

Parent Roadmap to Common Core Standards

English Language Arts

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

Grade Level Expectations

In grade seven, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles. Activities in these areas will include:

- Analyzing how the form or structure of a play or poem contributes to its meaning
- Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation
- Engaging in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Using clues such as word roots or add-ons to a word (such as the prefix *hyper-*, which means 'excessive' in the words *hyperactive* and *hypersensitive*) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text
- Writing for a range of purposes and audiences

For example, the phrase "a heart of gold" is a figure of speech.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

In grade seven, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

<p>Grade Six Reading</p> <ul style="list-style-type: none"> • Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments. • Students explain how an author develops the point of view of the narrator or speaker in a text. 	<p>Grade Seven Reading</p> <ul style="list-style-type: none"> • Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. • Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	<p>Grade Eight Reading</p> <ul style="list-style-type: none"> • Students determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Students also provide an objective summary of the text. • Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
---	---	---

READING FOR INFORMATION

<p>Grade Six Reading</p> <ul style="list-style-type: none"> • Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue. 	<p>Grade Seven Reading</p> <ul style="list-style-type: none"> • Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (such as how the delivery of a speech affects the impact of the words). 	<p>Grade Eight Reading</p> <ul style="list-style-type: none"> • Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.
---	--	--

As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

LITERACY IN HISTORY/SOCIAL STUDIES

Key Ideas and Details

- Students will cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

LITERACY IN SCIENCE/TECHNICAL SUBJECTS

Key Ideas and Details

- Students will cite specific textual evidence to support analysis of science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Writing tasks in grade seven may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

<p>Grade Six Writing</p> <ul style="list-style-type: none">• Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.• Students provide a concluding statement or section that follows from the information or explanation presented.• Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.• Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.• Students use appropriate transitions to clarify the relationships among ideas and concepts.• Students use precise language and subject-specific vocabulary.• Students establish and maintain a formal writing style.	<p>Grade Seven Writing</p> <ul style="list-style-type: none">• Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.• Students provide a concluding statement or section that follows from and supports the information or explanation presented.• Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.• Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.• Students use precise language and subject-specific vocabulary to inform about or explain the topic.	<p>Grade Eight Writing</p> <ul style="list-style-type: none">• Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.• Students provide a concluding statement or section that follows from and supports the information or explanation presented.• Students organize ideas, concepts, and information into broader categories.• Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.• Students use precise language and subject-specific vocabulary to inform about or explain the topic.
--	--	---

Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Partnering with your child's teacher:

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child's work meeting grade-level expectations?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

Helping Your Child Learn Outside of School

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Mathematics

America's schools are working to provide higher quality instruction than ever before.

In mathematics, teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

Grade Level Expectations

In grade seven, students will further develop their understanding of rates and ratios, using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will also work on quickly and accurately solving multi-step problems involving positive and negative rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Additionally, students will expand their knowledge of geometry and apply the properties of operations to solve real world problems involving the measurement of multi-dimensional objects. Activities in these areas will include:

- Determining whether two quantities are in a proportional relationship and using knowledge of rates, ratios, proportions, and percentages to solve multi-step problems
- Identifying the unit rate of change (the constant rate at which the value of a variable changes) in tables, graphs, equations, and verbal descriptions
- Calculating the unit rates associated with ratios of fractions, including quantities measured in different units (for example, the ratio of $\frac{1}{2}$ a mile for every $\frac{1}{4}$ of an hour means that you travel 2 miles in an hour)
- Solving problems using equations to find the value of one missing variable
- Applying the properties of operations to generate equivalent mathematical expressions
- Solving multi-step word problems by adding, subtracting, multiplying, and dividing positive and negative rational numbers in any form (including whole numbers, fractions, or decimals)
- Understanding that numbers cannot be divided by 0
- Converting rational numbers to decimals using long division
- Describing situations in which positive and negative quantities combine to make 0
- Finding the area of two-dimensional objects and the volume and surface area of three-dimensional objects

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Here are just a few examples of how students will learn about and work with expressions and equations in grade seven



MATHEMATICS

Grade Six Mathematics

- Write and evaluate numerical expressions involving whole number exponents (such as $5+3^2$)
- Read, write, and evaluate expressions in which letters stand for numbers. For example, “*subtract y from 5*” can be written $5-y$
- Understand that solving an inequality or an equation such as $2+x=12$ means answering the question, “*what number does x have to be to make this statement true?*”
- Represent two quantities that change in relationship to one another (for example, weight increasing along with height)

Grade Seven Mathematics

- Re-write an expression in different forms to show different solutions to a problem or how quantities are related
- Use variables to represent quantities and construct simple equations and inequalities (for example, $5x + 2 > 10$) to solve problems
- Solve multi-step word problems involving positive and negative numbers
- Understand that solving an inequality or an equation such as $\frac{1}{4}(x+5) = 21$ means answering the questions, “*what number does x have to be to make this statement true?*”

Grade Eight Mathematics

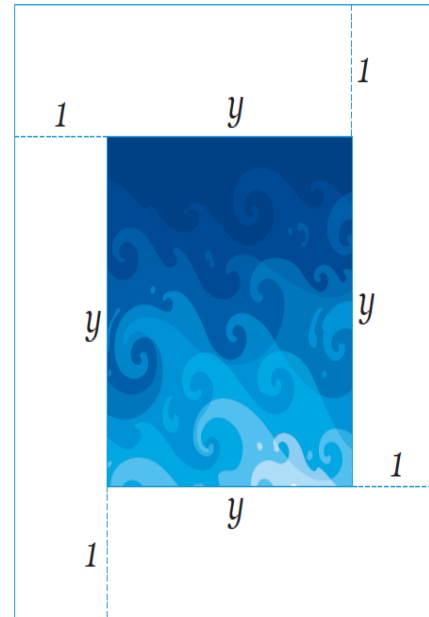
- Know and apply the properties of integer exponents (positive numbers, negative numbers, or 0) to write equivalent expressions (such as $4^2 \cdot 4^3 = 4^5$, where “ \cdot ” means to multiply)
- Graph proportional relationships, identifying the unit rate as the slope (how steep or flat a line is)
- Solve linear equations (equations that make a straight line when they are graphed, such as $y=2x+ 1$)

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Writing the same expression in different ways allows students to think through and solve real-world problems.

**Example of a problem
involving mathematical expressions**



In expressing the number of one foot square tiles needed to border a square pool with a length of y (where y represents a whole number), students might write $4y+1+1+1+1$, $4y + 4$, or $4(y + 1)$. All are different ways to express the same value.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

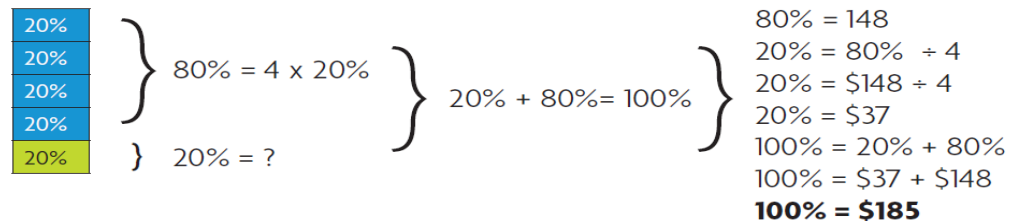
Here are just a few examples of how students will develop an understanding of ratios and proportions in grade seven.

<p>Grade Six Mathematics</p> <ul style="list-style-type: none"> • Understand the concept of a ratio and use the correct language to describe it • Understand the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it • Use ratio and rates to solve real-world problems 	<p>Grade Seven Mathematics</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world problems • Calculate the unit rates associated with ratios of fractions, such as the ratio of $\frac{1}{2}$ a mile for every $\frac{1}{4}$ of an hour • Recognize and represent proportional relationships in various ways, including using tables, graphs, and equations • Identify the unit rate in tables, graphs, equations, and verbal descriptions 	<p>Grade Eight Mathematics</p> <ul style="list-style-type: none"> • Understand the connections between proportional relationships, lines, and linear equations • Graph proportional relationships, interpreting the unit rate as the slope of the graph • Use physical models, transparencies, or other tools to show that <i>similar</i> objects have the same shape but different sizes (for example, a small square magnified into a larger square)
--	---	--

Example of a problem involving proportions

Problem: After a 20% discount, the price of a skateboard is \$148. What was the price before the discount?

Solution: After a 20% discount, the price is 80% of the original price. So 80% of the original price is \$148. Students use this information to find the value of 20% and 100% of the original price.



Students will also learn to write and solve the equation representing this situation as $0.8x = 148$

In grade seven, students use diagrams to solve problems involving proportions. Students use diagrams and tables to think through and solve real-world problems involving ratios.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

Partnering with your child's teacher:

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- Where is my child excelling? How can I support this success?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

Helping Your Child Learn Outside of School

1. Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
2. Use store advertisements to engage your child in working with numbers. For example, if a store advertises 30% off, have your child estimate the dollar amount of the discount, as well as the sale price of an item.
3. Have students use four 4's and any of the four arithmetic operations to write the numbers from 0 to 20 (for example, $44 - 44 = 0$; $4 \cdot 4 - 4 \cdot 4 = 0$. How do you get 1? $4/4 + 4 - 4 = 1$).
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.