y = mx + b

x^2 + 5x + 6 = 0

# COMMON CORE

sqrt(x)

# 7th GRADE MATH



## MADE RIDICULOUSLY SIMPLE

A Comprehensive 7th Grade Math Study Guide to Acing the Common Core Test

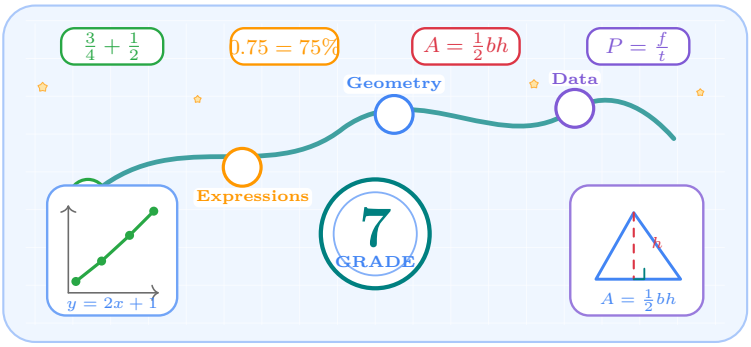
- COVERS ALL 7TH GRADE MATH STANDARDS
- EASY-TO-UNDERSTAND LESSONS & EXAMPLES
- PRACTICE QUESTIONS WITH DETAILED EXPLANATIONS
- TEST-TAKING STRATEGIES & TIPS
- BUILD CONFIDENCE. IMPROVE SCORES. SUCCEED!

LEARN SMART. PRACTICE MORE. ACE THE COMMON CORE!

# Common Core

## 7th Grade Math Made Ridiculously Simple

A Comprehensive 7th Grade Math Study Guide to Acing the Common Core Test




**Reza Nazari**

Copyrighted Material



# Effortless Math Education Inc



Published by Effortless Math Education
www.effortlessmath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

**This publication is independently produced and has no official connection to any state, district, or national testing program.**

**Test names and organizational names used herein are the property of their respective trademark holders.**



*Copyright © 2026*

Copyrighted Material

| | |
|---|---|
| 7.G.1 | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale |
| 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle |
| 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids |
| 7.G.4 | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle |
| 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure |
| 7.G.6 | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms |

## 7.NS | The Number System

*Apply operations with rational numbers including integers, fractions, and decimals*

| | |
|---|---|
| 7.NS.1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram |
| 7.NS.2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers |
| 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers |

## 7.RP | Ratios and Proportional Relationships

*Analyze proportional relationships and use them to solve problems*

| | |
|---|---|
| 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units |
| 7.RP.2 | Recognize and represent proportional relationships between quantities |
| 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems |

## 7.SP | Statistics and Probability

*Use random sampling to draw inferences and develop probability models*

| | |
|---|---|
| 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 |
| 7.SP.2 | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions |
| 7.SP.3 | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability |
| 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations |
| 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event |
| 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 |
| 7.SP.7 | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy |

7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation

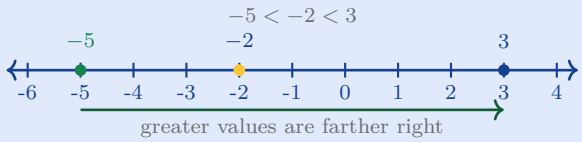
## 1.3 Comparing and Ordering Integers 7.NS.1

The trick to comparing integers is to picture them on a number line. Numbers get larger as you move to the **right** and smaller as you move to the **left**. This is especially handy with negatives—for example, $-3$ is greater than $-8$ because $-3$ is closer to zero (farther right on the line). When a problem asks you to order integers from least to greatest, you are simply listing them in the same left-to-right order they appear on the number line. Once you have this picture in your head, symbols like $<$, $>$, and $=$ become second nature.

### Key Concepts & Quick Review

**Comparing:** $a > b$ means $a$ is to the **right** of $b$ on the number line. $a < b$ means $a$ is to the **left** of $b$.

**Negatives rule:** Among two negative integers, the one **closer to zero** is **greater**.
**Ordering:** list integers from least (leftmost) to greatest (rightmost).




### Examples

① Compare $-7$ and $-3$. Write $<$, $>$, or $=$.

**Think It Through:** Put both numbers on a number line in your mind. The number $-3$ is closer to zero, so it sits to the right of $-7$. Numbers to the right are greater, and numbers to the left are smaller. Therefore $-7 < -3$.

**Answer:** $-7 < -3$

② Order from **least to greatest**: $4,\ -9,\ 2,\ -1,\ -6$.

**Think It Through:** Imagine placing all five integers on a number line. The farthest left is $-9$, then comes $-6$, then $-1$. After the negatives come the positives: $2$ and then $4$. Reading from left to right gives the order from least to greatest.

**Answer:** $-9 < -6 < -1 < 2 < 4$



Scan Me

## ✎ Practice Problems

*Write $<$, $>$, or $=$ in each box to make the statement true.*

**1.** $-5 \square -2$ _____

**2.** $-8 \square -11$ _____

**3.** $7 \square -7$ _____

**4.** $-4 \square 0$ _____

**5.** $-15 \square -15$ _____

**6.** $-1 \square -100$ _____

**7.** $-9 \square 3$ _____

**8.** $|-6| \square 6$ _____

**9.** $-|-4| \square -4$ _____

**10.** $|-10| \square |-12|$ _____

**11.** $-20 \square -19$ _____

**12.** $0 \square -1$ _____

**13.** $-(-3) \square -3$ _____

**14.** $-|7| \square -7$ _____

**15.** $-25 \square -52$ _____

### Study Tips

- ☞ Among two negative integers, the one with the **smaller absolute value** is **greater**: $-3 > -10$ because $3 < 10$.
- ☞ Any positive integer is always greater than any negative integer: $1 > -1{,}000{,}000$.
- ☞ When ordering a mixed set, negatives always come before zero, and zero comes before all positives.

### ✍ Word Problems

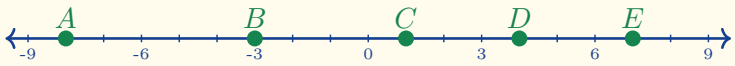
**16.** Five students competed in a math quiz bowl where correct answers earn points and incorrect answers lose points. Their final net scores were: $-16$, $8$, $-4$, $-21$, and $5$. Order the scores from *lowest to highest* and identify the student with the best score and the student with the worst score. Then find the range of scores (highest minus lowest).

_____

**17.** Four ocean animals are recorded at the following depths below the surface: a shark at $-85$ feet, a jellyfish at $-12$ feet, a sperm whale at $-210$ feet, and a yellowfin tuna at $-47$

feet. Order the animals from *shallowest* to *deepest* depth. How much deeper is the sperm whale than the shark? _____

**18.** Five points are plotted on the number line shown here. Identify the integer at each point, then list the points in order from least to greatest. Which point has the greatest absolute value?




_____

## 1.4 Adding Integers

7.NS.1

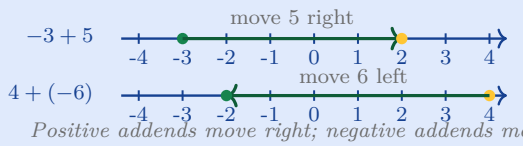
Think of adding integers as combining movements on a number line—or combining gains and losses in everyday life. Here is the key: when both numbers share the same sign, they move in the same direction, so you add the absolute values and keep that sign. When the signs are different, the numbers pull in opposite directions; you subtract the smaller absolute value from the larger one and keep the sign of whichever was stronger. You will also meet **zero pairs** (additive inverses), which show why a positive and its matching negative cancel out completely. Master these two rules and integer addition will feel natural every time.

### Key Concepts & Quick Review

**Same signs:** Add the absolute values; keep the common sign. **Example:** $(-5)+(-8)=-(5+8)=-13$

**Different signs:** Subtract the smaller $|\cdot|$ from the larger; keep the sign of the larger $|\cdot|$.
**Example:** $(-9)+4=-(9-4)=-5$

**Additive inverse:** $a+(-a)=0$ **Identity:** $a+0=a$




*Positive addends move right; negative addends move left.*



Scan Me