., to/too/two; there/their/they're).

### Misplaced and Dangling Modifiers

**E07.D.1.1.3, E08.D.1.1.5**

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

### Phrases and Dependent Clauses

**E07.D.1.1.2**

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

### Pronoun-Antecedent Agreement

**E07.D.1.1.4, E08.D.1.1.6**

Recognize and correct inappropriate shifts in pronoun number and person.

**E07.D.1.1.9, E08.D.1.1.11**

Ensure subject-verb and pronoun-antecedent agreement.

## Punctuation with Conjunctions: Subordinating (SWABIs)

### E07.D.1.1.2

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

## Restrictive and Nonrestrictive Clauses

### E08.D.1.2.1

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

### E07.D.1.2.3, E08.D.1.2.4

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

## Subject-Verb Agreement I & II

### E07.D.1.1.9, E08.D.1.1.11

Ensure subject-verb and pronoun-antecedent agreement.

## Vague Pronouns

### E07.D.1.1.5, E08.D.1.1.7

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

## Verb Tense I: Simple Tenses

### E07.D.1.1.6, E08.D.1.1.8

Recognize and correct inappropriate shifts in verb tense.

## Verb Tense II: Perfect and Progressive Tenses

### E07.D.1.1.6, E08.D.1.1.8

Recognize and correct inappropriate shifts in verb tense.

## Verbals

### E08.D.1.1.1

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

## Standards Addressed in Writing Pathways

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

#### E07–E08.C.1.1.2

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

#### E07–08.C.1.1.3

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

#### E07–E08.E.1.1

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

### Body Paragraphs: Embedding Evidence

#### E07–E08.C.1.1.2

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

#### CC.1.4.7–8.W

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

### E07–08.C.1.1.3

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

## Conclusion Paragraphs

### CC.1.4.7–8.J

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

## Embedding Evidence: Avoiding Plagiarism & Using Citations

### CC.1.4.7–8.W

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

### E07–E08.C.1.1.2

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

### E07–08.C.1.1.3

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

## Introductory Paragraphs

### E07.D.2.1.1

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

### E07–8.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.

## Thesis Statements

### E07.D.2.1.1

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

### E07–8.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.

## Topic Sentences

### E07.D.2.1.1

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

### E07–E08.C.1.1.1

Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.

# Standards Addressed by Peer Reviews

## CC.1.4.7–8.T

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.