

# Entry Points – Grade 7

ELA

# Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Seventh Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Language Development	7.LD.V.7 Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary.	Apply knowledge of Greek and Latin roots and affixes to define content vocabulary.	<ul style="list-style-type: none"> <li>◆ Underline the roots (or base words).</li> <li>◆ Categorize affixes as prefixes or suffixes.</li> <li>◆ Identify prefixes.</li> <li>◆ Identify suffixes.</li> <li>◆ Identify roots.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give the meanings of some common Greek and Latin roots.</li> <li>◆ Give the meanings of some common Greek and Latin prefixes.</li> <li>◆ Give the meaning of some common Greek and Latin suffixes.</li> <li>◆ Recognize words in a text with a Greek or Latin root.</li> <li>◆ Match definitions to the corresponding Latin or Greek root.</li> <li>◆ Match the definition of a word to a word that includes a Greek or Latin roots (use pictures or words).</li> <li>◆ Match the meanings of Greek or Latin affixes with the correct affix.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use affixes to define new words.</li> <li>◆ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes.</li> <li>◆ Match the definition of a word (expressed in pictures or words) to a word that uses Greek or Latin roots.</li> </ul>	Language	7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
Language Development	7.LD.V.8 Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.	Use context clues to define unknown words and words with multiple meanings.	<ul style="list-style-type: none"> <li>◆ Use a dictionary to define words from grade level text.</li> <li>◆ Identify words with multiple meanings.</li> <li>◆ Identify comparisons (e.g., match two objects that represent the comparison in the text-give the sentence paired with objects "most living things breathe air, but some living things are anaerobic, student will choose objects symbolizing breathing air and not breathing air".</li> </ul>	<ul style="list-style-type: none"> <li>◆ Recognize words with multiple meanings when used in the context of the sentence.</li> <li>◆ Match words with multiple meanings to various pictures or words illustrating those meanings from grade level text.</li> <li>◆ Select correct pictures among multiple meaning words that correctly completes a given sentence.</li> <li>◆ Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) or cause and effect clues (because, since, as a result, or therefore).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Determine which meaning of a multiple meaning word to use based on the context (match pictures of a skirt -piece of clothing and moving around an object- to appropriate sentences).</li> <li>◆ Using context clues, define unknown words in reading selections.</li> <li>◆ Use the list of words/phrases that cue cause and effect to define a new word in a text (e.g., define unknown word in a text and highlight the cue word).</li> </ul>	Language	7.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA	Seventh Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Literary Text	7.LT-G.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	Identify genres of fiction based on their characteristics.	<ul style="list-style-type: none"> <li>◆ Define the genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths).</li> <li>◆ Determine if characters or setting are real or imaginary.</li> <li>◆ Identify as fictional or not fictional texts.</li> </ul>	<ul style="list-style-type: none"> <li>◆ List the characters of the various fictional genres.</li> </ul> <p>Match different fictional genres to its appropriate definitions.</p>	<ul style="list-style-type: none"> <li>◆ Identify various genres based on characteristics (for example, historical fiction takes place in the past).</li> <li>◆ Given two different examples of fictional genre forms, identify the requested form (e.g., Is this genre science fiction or historical fiction?)</li> <li>◆ In a short composition, identify your favorite genre and explain why you prefer this genre.</li> </ul>	<b>Reading: Literature</b>	6.R.L.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Literary Text	7.LTF.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplot, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.	Analyze plot development as it relates to conflict resolution.	<ul style="list-style-type: none"> <li>◆ Identify or define flashbacks.</li> <li>◆ Identify the characters in a fictional story (who is in the story).</li> <li>◆ Identify the setting in a fictional story (where the story takes place) e.g., Draw a picture of the setting using details from the story.</li> <li>◆ Identify or define conflict.</li> <li>◆ Define parallel episodes (two story lines happening at the same time; e.g. the story Tangerine by Edward Bloom).</li> <li>◆ List the different types of conflict: Internal conflict (man vs. himself), external conflict (man vs. man, man vs. nature, man vs. society).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Draw a plot diagram and label the parts (rising action, climax, falling action).</li> <li>◆ Match a story to the type of conflict: internal (man vs. himself), external (man vs. man, man vs. nature, man vs. society).</li> <li>◆ Explain how the conflict was resolved.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Distinguish which parts of the plot led to (and did not lead to) a solution to the conflict.</li> <li>◆ Answer "yes-no" questions about how the conflict in a fictional story was resolved.</li> <li>◆ Answer "yes-no" questions about how flashbacks assist with the plot development.</li> <li>◆ Sequence events of a story on a plot diagram.</li> <li>◆ Determine how the events of the story created conflict.</li> <li>◆ Compare how the main character resolved the conflict with how you would have handled the same situation.</li> </ul>	<b>Reading: Literature</b>	6.R.L.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ELA	Seventh Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Literary Text	7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	Analyze ways a character changes and interacts over time and give supporting evidence.	<ul style="list-style-type: none"> <li>◆ Identify an episode of characters interacting with each other.</li> <li>◆ Identify the characters of the story and explain how they are connected.</li> <li>◆ Identify major events of the story.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify a character's actions in two separate interactions (fight, talk, etc.)</li> <li>◆ Describe the major character's personality and give examples from the story (using pictures or words) (e.g., given a picture of Scrooge, the student will choose (from 3 choices) the picture representing mean and a picture representing him yelling at Bob Cratchit).</li> <li>◆ Match the characters with the appropriate action in the story.</li> <li>◆ Identify how a character feels at a particular point in a story.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare a character's actions in two or more interactions.</li> <li>◆ Explain how the characters changes over the course of the story and give supporting evidence from the text.</li> <li>◆ Identify how a character feels at 2 different points in a story to illustrate the character's change.</li> <li>◆ Answer questions about how the character changed based on events in the story.</li> </ul>	<b>Reading: Literature</b>	7.R.L.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Informational Text	7.IT-E.1. Identify the author's purpose(s) in a text when it is not stated.	Identify the author's implied purpose.	<ul style="list-style-type: none"> <li>◆ Find key words to help determine the author's stated purpose.</li> <li>◆ Identify a stated purpose of a text.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find key words to help determine the author's implied purpose.</li> <li>◆ Determine whether the author's purpose is stated or implied.</li> <li>◆ Identify the main points of the informational text.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Select the author's implied purpose from a choice of 3 potential purposes (e.g., to inform, to persuade, to entertain.)</li> <li>◆ Identify the author's purpose (e.g., after listening to a selection, choose whether it was meant to inform the reader or entertain the reader).</li> </ul>	<b>Reading: Informational Text</b>	7.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELA	Seventh Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Informational Text	7.IT-E.2. Identify and use knowledge of common textual features.	Identify and use common text features.	<ul style="list-style-type: none"> <li>◆ Differentiate between a sentence and a fragment .</li> <li>◆ Identify the parts of a paragraph.</li> <li>◆ Use a glossary to find the definition of a word.</li> <li>◆ Identify a topic sentence (e.g., by indicating some words in the sentence)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify the bibliography.</li> <li>◆ Identify footnotes.</li> <li>◆ Identify the index.</li> <li>◆ Identify the topic sentence in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify footnotes and find the source in the bibliography.</li> <li>◆ Find the conclusion and use it to answer questions.</li> <li>◆ Identify the index and use it to locate information.</li> <li>◆ Differentiate among the various sources for citing sources (footnotes, endnotes, parenthetical, etc.).</li> <li>◆ Create a paragraph that includes appropriate text features (e.g., topic sentences, supporting details, concluding sentences, etc.).</li> <li>◆ Use the footnoted vocabulary to enhance text comprehension.</li> </ul>	Reading: Informational Text	6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Informational Text	7.IT-E.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	Apply knowledge of organizational structures to aid comprehension.	<ul style="list-style-type: none"> <li>◆ Identify what comes next on a timeline from a choice of 3 events.</li> <li>◆ Given the cause of a situation in text, the student will identify the effect from a choice of 2 events.</li> <li>◆ Compare and contrast two objects (is this one ok? It does not involve text? Have students match objects based on characteristics (e.g., point to tall objects, point to tallest object, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Finish cause and effect scenarios using pictures or words from informational text.</li> <li>◆ Identify cause and effect in a text.</li> <li>◆ Identify chronological order in a text.</li> <li>◆ Using a Venn diagram, compare and contrast two items.</li> <li>◆ Given a scenario from the text the student will identify the organizational structures (e.g., cause &amp; effect or comparison &amp; contrast).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sequence events from a text to answer a question.</li> <li>◆ Use a graphic organizer to illustrate cause and effect (e.g., T-chart).</li> <li>◆ Using a Venn diagram, compare and contrast information in a text.</li> </ul>	Reading: Informational Text	7.R.I.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT Reading/ELA  
 STRAND Language Development

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Language Development	7LD-V7	Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary (e.g., in readings on pioneers of space, determine the meaning of words astronaut and nautical using knowledge of Greek and Latin roots).	<ul style="list-style-type: none"> <li>◆ Apply knowledge of Greek and Latin roots and affixes to define content vocabulary.</li> </ul>
Less Complex		Possible Entry Points	More Complex
Language Development	The student will:	The student will:	The student will:
	<ul style="list-style-type: none"> <li>◆ Underline the roots (or base word)</li> <li>◆ Categorize affixes as prefix or suffix</li> <li>◆ Identify prefixes</li> <li>◆ Identify suffixes</li> <li>◆ Identify roots</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give the meanings of some common Greek and Latin roots</li> <li>◆ Give the meanings of some common Greek and Latin prefixes</li> <li>◆ Give the meaning of some common Greek and Latin suffixes</li> <li>◆ Recognize words in a text with a Greek or Latin root</li> <li>◆ Match definition to the corresponding Latin or Greek root</li> <li>◆ Match the definition of a word to a word that includes a Greek or Latin roots (use pictures or words)</li> <li>◆ Match the meanings of Greek or Latin affixes with the correct affix</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use affixes to define new words</li> <li>◆ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes</li> <li>◆ Match the definition of a word (expressed in pictures or words) to a word that uses Greek or Latin roots.</li> </ul>

*General Education Example: In readings on pioneers of space, students determine the meanings of the words "astronaut" and "nautical" using knowledge of Greek and Latin roots. They compile a list of words they find in their science materials that are based on other common Greek and Latin roots.*

CONTENT Reading/ELA  
 STRAND Language Development

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Language Development	7LD-V8	Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.	<ul style="list-style-type: none"> <li>Use context clues to define unknown words and words with multiple meanings</li> </ul>
Less Complex		Possible Entry Points	More Complex
<u>The student will:</u>		<u>The student will:</u>	<u>The student will:</u>
Language Development	<ul style="list-style-type: none"> <li>Use a dictionary to define words from grade level text</li> <li>Identify words with multiple meanings</li> <li>Identify comparisons (e.g., match two objects that represent the comparison in the text—given the sentence paired with objects “most living things breathe air, but some living things are anaerobic, student will choose objects symbolizing breathing air and not breathing air)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize words with multiple meanings when used in the context of the sentence</li> <li>Match words with multiple meanings to various pictures or words illustrating those meanings from grade level text</li> <li>Select correct picture among multiple meaning words that correctly completes a given sentence</li> <li>Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) or cause and effect clues (because, since, as a result, or therefore).</li> </ul>	<ul style="list-style-type: none"> <li>Determine which meaning of a multiple meaning word to use based on the context. (match pictures of a skirt –piece of clothing and moving around an object-- to appropriate sentences)</li> <li>Using context clues, define unknown words in reading selections</li> <li>Students use the list of words/phrases that cue cause and effect to define a new word in a text (e.g., define unknown word in a text and highlight the cue word )</li> </ul>

*General Education Example: Students collect examples of sentences that contain comparison and contrast or cause and effect clues, such as “Most organisms need oxygen to survive but many types of bacteria are anaerobic,” (contrast); or, “Because so much of the town was destroyed, rebuilding it will be an arduous task,”(cause and effect). Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause and effect clues (because, since, as a result, or therefore).*

CONTENT Reading/ELA  
 STRAND Literary Text

Grade 7			
Learning Standards as written		Essential and Prioritized Skills	
Literary Text	7LT-G3	Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	◆ Identify genres of fiction based on their characteristics
Less Complex		Possible Entry Points	
<u>The student will:</u>		<u>The student will:</u>	
Literary Text	<ul style="list-style-type: none"> <li>◆ Determine if characters or setting are real or imaginary</li> <li>◆ Identify as fictional or not fictional texts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Match different fictional genre to its appropriate definition</li> <li>◆ Define the genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify various genres based on characteristics (for example, historical fiction takes place in the past)</li> <li>◆ Given two different examples of fictional genre forms, identify the requested form (e.g., Is this genre science fiction or historical fiction?)</li> <li>◆ In a short composition, identify your favorite genre and explain why you prefer this genre</li> </ul>

*General Education Example: Students read a variety of fiction (such as Orwell's Animal Farm; Buchi Emecheta's The Wrestling Match; or Nancy Farmer's The Ear, The Eye, and The Arm) and develop a class-written anthology*

CONTENT Reading/ELA  
STRAND Literary Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	7LT-F5	Analyze the plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.	<ul style="list-style-type: none"> <li>Analyze plot development as it relates to conflict resolution.</li> </ul>
Less Complex		Possible Entry Points	More Complex
<b>The student will:</b>		<b>The student will:</b>	<b>The student will:</b>
Literary Text	<ul style="list-style-type: none"> <li>Identify or define flashbacks</li> <li>Identify the characters in a fictional story (<i>who is in the story</i>)</li> <li>Identify the setting in a fictional story (<i>where the story takes place</i>) e.g., Draw a picture of the setting using details from the story.</li> <li>Identify or define conflict</li> <li>Define parallel episodes (two story lines happening at the same time; e.g. the story <u>Tangerine</u> by Edward Bloom)</li> <li>List the different types of conflict: Internal conflict (man vs. himself), external conflict (man vs. man, man vs. nature, man vs. society)</li> </ul>	<ul style="list-style-type: none"> <li>Draw a plot diagram and label the parts (rising action, climax, falling action)</li> <li>Match a story to the type of conflict: internal (man vs. himself), external (man vs. man, man vs. nature, man vs. society)</li> <li>Explain how the conflict was resolved</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish which parts of a the plot led to (and did not lead to) a solution to the conflict</li> <li>Answer “yes – no” questions about how the conflict in a fictional story was resolved</li> <li>Answer “yes-no” questions about how flashbacks assist with the plot development</li> <li>Sequence events of a story on a plot diagram</li> <li>Determine how the events of the story created conflict</li> <li>Compare how the main character resolved the conflict with how you would have handled the same situation</li> </ul>

*General Education Example: Students read short stories such as Toni Cade Bambara’s “Raymond’s Run” to explore the development of characters, various plots, and conflicts. As a result of their analyses, students create a fictional story as a class.*

CONTENT Reading/ELA  
 STRAND Literary Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	7LT-F7	Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	<ul style="list-style-type: none"> <li>Analyze ways a character changes and interacts over time and give supporting evidence</li> </ul>
Less Complex		Possible Entry Points	More Complex
Literary Text	The student will:	The student will:	The student will:
	<ul style="list-style-type: none"> <li>Identify an episode of characters interacting with each other</li> <li>Identify the characters of the story and explain how they are connected</li> <li>Identify major events of the story</li> </ul>	<ul style="list-style-type: none"> <li>Identify a character's actions in two separate interactions (fight, talk, etc.)</li> <li>Describe the major character's personality and give examples from the story (using pictures or words) (e.g., given a picture of Scrooge, the student will choose (from 3 choices) the picture representing mean and a picture representing him yelling at Bob Cratchit)</li> <li>Match the characters with the appropriate action in the story</li> <li>Identify how a character feels at a particular point in a story</li> </ul>	<ul style="list-style-type: none"> <li>Compare a character's actions in two or more interactions</li> <li>Explain how the character changes over the course of the story and give supporting evidence from the text</li> <li>Identify how a character feels at 2 different points in a story to illustrate the character's change</li> <li>Answer questions about how the character changed based on events in the story</li> </ul>

*General Education Example: Students read A Christmas Carol by Charles Dickens and describe Ebenezer Scrooge's change of heart.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E1	Identify the author's purpose(s) in a text when it is not stated.	◆ Identify the author's implied purpose
Less Complex		Possible Entry Points	More Complex
<b><u>The student will:</u></b>		<b><u>The student will:</u></b>	<b><u>The student will:</u></b>
Informational Text	<ul style="list-style-type: none"> <li>◆ Find key words to help determine the author's stated purpose</li> <li>◆ Identify a stated purpose of a text</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find key words to help determine the author's implied purpose</li> <li>◆ Determine whether the author's purpose is stated or implied</li> <li>◆ Identify the main points of the informational text</li> </ul>	<ul style="list-style-type: none"> <li>◆ Select the author's implied purpose from a choice of 3 potential purposes (e.g., to inform, to persuade, to entertain)</li> <li>◆ Identify the author's purpose (e.g., after listening to a selection, choose whether it was meant to inform the reader or entertain the reader)</li> </ul>

*General Education Example: Students write logical, one-paragraph summary reports about an author's purpose after identifying and arranging the most important points made by the author.*

STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E2	Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography, footnotes, introduction, conclusion).	◆ Identify and use common text features
Less Complex		Possible Entry Points	More Complex
<b><u>The student will:</u></b>		<b><u>The student will:</u></b>	<b><u>The student will:</u></b>
Informational Text	<ul style="list-style-type: none"> <li>◆ Differentiate between a sentence and a fragment</li> <li>◆ Identify the parts of a paragraph</li> <li>◆ Use a glossary to find the definition of a word</li> <li>◆ Identify a topic sentence (e.g., by indicating some words in the sentence)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify the bibliography</li> <li>◆ Identify footnotes</li> <li>◆ Identify the index</li> <li>◆ Identify the topic sentence in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify footnotes and find the source in the bibliography</li> <li>◆ Find the conclusion and use it to answer questions</li> <li>◆ Identify the index and use it to locate information</li> <li>◆ Differentiate among the various sources for citing sources (footnotes, endnotes, parenthetical, etc.)</li> <li>◆ Create a paragraph that includes appropriate text features (e.g., topic sentence, supporting details, concluding sentence, etc.)</li> <li>◆ Use the footnoted vocabulary to enhance text comprehension</li> </ul>

*General Education Example: Using their textbooks, pairs of students identify each of the textual features and its purpose (e.g., glossary, index, bibliography, footnotes, introduction, conclusion).*

CONTENT Reading/ELA  
 STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E3	Apply knowledge of organizational structure of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	◆ Apply knowledge of organizational structures to aid comprehension
Less Complex		Possible Entry Points	More Complex
<b>The student will:</b>		<b>The student will:</b>	<b>The student will:</b>
Informational Text	<ul style="list-style-type: none"> <li>◆ Identify what comes next on a timeline from a choice of 3 events</li> <li>◆ Given the cause of a situation in text, the student will identify the effect from a choice of 2 events</li> <li>◆ Compare and contrast two objects based on characteristics (e.g., point to tall objects, point to tallest object, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Finish cause and effect scenarios using pictures or words from informational text</li> <li>◆ Identify cause and effect in a text</li> <li>◆ Identify chronological order in a text</li> <li>◆ Using a Venn diagram, compare and contrast two items</li> <li>◆ Given a scenario from the text the student will identify the organizational structure (e.g., cause &amp; effect or comparison &amp; contrast)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sequence events from a text to answer a question</li> <li>◆ Use a graphic organizer to illustrate cause and effect (e.g., T-chart)</li> <li>◆ Using a Venn diagram, compare and contrast information in a text</li> </ul>

*General Education Example: Students read various essays, articles, and short stories such as Ted Poston's "The Revolt of the Evil Fairies" in small groups. They write a series of essays that employ the relationships and usage of the different organizational structures. Students use Venn diagrams and other organizational structures to report to the class. They use a comparison chart, such as a T-chart, to illustrate causes and effects.*

# Entry Points – Grade 7

## Mathematics

Mathematics		Seventh Grade					
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point	Entry Point More Complex	CCSS Strand	CCSS Matched Standard
Number Sense and Operations	7NSO-N1 Compare, order, estimate, and translate among integers, fractions, mixed numbers (i.e., rational numbers), decimals, and percents.	Compare, order, estimate and translate integers, fractions, mixed numbers, decimals, and percents.	*Define integers, fractions, mixed numbers, decimals and percents. • Classify integers, fractions, mixed numbers, decimals and percents	Using a number line: *Order fractions and/or mixed numbers *Order integers *Order decimals and/or percents	*Compare and/or order <u>integers, fractions (mixed numbers) and decimals</u> Compare and order percents and decimals • Estimate using fractions, decimals, and/or percents • Translate (convert) between decimals and percents; decimals and fractions; and/or fractions and percents	Number and Operations-- Fractions • Number and Operations in Base Ten Ratios and Proportional Relationships	4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. 5.NBT.3. Read, write, and compare decimals to thousandths. 6.RP.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.

Number Sense and Operations	7NSO-N7 Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems (e.g., find the prime factorization of whole numbers, and write the results using exponents: $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).	Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.	*Use models and/or manipulatives to identify factors of one and/or two-digit numbers • Identify prime numbers • Sort objects into even groups	*Use a model to identify factors of two-digit numbers • Convert from one number form to another (expanded form to exponent form to standard form.) • List prime numbers up to 29	*Complete a factorization tree for two or three-digit numbers • Use a model to illustrate prime factorization • Determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is	The Number System	6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .
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Patterns, Relations and Algebra	7PRA1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions (e.g., compounding).	Identify and extend a variety of grade-level patterns	*Identify sets as patterns or non-patterns • Recognize the sequence of a pattern	*Match a pattern to its mathematical expression • Explain a geometrical pattern and an arithmetic pattern	*Extend a compounding pattern (e.g., 3, 5, 7, ) • Translate and extend an arithmetic pattern into a visual representation • Translate and extend geometric pattern	Operations and Algebraic Thinking	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. 5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
Patterns, Relations and Algebra	7PRA3 Use the correct order of operations to evaluate expressions (e.g., $3(2x) = 5$ ).	Use order of operations to solve an equation	*List the sequence of the order of operations • Identify the operations (e.g. $3(2) = 3 \cdot 2$ this means multiplication)	*Solve a simple equation involving two or three operations • Identify the correct order of operations for a given expression	*Use order of operations to solve an equation • Use task analysis to follow order of operations and solve an equation	Expressions and Equations	6.EE.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving wholenumber exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$ .

Patterns, Relations and Functions	7PRA4 Create and use symbolic expressions for linear relationships, and relate them to verbal and graphical representations.	Use symbolic expressions for linear relationships and relate them to graphic or verbal expressions.	*Identify numbers in an ordered pair (x,y) • Graph a point	*Given verbal data represent the data in a table, as a graph, or as an equation. • Interpret (explain) the graph	*Graph a set of ordered pairs • Use manipulatives to show data on a graph • Use information in a T-table to create a graph	Geometry	5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Patterns, Relations and Functions	7PRA6 Write and solve two-step linear equations and check the answers.	Solve linear equations and check answers	*Identify a linear equation • Identify the variables in a linear equation.	*Check the answer to an equation • Write a linear equation using manipulatives • Solve a linear equation using manipulatives	*Solve one-step linear equations using manipulatives and check the answer • Solve two-step linear equations using manipulatives and check the answer	Expressions and Equations	8.EE.7 Solve linear equations in one variable.

Patterns, Relatio	7PRA7 Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change (e.g., $y = 3x + 1$ ) to negative rate of change (e.g., $y = -3x + 1$ ).	Analyze linear relationships between two variables	*Identify linear relationships <ul style="list-style-type: none"> <li>• Identify variables in a linear relationship</li> <li>• Complete a table for a linear relationship</li> </ul>	Using a number line and/or manipulatives describe linear relationships: <ul style="list-style-type: none"> <li>• Solve a linear equation</li> <li>• Describe a pattern of rate of change</li> <li>• Draw a graph of a linear relationship</li> </ul>	*Analyze linear relationships using a graph <ul style="list-style-type: none"> <li>• Using a number line or manipulatives, complete a table solving for x and y and describe the pattern</li> <li>• Compare positive rate of change to negative rate of change</li> </ul>	Expressions and Equations	8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.7 Solve linear equations in one variable.
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Data Analysis, Sta	7DASP1 Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data.	Calculate and interpret central tendency	*Match a set of data to its graphical representation <ul style="list-style-type: none"> <li>• Define the terms median, mean, mode, maximum, minimum, and/or range</li> </ul>	*Answer questions about a set of data (e.g., did more people bring lunch or buy lunch?) <ul style="list-style-type: none"> <li>• Given a representative data sample and conclusions, select the most likely conclusion</li> <li>• Answer questions about measures of central tendency of given data sets and graphic representation. (mean, median, and mode)</li> <li>• Use a template or task analysis to determine the mean (average) of a data set.</li> <li>• Using a calculator, find the mean for a set of scores</li> </ul>	*Use a calculator to find the mean of a data set and make observations about the data set <ul style="list-style-type: none"> <li>• Use task analysis to determine the range and answer yes/no questions about range</li> <li>• Determine the mean and median</li> </ul>	Statistics and Probability	6.SP.5. Summarize numerical data sets in relation to their context, such as by: <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> <li>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> </ol>
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Data Analysis, Sta	7DASP2 Select, create, interpret, and use various tabular and graphical representations of data (e.g., circle graphs, Venn diagrams, stem-and-leaf plots, histograms, tables, and charts)	Select, create, interpret, and use tables, charts or graphs to represent data	<p>*Match a set of data to its graphical representation</p> <ul style="list-style-type: none"> <li>• Answer questions about data presented on graphs and charts.</li> <li>• Identify different ways to collect data</li> </ul>	<p>*Classify data based on similarities and differences using a graphic organizer</p> <ul style="list-style-type: none"> <li>• Given a representative data sample and conclusions, select the most likely conclusion</li> <li>• Identify and label a variety of tabular and graphical representations</li> <li>• Answer questions about a specified data set presented in a chart</li> <li>• Answer questions based on a Venn diagram.</li> </ul>	<p>*Collect and represent a data sample and make observations about data</p> <ul style="list-style-type: none"> <li>• Make a graph and answer questions based on the data (e.g., make a graph of student attendance based on the daily attendance chart and indicate who came to school the most)</li> </ul>	Statistics and Probability	<p>6.SP.5. Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> <li>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> </ol> <p>7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>
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Data Analysis, Sta	7DASP4 Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).	Compute probabilities	*Identify a tree diagram or a data table.	<p>Answer questions about the completed probability activity using your data</p> <p>*Use various ways to display a data set for determining probability</p> <p>*Match the probability to the correct data</p> <p>*Use a table to tally and record the result of a compound event (e.g., multiple coin tosses or rolls of dice)</p>	<p>*Determine the probability of an event occurring using strategies or graphic organizers</p> <ul style="list-style-type: none"> <li>• Answer questions about the data collected and compute the probability of specific events occurring</li> <li>• Determine the probability of an event occurring using a tree diagram to demonstrate the possible combinations (e.g., how many ways can you combine three types of ice cream toppings with two flavors of ice cream?)</li> </ul>	Statistics and Probability	<p>7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> <p>7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>
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CONTENT Mathematics  
 STRAND Number Sense & Operations

Grade 7		
Learning Standards as written	Essential and Prioritized Skill	
Number Sense and Operations 7NSO-N1 Compare, order, estimate, and translate among integers, fractions, mixed numbers (i.e., rational numbers), decimals, and percents.	<ul style="list-style-type: none"> <li>◆ Compare, order, estimate and translate integers, fractions, mixed numbers, decimals, and percents.</li> </ul>	
Less Complex	Possible Entry Points	More Complex
<b><u>The student will:</u></b> <ul style="list-style-type: none"> <li>◆ Define integers, fractions, mixed numbers, decimals and percents.</li> <li>◆ Classify integers, fractions, mixed numbers, decimals and percents.</li> </ul>	<b><u>The student will:</u></b> Using a number line: <ul style="list-style-type: none"> <li>◆ Order fractions <b><u>and/or</u></b> mixed numbers.</li> <li>◆ Order integers</li> <li>◆ Order decimals <b><u>and/or</u></b> percents</li> </ul>	<b><u>The student will:</u></b> <ul style="list-style-type: none"> <li>◆ Compare <u>and/or</u> order <u>integers, fractions (mixed numbers) and decimals</u></li> <li>◆ Compare and order <u>percents and decimals</u></li> <li>◆ Estimate using fractions, decimals, and/or percents</li> <li>◆ Translate (convert) between decimals and percents; decimals and fractions; <b><u>and/or</u></b> fractions and percents</li> </ul>
Number Sense		

**CONTENT: Mathematics**  
**STRAND: Number Sense & Operations**

**Grade 7**

Learning Standards as written

**Number Sense and Operations** 7NSO-N7 Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems (e.g., find the prime factorization of whole numbers, and write the results using exponents:  
 $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).

**Essential and Prioritized Skill**

- ◆ Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.

	Less Complex	Possible Entry Points	More Complex
	<b><u>The student will:</u></b>	<b><u>The student will:</u></b>	<b><u>The student will:</u></b>
Number Sense	<ul style="list-style-type: none"> <li>◆ Use models and/or manipulatives to identify factors of one and/or two-digit numbers</li> <li>◆ Identify prime numbers</li> <li>◆ Sort objects into even groups</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use a model to identify factors of two-digit numbers</li> <li>◆ Convert from one number form to another (expanded form to exponent form to standard form.)</li> <li>◆ List prime numbers up to 29</li> </ul>	<ul style="list-style-type: none"> <li>◆ Complete a factorization tree for two or three-digit numbers</li> <li>◆ Use a model to illustrate prime factorization</li> <li>◆ Determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is divisible by 3)</li> </ul>

General Education Examples

*Example: Find the prime factorization of whole numbers, and write the results using exponents:*

$$24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3.$$

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written

Patterns, Relations, and Algebra 7PRA1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions (e.g., compounding).

Essential and Prioritized Skills

- Identify and extend a variety of grade-level patterns

Less Complex

**The student will:**

- Identify sets as patterns or non-patterns
- Recognize the sequence of a pattern

Possible Entry Points

**The student will:**

- Match a pattern to its mathematical expression
- Explain a geometrical pattern and an arithmetic pattern

More Complex

**The student will:**

- Extend a compounding pattern (e.g., 3, 5, 7, \_\_)
- Translate and extend an arithmetic pattern into a visual representation
- Translate and extend geometric pattern

General Education Example

Example: Use the given table to answer the following question:

Term	1st	2nd	3rd	4th	5th	6th
Value	?		24	35	48	63

The 3rd, 4th, 5th, and 6th terms of the sequence are given in the table. What number belongs in the first and second positions of the sequence?

Example: Which table is based on the following rule?

First, square the number and then subtract the input number from its square.

A.	Input (x)	1	2	5
	Output (y)	1	4	20
B.	Input (x)	1	2	5
	Output (y)	0	4	25
C.	Input (x)	1	2	5
	Output (y)	1	2	25
D.	Input (x)	1	2	5
	Output (y)	0	2	20

(See also 7.PRA.2)

**CONTENT: Mathematics**

**STRAND: Patterns, Relations, and Algebra**

Grade 7		
Learning Standards as written Patterns, Relations, and Algebra 7PRA3	Use the correct order of operations to evaluate expressions (e.g., $3(2x) = 5$ ).	Essential and Prioritized Skills ♦ Use order of operations to solve an equation
Less Complex	Possible Entry Points	More Complex
<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ List the sequence of the order of operations</li> <li>♦ Identify the operations (e.g. <math>3(2) = 3 \cdot 2</math> <i>this means multiplication</i>)</li> </ul>	<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ Solve a simple equation involving two or three operations</li> <li>♦ Identify the correct order of operations for a given expression</li> </ul>	<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ Use order of operations to solve an equation</li> <li>♦ Use task analysis to follow order of operations and solve an equation</li> </ul>

General Education Example

**CONTENT: Mathematics**

**STRAND: Patterns, Relations, and Algebra**

Grade 7		
Learning Standards as written Patterns, Relations, and Algebra 7PRA4	Create and use symbolic expressions for linear relationships, and relate them to verbal and graphical representations.	<b>Essential and Prioritized Skills</b> ♦ Use symbolic expressions for linear relationships and relate them to graphic or verbal expressions.
Less Complex	Possible Entry Points	More Complex
<b><u>The student will:</u></b> ♦ Identify numbers in an ordered pair (x,y) ♦ Graph a point	<b><u>The student will:</u></b> ♦ Given verbal data represent the data in a table, as a graph, or as an equation. ♦ Interpret (explain) the graph	<b><u>The student will:</u></b> ♦ Graph a set of ordered pairs ♦ Use manipulative to show data on a graph ♦ Use information in a T-table to create a graph

**CONTENT: Mathematics**

**STRAND: Patterns, Relations, and Algebra**

**Grade 7**

Learning Standards as written

Patterns, 7PRA6  
Relations,  
and  
Algebra

Write and solve two-step linear equations and check the answers.

Essential and Prioritized Skills

- ◆ Solve linear equations and check answers

Less Complex

Possible Entry Points

More Complex

**The student will:**

- ◆ Identify a linear equation
- ◆ Identify the variables in a linear equation.

**The student will:**

- ◆ Check the answer to an equation
- ◆ Write a linear equation using manipulatives
- ◆ Solve a linear equation using manipulatives

**The student will:**

- ◆ Solve one-step linear equations using manipulatives and check the answer
- ◆ Solve two-step linear equations using manipulatives and check the answer

Example:  $5x = 20$   
 $x = 20/5$   
 $x = 4$

General Education Example

*Example: Which of the following describes one way to solve the given equation?*

$12 - 3x = 5$

- A. Add  $3x$  to both sides, then divide both sides by 3.
- B. Subtract  $3x$  from both sides, then multiply both sides by 3.
- C. Add 12 to both sides, then multiply both sides by  $-3$ .
- D. Subtract 12 from both sides, then divide both sides by  $-3$ .

*(See also 7.NSO-C.17, 7.PRA.9)*

**CONTENT: Mathematics**

**STRAND: Patterns, Relations, and Algebra**

**Grade 7**

Learning Standards as written  
 Patterns, Relations, and Algebra  
 7PRA7

Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change (e.g.,  $y = 3x + 1$ ) to negative rate of change (e.g.,  $y = -3x + 1$ ).

**Essential and Prioritized Skills**

- ◆ Analyze linear relationships between two variables

Less Complex

**The student will:**

- ◆ Identify linear relationships
- ◆ Identify variables in a linear relationship
- ◆ Complete a table for a linear relationship

Example:  $y = 3x + 1$

x	1	2	3	4
y	4	7	10	13

Possible Entry Points

**The student will:**

- Using a number line and/or manipulatives describe linear relationships:
- ◆ Solve a linear equation
  - ◆ Describe a pattern of rate of change
  - ◆ Draw a graph of a linear relationship

More Complex

**The student will:**

- ◆ Analyze linear relationships using a graph
- ◆ Using a number line or manipulatives, complete a table solving for x and y and describe the pattern
- ◆ Compare positive rate of change to negative rate of change (see example below)

$y = 3x + 1$

x	1	2	3	4
y	4	7	10	13

$y = -3x + 1$

x	1	2	3	4
y	-2	-5	-8	-11

CONTENT: Mathematics

STRAND: Data Analysis, Statistics & Probability

Grade 7		
Learning Standards as written Data Analysis 7DASP1 Statistics & Probability	Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data.	Essential and Prioritized Skills ♦ Calculate and interpret central tendency
Less Complex	Possible Entry Points	More Complex
<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ Match a set of data to its graphical representation</li> <li>♦ Define the terms median, mean, mode, maximum, minimum, and/or range</li> </ul>	<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ Answer questions about a set of data (e.g., did more people bring lunch or buy lunch?)</li> <li>♦ Given a representative data sample and conclusions, select the most likely conclusion</li> <li>♦ Answer questions about measures of central tendency of given data sets and graphic representation. (mean, median, and mode)</li> <li>♦ Use a template or task analysis to determine the mean (average) of a data set.</li> <li>♦ Using a calculator, find the mean for a set of scores</li> </ul>	<p><b><u>The student will:</u></b></p> <ul style="list-style-type: none"> <li>♦ Use a calculator to find the mean of a data set and make observations about the data set</li> <li>♦ Use task analysis to determine the range and answer yes/no questions about range</li> <li>♦ Determine the mean and median</li> </ul>

**CONTENT: Mathematics**

**STRAND: Data Analysis, Statistics & Probability**

**Grade 7**

**Learning Standards as written**

Data Analysis, 7DASP2  
 Statistics &  
 Probability

Select, create, interpret, and use various tabular and graphical representations of data (e.g., circle graphs, Venn diagrams, stem-and-leaf plots, histograms, tables, and charts)

**Essential and Prioritized Skills**

- ◆ Select, create, interpret, and use tables, charts or graphs to represent data

**Less Complex**

**The student will:**

- ◆ Match a set of data to its graphical representation
- ◆ Answer questions about data presented on graphs and charts.
- ◆ Identify different ways to collect data

**Possible Entry Points**

**The student will:**

- ◆ Classify data based on similarities and differences using a graphic organizer
- ◆ Given a representative data sample and conclusions, select the most likely conclusion
- ◆ Identify and label a variety of tabular and graphical representations
- ◆ Answer questions about a specified data set presented in a chart
- ◆ Answer questions based on a Venn diagram.

**More Complex**

**The student will:**

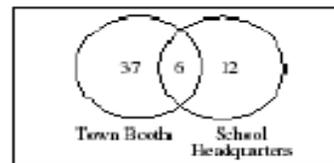
- ◆ Collect and represent a data sample and make observations about data
- ◆ Make a graph and answer questions based on the data (e.g., make a graph of student attendance based on the daily attendance chart and indicate who came to school the most)

**General Education Example**

*Example: Last weekend, Lauren helped organize some students to participate in a fundraiser for charity. The students had a choice of working one shift at the information booth in town or one shift at the school headquarters. Students could also choose to work 2 shifts, one in town and one at school.*

*After the fundraiser, Lauren prepared a report for the school board. In her report, she drew the Venn diagram below to show where the students worked.*

**Students Working at the Fundraiser**



- Based on the Venn diagram, how many students worked shifts at the Town Booth?
- Based on the Venn diagram, how many students participated in the fundraiser?
- Lauren could have drawn a bar graph to represent the same information as the Venn diagram. Create a bar graph that contains the same information as the Venn diagram.

CONTENT: Mathematics

STRAND: Data Analysis, Statistics & Probability

**Grade 7**

Learning Standards as written  
Data Analysis, 7DASP4  
Statistics &  
Probability

Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).

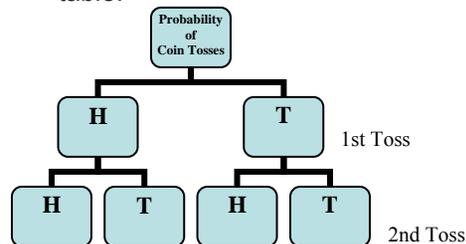
Essential and Prioritized Skills

- ◆ Compute probabilities

Less Complex

**The student will:**

- ◆ Identify a tree diagram or a data table.



Possible Entry Points

**The student will:**

- ◆ Answer questions about the completed probability activity using your data
- ◆ Use various ways to display a data set for determining probability
- ◆ Match the probability to the correct data
- ◆ Use a table to tally and record the results of a compound event (e.g., multiple coin tosses or rolls of dice).

More Complex

**The student will:**

- ◆ Determine the probability of an event occurring using strategies or graphic organizers
- ◆ Answer questions about the data collected and compute the probability of specific events occurring
- ◆ Determine the probability of an event occurring using a tree diagram to demonstrate the possible combinations (e.g., how many ways can you combine three types of ice cream toppings with two flavors of ice cream?)

$$P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of possible outcomes}}$$

Examples: coin toss, roll of a die, spinner, etc.

General Education Example

*Example: Luis is going to toss two coins. What is the probability that he will get one head and one tail?*