



 i-Ready® Classroom  
Mathematics

to the

**2021 Tennessee Academic  
Standards for Mathematics**



Grade 7











2021 Tennessee Academic Standards for Mathematics Grade 7		i-Ready Classroom Mathematics Lessons Grade 7
7.SP.B	Draw informal comparative inferences about two populations.	
7.SP.B.3	Informally compare the measures of center (mean, median, mode) of two numerical data distributions with similar variabilities. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team; on a dot plot or box plot, the separation between the two distributions of heights is noticeable.	<b>Lesson 24:</b> Compare Populations <b>Educator Note:</b> Mode and Mean Absolute Deviation  <b>Additional Content:</b> <b>Math in Action:</b> pp. 525-534
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a 7th grade science book are generally longer than the words in a chapter of a 4th grade science book.</i>	<b>Lesson 24:</b> Compare Populations  <b>Additional Content:</b> <b>Math in Action:</b> Unit 5 pp. 525-534
7.SP.C	Investigate chance processes and develop, use, and evaluate probability models.	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 and interpret the likelihood of the event occurring.	<b>Lesson 30:</b> Understand Probability  <b>Additional Content:</b> Lesson 31: Solve Problems Involving Experimental Probability; Lesson 32: Solve Problems Involving Probability Models; Lesson 33: Solve Problems Involving Compound Events <b>Math in Action:</b> pp. 757-770
7.SP.C.6	Calculate theoretical and experimental probability of simple events.	
7.SP.C.6a	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.	<b>Lesson 31:</b> Solve Problems Involving Experimental Probability  <b>Additional Content:</b> <b>Math in Action:</b> pp. 757-770
7.SP.C.6b	Calculate the theoretical probability of a simple event.	<b>Lesson 31:</b> Solve Problems Involving Experimental Probability  <b>Additional Content:</b> <b>Math in Action:</b> pp. 757-770

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7.SP.C.6c	Compare theoretical probabilities to experimental probabilities; explain any possible sources of discrepancy. <i>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.</i>	<b>Lesson 31:</b> Solve Problems Involving Experimental Probability  <b>Additional Content:</b> <b>Math in Action: Unit 7</b> pp. 757-770
7.SP.C.7	Develop a probability model and use it to find experimental or theoretical probabilities of events.	
7.SP.C.7a	Use a uniform probability model, with equal probability assigned to all outcomes, to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	<b>Lesson 32:</b> Solve Problems Involving Probability Models  <b>Additional Content:</b> Lesson 33: Solve Problems Involving Compound Events <b>Math in Action: Unit 7</b> pp. 757-770
7.SP.C.7b	Develop a probability model, including non-uniform models, by observing frequencies in data generated from a chance process. Use the model to estimate the probabilities of events. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	<b>Lesson 31:</b> Solve Problems Involving Experimental Probability <b>Lesson 32:</b> Solve Problems Involving Probability Models



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7.SP.D	Summarize and describe numerical data sets.	
7.SP.D.8	Summarize a numerical data set in relation to its context.	
7.SP.D.8a	Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<p><b>One-Day Activity:</b> Work with Interquartile Range</p> <p><b>For additional content, see Grade 6:</b>  <b>Lesson 31:</b> Interpret Median and Interquartile Range in Box Plots  <b>Lesson 32:</b> Interpret Mean and Mean Absolute Deviation</p> <p><b>Additional Grade 6 Content:</b>  Lesson 33: Use Measures of Center and Variability to Summarize Data  <b>Math in Action: Unit 7</b> pp. 753-766</p>
7.SP.D.8b	Relate and understand the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.	<p><b>One-Day Activity:</b> Work with Interquartile Range</p> <p><b>For additional content, see Grade 6:</b>  <b>Lesson 33:</b> Use Measures of Center and Variability to Summarize Data</p> <p><b>Additional Grade 6 Content:</b>  Lesson 29: Understand Statistical Questions and Data Distributions; Lesson 30: Use Dot Plots and Histograms to Describe Data Distributions; Lesson 31: Interpret Median and Interquartile Range in Box Plots; Lesson 32: Interpret Mean and Mean Absolute Deviation</p>