eSpark Learning Alignment with the New Jersey Student Learning Standards (2023)

eSpark Learning is aligned to the New Jersey Student Learning Standards (2023). You'll be able to sort your student progress reports by standard mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which standards-aligned Quests your students are currently working on at a glance. You'll be able to search for Small Group Skills by the aligned NJSLS codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

Kindergarten English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (RF) Foundational Skills: Reading Language - Print Concepts			
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
L.RF.K.1.C	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonological Awareness			
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
L.RF.K.2.A	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.		

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L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.	-Count Syllables	- Count Syllables in a Word
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	-Letter Sounds -Sight Words -Word Families	- Make All the Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	-Letter Sounds	- Make All the Letter Sounds
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.	-Sight Words	- Recognize Sight Words
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.		
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families

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(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sound-Letter Basics			
L.WF.K.1	Demonstrate command of the conventions of writing.		
L.WF.K.1.A	Match upper and lowercase letters.		
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.		
L.WF.K.1.C	Write left to right and include a space between words.		
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.		
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.	-Count Syllables	- Count Syllables in a Word
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.K.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:		
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).		
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.		
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.		
L.WF.K.2.D	Writing frequently used words accurately.		
L.WF.K.2.E	Attempting phonetic spellings of unknown words.		
L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.K.3	Demonstrate command of the conventions of sentence composition.		
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.		
L.WF.K.3.B	Write simple sentences.		
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.		
L.WF.K.3.D	Use end punctuation.		
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.		
L.WF.K.3.F	Write sentences with increasing complexity.		
L.WF.K.3.G	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.		
L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.		
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.		
L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.		
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.		
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.K.1	With prompting and support, develop knowledge of language and its conventions when speaking and listening.		
L.KL.K.1.A	Use frequently occurring nouns and verbs.		
L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).		
L.KL.K.1.C	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		

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L.KL.K.1.E	Produce and expand complete sentences in shared language activities.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts -Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
L.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	-Adding Word Parts	
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-Opposites!	
L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
L.VI.K.3.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	-Similar Action Words	
L.VI.K.3	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	-Ask and Answer Questions	- Answer Questions About a Story
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	-Ask and Answer Questions	- Ask and Answer Questions About Informational Texts

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(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
(R) Reading Domain - (TS) Text Structure			
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) identify features of print (front cover, back cover, title page of a book).	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Texts
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
RI.PP.K.5	With prompting and support, name the author and illustrator of a text, define the role of each in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	-Using Pictures in Stories	
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-Pictures Help You Read	

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(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.K.7	With prompting and support, identify reasons an author gives to support points in a text.	-Author's Purpose	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	-Compare and Contrast Stories	
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	-Same and Different	- Note Similarities and Differences Between Texts
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.		
W.IW.K.2.A	Introduce a topic.		
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.		
Writing Domain: (NW) Narrative Writing			
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.		
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).		
W.NW.K.3.B	Provide limited details of experiences, events, or characters.		
W.NW.K.3.C	Provide a reaction to the experiences or events.		
(W) Writing Domain - (WP) Writing Process			
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.		

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(W) Writing Domain - (WR) Writing Research			
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, stimulus (e.g, event, photograph, video, book)		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers/adults in small and larger groups.		
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about topics and texts under discussion).		
SL.PE.K.1.B	Continue a conversation through multiple exchanges.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		

Kindergarten Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
K.CC - Counting and Cardinality: A. Know number names and the count sequence.			
K.CC.A.1	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	-Let's Count	- Count Large Numbers
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
K.CC - Counting and Cardinality: B. Count to tell the number of objects.			
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
K.CC - Counting and Cardinality: C. Compare numbers.			
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Clarification: Include groups with up to 10.)	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10

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K.OA - Operations and Algebraic Thinking: A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers to 10 Two Different Ways
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	-Friends of Ten	- Fill in Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
K.OA.A.5	Demonstrate accuracy and efficiency for addition and subtraction within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
K.NBT - Number and Operations in Base Ten: A. Work with numbers 11 to 19 to gain foundations for place value.			
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,); understand that the numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
K.M - Measurement: A. Describe and compare measurable attributes.			
K.M.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
K.M.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size

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K.M - Measurement: B. Work with money.			
K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.		
K.DL - Data Literacy: A. Classify objects and count the number of objects in each category.			
K.DL.A.1	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10).	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count Objects - Sort Objects Given a Predetermined Category and Count Them
Measurement and Data (K.MD.C): Work with money.			
K.MD.C.4	Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)		
K.G - Geometry: A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	-Shape Names	- Identify Shapes in the Real World - Identify Objects Position and Location and Put in Different Locations
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	-Flat or Solid?	
K.G - Geometry: B. Analyze, compare, create, and compose shapes.			
K.G.B.4	Analyze and compare two-/three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	-Square or Cube?	
K.G.B.5	Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

Grade 1 English Language Arts

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(L) Language Domain - (RF) Foundational Skills: Reading Language - Print Concepts			
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences -Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in Alphabet - Recognize Uppercase and Lowercase Letters
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonological Awareness			
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Long and Short Vowels -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds - Identify the Sounds - Blend Sounds to Read CVC Words
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Know the Sounds and Read Words with Sh/Wh - Read CVC Words - Identify Vowel Teams - Read Words with Silent e - Understand How Silent e Changes Vowel Sounds - Divide Words into Syllables - Identify Syllables in a Word - Find Syllables in a Word - Read Sight Words - Read Irregular Words

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L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
L.RF.1.3.B	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).	-Sight Words	- Read Sight Words - Read Irregular Words
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.	-Sight Words	- Read Sight Words - Read Irregular Words
(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		
L.RF.1.4.A	Read grade-level text with purpose and understanding.		
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.		
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sound-Letter Basics			
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1)		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.		
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.		
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including L.WF.K.2) with:		
L.WF.1.2.A	Short vowels and single consonants.		
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).		
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):		
L.WF.1.3.A	Write sentences with increasing complexity.		
L.WF.1.3.B	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.		
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.		
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.		
L.WF.1.3.E	Use commas in dates and to separate single words in a series.		
L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.		
L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (KL) Knowledge of Language			
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.	-Context Clues -Prefixes and Suffixes -Find Meaning of Words	
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.	-Context Clues -Prefixes and Suffixes	
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.1.3	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What Are Synonyms?	
L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	-Sorting Words	
L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	-Words and Their Use	
L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	-What Are Synonyms?	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	-Questions About Stories	- Ask and Answer Questions About a Story
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	-Answer Questions About Stories	- Ask and Answer Question About Informational Texts
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	-Find the Main Idea	- Identify the Main Idea of an Informational Text
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and Their Character Traits - Identify the Main Events in a Story
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	-Make Connections	
(R) Reading Domain - (TS) Text Structure			
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.1.5	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.	-Identify Author's Purpose	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	-Compare and Contrast Texts	
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.1.1	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.		
W.AW.1.1.A	Introduce a topic.		
W.AW.1.1.B	Develop the topic with facts or other information and examples related to the topic.		
W.AW.1.1.C	Provide a conclusion.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.		
W.IW.1.2.A	Introduce a topic.		
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.		
W.IW.1.2.C	Provide a conclusion.		
Writing Domain: (NW) Narrative Writing			
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.		
W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.		
W.NW.1.3.B	Provide dialogue and/or description and details of experiences, events, or characters.		
W.NW.1.3.C	Use transitional words to manage the sequence of events.		
W.NW.1.3.D	Provide a reaction to the experiences or events.		
(W) Writing Domain - (WP) Writing Process			
W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.		
W.WP.1.4.A	With prompts and support, identify audience and purpose before writing.		
W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.		
(W) Writing Domain - (WR) Writing Research			
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.		

Grade 1 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
1.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving addition and subtraction.			
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
1.OA - Operations and Algebraic Thinking: B. Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If is known, then is also known. (Commutative property of addition.) To add the second two numbers can be added to make a ten, so . (Associative property of addition.) (Clarification: Students need not use formal terms for these properties.)	-Number Families	- Learn About Fact Families - Understand Properties of Addition
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	-Number Families	- Understand Properties of Addition
1.OA - Operations and Algebraic Thinking: C. Add and subtract within 20.			
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Subtract within 20 by Counting Back
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	-Add and Subtract Up to 20	- Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
1.OA - Operations and Algebraic Thinking: D. Work with addition and subtraction equations.			
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	-What is Equal?	
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = ?.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
1.NBT - Number and Operations in Base Ten: A. Extend the counting sequence.			
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		
1.NBT - Number and Operations in Base Ten: B. Understand place value.			
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	-Tens and Ones	- Identify the How Many Tens and Ones - Count by Tens - Visually Make Tens Out of Ones
1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a "ten."	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
1.NBT - Number and Operations in Base Ten: C. Use place value understanding and properties of operations to add and subtract.			
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One or Ten More to a Given Number
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
1.M - Measurement: A. Measure lengths indirectly and by iterating length units.			
1.M.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.M.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
1.M - Measurement: B. Tell and write time.			
1.M.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
1.M - Measurement: C. Work with Money.			
1.M.C.4	Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).		
1.M.C.5	Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
1.DL - Data Literacy: A. Represent and interpret data.			
1.DL.A.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
1.G - Geometry: A. Reason with shapes and their attributes.			
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")	-Build With Shapes	- Create 3D Shapes
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

Grade 2 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.		
L.RF.2.3.C	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).		
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular.		
(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
L.RF.2.4.A	Read grade-level text with purpose and understanding.		
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.		
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sound-Letter Basics			
L.WF.2.1	Demonstrate command of the conventions of writing.		
L.WF.2.1.A	Write legibly and with sufficient fluency to support composition.		
L.WF.2.1.B	Write the most common graphemes (letters or letter groups) for each phoneme, for example:		
L.WF.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck		
L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.		
L.WF.2.2.A	Regular, single-syllable words that include:		
L.WF.2.2.A.i	Position-based patterns (ch, tch; k, ck; ge, dge).		
L.WF.2.2.A.ii	Complex consonant blends (scr, str, squ).		
L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).		
L.WF.2.2.A.iv	Vowel-r combinations (turn, star, third, four/for).		
L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).		
L.WF.2.2.A.vi	Homophones (bear, bare; past, passed).		
L.WF.2.2.A.vii	Plurals and possessives (its, it's).		
L.WF.2.2.B	Regular two- and three-syllable words that:		
L.WF.2.2.B.i	Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).		
L.WF.2.2.B.ii	Are compounds comprising familiar parts (houseboat; yellowtail).		
L.WF.2.2.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).		
L.WF.2.2.C	Words with suffixes that require:		
L.WF.2.2.C.i	consonant doubling (penning, slimmed).		
L.WF.2.2.C.ii	dropping silent-e (smiled, paving).		
L.WF.2.2.D	Most often used words in English:		
L.WF.2.2.D.i	Irregular words (against, many, enough, does).		
L.WF.2.2.D.ii	Pattern-based words (which, kind, have).		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.		
L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.		
L.WF.2.3.B	Capitalize holidays, product names and geographic names.		
L.WF.2.3.C	Supply adjectives in noun phrases to make them more precise or engaging.		
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.		
L.WF.2.3.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.		
L.WF.2.3.F	Use an apostrophe to form contractions and frequently occurring possessives.		
L.WF.2.3.G	With assistance, link sentences into a simple, cohesive paragraph with a main idea.		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
L.KL.2.1.B	Compare formal and informal uses of English.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words -Find the Meaning of New Words	
L.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
L.VL.2.2.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	-Adding Prefixes	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
L.VL.2.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	-Root Words	
L.VL.2.2.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	-Compound Words	
L.VL.2.2.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy/juicy).		
L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).		
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	-Ask and Answer Questions	- Answer Questions About a Story
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	-Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).	-Stories Can Teach Lessons	- Retell a Story
RI.CI.2.2	Recount a text in oral and written form, determine main topic (in multi-paragraph informational text, focusing on paragraphs).	-Main Topic	- Find the Main Topic of an Informational Text

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
(R) Reading Domain - (TS) Text Structure			
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.	-Nonfiction Text Features	- Identify Nonfiction Text Features
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	-Discover Points of View	
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.	-Purpose of a Text	
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print/digital text to demonstrate understanding of its characters, setting, or plot.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.	-Find Evidence in the Text	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	-Compare and Contrast Stories	
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.	-Compare and Contrast Texts	
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.		
W.AW.2.1.A	Introduce an opinion.		
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.		
W.AW.2.1.C	Provide a conclusion.		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.		
W.IW.2.2.A	Introduce a topic clearly.		
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.		
W.IW.2.2.C	Provide a conclusion.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing Domain: (NW) Narrative Writing			
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.		
W.NW.2.3.A	Orient the reader by establishing a situation and introducing characters; organize an event sequence.		
W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.		
W.NW.2.3.C	Use transitional words to manage the sequence of events.		
W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events.		
W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experiences or events.		
(W) Writing Domain - (WP) Writing Process			
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.		
W.WP.2.4.A	Identify audience and purpose before writing.		
W.WP.2.4.B	Participate in self-evaluation of written work.		
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.		
(W) Writing Domain - (WR) Writing Research			
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.		
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Grade 2 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
2.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving addition and subtraction.			
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
2.OA - Operations and Algebraic Thinking: B. Add and subtract within 20.			
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
2.OA - Operations and Algebraic Thinking: C. Work with equal groups of objects to gain foundations for multiplication.			
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	- Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
2.NBT - Number and Operations in Base Ten: A. Understand place value.			
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	-Place Value	- Identify the Place Values of Three Digit Numbers

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a "hundred."	-Place Value	
2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	-Place Value	
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, 100s.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	-Compare 3-digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
2.NBT - Number and Operations in Base Ten: B. Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
2.NBT.B.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.)		
2.M - Measurement: A. Measure and estimate lengths in standard units.			
2.M.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
2.M.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.M.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.M.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
2.M - Measurement: B. Relate addition and subtraction to length.			
2.M.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
2.M.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		
2.M - Measurement: C. Work with time and money.			
2.M.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.M.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
**2.DL - Data Literacy: A. Understand concepts of data.**		
2.DL.A.1	Understand that people collect data to answer questions. Understand that data can vary.		
2.DL.A.2	Identify what could count as data (e.g., visuals, sounds, numbers).		
**2.DL - Data Literacy: B. Represent and interpret data.**		
2.DL.B.3	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
2.DL.B.4	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort and Graph Objects
**2.G.A - Geometry: A. Reason with shapes and their attributes.**		
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)	-Name and Draw Shapes	- Identify 3D Shapes
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. For example, students partition a rectangle (i.e. the whole) into three equal shares, identify each of the shares as a 'third' and describe the rectangle as three 'thirds'.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

Grade 3 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
L.RF.3.3.B	Decode words with common Latin suffixes.		
L.RF.3.3.C	Decode multisyllable words.		
L.RF.3.3.D	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.		
(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
L.RF.3.4.A	Read grade-level text with purpose and understanding.		
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.	-Read with Fluency	- Read with Fluency
L.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.		
L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).		
L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
L.WF.3.2.C	Identify language of word origin, as noted in dictionaries.		
L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers')		
L.WF.3.2.E	Change y to i (cried) in words with suffixes, when required.		
L.WF.3.2.F	Spell regular two- and three-syllable words that:		
L.WF.3.2.F.i	Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.		
L.WF.3.2.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.		
L.WF.3.2.G	Spell common words in English, including regular and irregular forms.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.		
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.		
L.WF.3.3.B	Capitalize appropriate words in titles.		
L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.		
L.WF.3.3.D	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.		
L.WF.3.3.E	Use appropriate pronouns with clear referents.		
L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).		
L.WF.3.3.G	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.		
L.WF.3.3.H	Paraphrase a main idea or event in order to vary sentence structure and word use.		
L.WF.3.3.I	Organize ideas into paragraphs with main ideas and supporting details.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (KL) Knowledge of Language			
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.		
L.KL.3.1.B	Choose words and phrases for effect.		
L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	-Context Clues	
L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.VL.3.2.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-Literal v. Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.	-Understanding the Text	- Ask and Answer Questions About a Story
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.	-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.	-Describe Characters in a Story	- Describe Characters
RI.IT.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
(R) Reading Domain - (TS) Text Structure			
RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	-Identifying Text Structure	- Identify Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.3.5	Distinguish their own point of view from that of the narrator or those of the characters.	-Point of View	
RI.PP.3.5	Distinguish their own point of view from that of the author of a text.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	-Use Pictures to Understand Words	- Answer Questions About the Images in a Text - Explain the Images in a Text
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.3.7	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	-Logical Connections	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).	-Compare, Contrast Series Books	
RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.3.1	Write opinion texts to present an idea with reasons and information.		
W.AW.3.1.A	Introduce an opinion clearly.		
W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.		
W.AW.3.1.D	Provide a conclusion related to the opinion presented.		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.IW.3.2.A	Introduce a topic clearly.		
W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.		
W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).		
W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.		
W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.		
W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events.		
W.NW.3.3.D	Use concrete words and phrases/sensory details to convey experiences and events.		
W.NW.3.3.E	Provide a conclusion or sense of closure that follows the narrated experiences or events.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(W) Writing Domain - (WP) Writing Process			
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.		
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.		
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.		
(W) Writing Domain - (WR) Writing Research			
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
SL.PE.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Grade 3 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving multiplication and division.			
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	-Unknown Number Equations	
3.OA - Operations and Algebraic Thinking: B. Understand properties of multiplication and the relationship between multiplication and division.			
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) {Clarification: Students need not use formal terms for these properties}.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
3.OA.B.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.OA - Operations and Algebraic Thinking: C. Multiply and divide within 100.			
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 5 = 40, one knows 40 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
3.OA - Operations and Algebraic Thinking: D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
3.OA.D.8	Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Clarification: This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order) (Order of Operations)	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		
3.NBT - Number and Operations in Base Ten: A. Use place value understanding and properties of operations to perform multi-digit arithmetic.			
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.NBT.A.2	With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm - Add and Subtract within 1000 Using the Expanded Form Strategy - Add and Subtract within 1000 Using a Number Line - Add within 1000 Using Any Method
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.		
3.NF - Number and Operations – Fractions: A. Develop understanding of fractions as numbers.			
3.NF.A.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. For example: If a rectangle (i.e. the whole) is partitioned into 3 equal parts, each part is 1/3. Two of those parts would be 2/3.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.A.2.a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. For example, partition the number line from 0 to 1 into 3 equal parts, represent 1/3 on the number line and show that each part has a size 1/3.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
3.NF.A.3.b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	-Generating Equivalent Fractions	
3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	-Whole Numbers as Fractions	
3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions Using Visual Models

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.M - Measurement: A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
3.M.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.M.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Clarification: "Measure and estimate liquid volumes and masses" excludes compound units such as cm3 and finding the geometric volume of a container. "Multiplying to solve one-step word problems" excludes multiplicative comparison problems (problems involving "times as much")		
3.M - Measurement - Geometric Measurement: B. Understand concepts of area and relate area to multiplication and to addition.			
3.M.B.3	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.M.B.3.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
3.M.B.3.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3.M.B.4	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.M.B.5	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.M.B.5.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.M.B.3.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3.M.B.4	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.M.B.5	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.M.B.5.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.M.B.5.b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.M.B.5.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.M.B.5.d	Collect student-centered data (e.g. collect data on students' favorite ice cream flavor) or use existing data to answer data-based questions.		

3.M - Measurement - Geometric Measurement: C. Understand concepts of area and relate area to multiplication and to addition.

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.M.C.6	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	-Perimeter of Polygons	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
3.DL - Data Literacy: A. Understand data-based questions and data collection.			
3.DL.A.1	Develop data-based questions and decide what data will answer the question. (e.g. "What size shoe does a 3rd grader wear?", "How many books does a 3rd grader read?")		
3.DL.A.2	Collect student-centered data (e.g. collect data on students' favorite ice cream flavor) or use existing data to answer data-based questions.		
3.DL - Data Literacy: B. Represent and interpret data.			
3.DL.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.DL.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.		
3.G - Geometry: A. Reason with shapes and their attributes.			
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area of the shape.		

Grade 4 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		
L.RF.4.4.A	Read grade-level text with purpose and understanding.		
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.		
L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.		
L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, suffixes.		
L.WF.4.2.B	Write affixed words that involve a sound or spelling change in the base word.		
L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.		
L.WF.4.2.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Sentence Composition (Grammar, Syntax, and Punctuation)			
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:		
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.		
L.WF.4.3.C	Use independent clauses and coordinating conjunctions.		
L.WF.4.3.D	Form irregular verbs; form and use progressive tenses.		
L.WF.4.3.E	Form and use possessive nouns and pronouns.		
L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).		
L.WF.4.3.G	Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.		
L.WF.4.3.H	Use apostrophes for possession.		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.4.1	Use knowledge of language and conventions when writing, speaking, reading, or listening.		
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
L.KL.4.1.B	Choose words and phrases to convey ideas precisely.		
L.KL.4.1.C	Choose punctuation for effect.		
L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to meaning of a word (e.g., telegraph, photograph, autograph).		

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L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference About a Story
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	-Describing Characters	- Describe a Character, Setting, or Event
RI.IT.4.3	Describe the impact of individuals and events throughout course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
(R) Reading Domain - (TS) Text Structure			
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.	-Compare and Contrast Two Views	
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	-Compare a Story and Visuals	
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	-Developing Arguments	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.	-Compare and Contrast Themes	
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics/patterns of events in informational texts from authors of different cultures.	-Be an Expert: Use Multiple Texts	
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.4.1	Write opinion pieces on topics/texts, supporting a point of view with reasons information.		
W.AW.4.1.A	Introduce a topic/text clearly, state an opinion,, create an organizational structure where related ideas are grouped to support writer's purpose.		
W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.		
W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in addition).		
W.AW.4.1.D	Provide a conclusion related to the opinion presented.		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas/information clearly.		
W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features and multimedia when useful to aid in comprehension.		
W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.		
W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases.		
W.IW.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.		
W.NW.4.3.A	Orient the reader by establishing a situation and introducing a narrator/characters; organize an event sequence that unfolds naturally.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
W.NW.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.NW.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.		
W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.		
W.NW.4.3.E	Provide a conclusion that follows from the narrated experiences or events.		
W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.		
(W) Writing Domain - (WP) Writing Process			
W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.		
W.WP.4.4.B	Use specialized, topic-specific language appropriate for audience, purpose/subject matter.		
W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.		
W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, spell checker, evaluate whether the writing achieved its goal and make changes in content.		
W.WP.4.4.E	After initial drafting, expand, combine, reduce sentences for meaning, audience, and style.		
(W) Writing Domain - (WR) Writing Research			
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		
SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
4.OA - Operations and Algebraic Thinking: A. Use the four operations with whole numbers to solve problems.			
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.A.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Multistep Word Problems	- Solve Multistep Word Problems
4.OA - Operations and Algebraic Thinking: B. Gain familiarity with factors and multiples.			
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Identify which Numbers 1-100 Are Prime - Recognize Factors and Multiples for 1-100 - Determine Multiples for Numbers 1-100 - Find Factor Pairs for Numbers 1-100
4.OA - Operations and Algebraic Thinking: C. Generate and analyze patterns.			
4.OA.C.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.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
4.NBT - Number and Operations in Base Ten: A. Generalize place value understanding for multi-digit whole numbers.			
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
4.NBT - Number and Operations in Base Ten: B. Use place value understanding and properties of operations to perform multi-digit arithmetic.			
4.NBT.B.4	With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area model.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
4.NF - Number and Operations – Fractions: A. Extend understanding of fraction equivalence and ordering.			
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.A.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 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.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NF - Number and Operations – Fractions: B. Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.			
4.NF.B.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	-Add/Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NF.B.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.B.4.a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.B.4.b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. In general, n × (a/b) = (n × a)/b.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
**4.NF - Number and Operations – Fractions: C. Understand decimal notation for fractions, and compare decimal fractions.**		
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. (Clarification: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)		
4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
4.MD - Measurement: A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	-Customary and Metric Measurement	- Convert Units of Time
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	-Measurement Word Problems	
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
4.MD - Measurement - Geometric Measurement: B. Understand concepts of angle and measure angles.			
4.MD.B.4	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	-Measuring Angles	
4.MD.B.4.a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	-Measuring Angles	
4.MD.B.4.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	

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4.MD.B.5	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
4.MD.B.6	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world/mathematical problems.	-Additive Angles	
4.DL - Data Literacy: A. Organize data and understand data visualizations.			
4.DL.A.1	Create data-based questions, generate ideas based on the questions, and then refine the questions.		
4.DL.A.2	Develop strategies to collect various types of data and organize data digitally.		
4.DL.A.3	Understand that subsets of data can be selected and analyzed for a particular purpose.		
4.DL.A.4	Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.		
4.DL - Data Literacy: B. Represent and interpret measurement data.			
4.DL.B.5	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.G - Geometry: A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular and parallel lines. Identify these in two-dimensional figures.		
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		

Grade 5 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (RF) Foundational Skills: Reading Language - Phonics and Word Recognition			
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
(L) Language Domain - (RF) Foundational Skills: Reading Language - Fluency			
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		
L.RF.5.4.A	Read grade-level text with purpose and understanding.		
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.		
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
(L) Language Domain - (WF) Foundational Skills: Writing Language - Spelling			
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.		
L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.		
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives/adverbs.		
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.		
L.WF.5.2.D	Distinguish between frequently confused words.		
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.		
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.		
L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).		
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (KL) Knowledge of Language			
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
L.VL.5.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.5.3	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
L.VI.5.3.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
L.VI.5.3.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
L.VI.5.3.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).	-Comparing Story Elements	- Compare and Contrast Elements in a Story
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
(R) Reading Domain - (TS) Text Structure			
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.	-Narrator's Point of View	- Identify the Point of View of a Story
RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.		
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	-Using Text Features	- Use Text Features to Answer Questions About a Text
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.	-Comparing Similar Texts	
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.	-Integrate Information	
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		

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W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.		
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
W.AW.5.1.D	Provide a conclusion related to the opinion presented.		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.		
W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).		
W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.NW.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.NW.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		

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W.NW.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
W.NW.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.NW.5.3.E	Provide a conclusion that follows from the narrated experiences or events.		
(W) Writing Domain - (WP) Writing Process			
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.WP.5.4.A	Consider audience, purpose, and intent before writing.		
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.		
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.		
W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.		
W.WP.5.4.E	After initial drafting, expand, combine, reduce sentences for meaning, audience, and style.		
(W) Writing Domain - (WR) Writing Research			
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.		
SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.OA - Operations and Algebraic Thinking: A. Write and interpret numerical expressions.			
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
5.OA - Operations and Algebraic Thinking: B. Analyze patterns and relationships.			
5.OA.B.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.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.NBT - Number and Operations in Base Ten: A. Understand the place value system.			
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NBT.A.2	Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.NBT.A.3	Read, write, and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals
5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals
5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.NBT.A.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten: B. 5.NBT - Perform operations with multi-digit whole numbers and with decimals to hundredths.			
5.NBT.B.5	With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.NF - Number and Operations – Fractions: A. Use equivalent fractions as a strategy to add and subtract fractions.			
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.NF - Number and Operations – Fractions: B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.NF.B.4.a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.NF.B.5	Interpret multiplication as scaling (resizing), by:		
5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.		
5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.NF.B.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?		

5.M - Measurement: A. Convert like measurement units within a given measurement system.

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.M.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	-Converting Measurements	- Convert Units of Metric Length

5.M - Measurement and Data - Geometric Measurement: B. Understand concepts of volume and relate volume to multiplication and addition.

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.M.B.2	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.M.B.2.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.M.B.2.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism

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5.M.B.3	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.B.4	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	-Volume of Rectangular Prisms	
5.M.B.4.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	-Volume of Rectangular Prisms	
5.M.B.4.b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	-Volume of Rectangular Prisms	
5.M.B.4.c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		
**5.DL - Data Literacy: A. Represent and interpret data.**		
5.DL.A.1	Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.		
5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g. chart, storyboard, video presentation).		
5.DL.A.3	Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).		
5.DL.A.4	Using appropriate visualizations (i.e. double line plot, double bar graph), analyze data across samples.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
5.DL - Data Literacy: B. Represent and interpret data.			
5.DL.B.5	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
5.G - Geometry: A. Graph points on the coordinate plane to solve real-world and mathematical problems.			
5.G.A.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).	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.A.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.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
5.G - Geometry: B. Classify two-dimensional figures into categories based on their properties.			
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	-Classifying Quadrilaterals	
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

Grade 6 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (SS) System and Structure of Language			
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.		
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).		
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).		
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.		
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.		
L.SS.6.1.F	Recognize spelling conventions.		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.		
L.KL.6.2.D	Maintain consistency in style and tone.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.		
L.VL.6.3.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.		
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.		

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L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.		
L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.		
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details in an Informational Text
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	-Development of an Idea or Event	
(R) Reading Domain - (TS) Text Structure			
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	-Text Structure	
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	-Point of View	- Analyze the Point of View of a Poem
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.	-Author's Argument	
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	-Compare a Text with a Performance	
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text

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(R) Reading Domain - (AA) Analysis of an Argument				
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
(R) Reading Domain - (CT) Comparison of Texts				
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.	-Compare and Contrast	
(W) Writing Domain - (AW) Argumentative Writing				
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.		
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.		
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.		
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.		
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.		
W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.		
(W) Writing Domain - (IW) Informative and Explanatory Writing				
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

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W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.		
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.		
W.IW.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.IW.6.2.E	Acknowledge and attempt a formal/academic style, approach, and form.		
W.IW.6.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events.		

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(W) Writing Domain - (WP) Writing Process			
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.		
(W) Writing Domain - (WR) Writing Research			
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		

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SL.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Grade 6 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
6.RP - Ratio and Proportion: A. Understand ratio concepts and use ratio reasoning to solve problems.			
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	-Introduction to Ratios	- Complete a Ratio Table
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	-Introduction to Unit Rates	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	-Introduction to Unit Rates	
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	-Percent of a Quantity	
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
6.NS - The Number System: A. Apply and extend previous understanding of multiplication and division to divide fractions by fractions.			
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	-Dividing Fractions	
6.NS - The Number System: B. Compute fluently with multi-digit numbers and find common factors and multiples.			
6.NS.B.2	With accuracy and efficiency, divide multi-digit numbers using the standard algorithm.	-Divide Multi-Digit Numbers	
6.NS.B.3	With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.B.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).	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS - The Number System: C. Apply and extend previous understanding of numbers to the system of rational numbers.			
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.C.6.a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.	-Opposites of Numbers	
6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.C.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.		
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.		
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.	-Absolute Value	
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.		

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6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.EE - Expressions and Equations: A. Apply and extend previous understanding of arithmetic to algebraic expressions.			
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.A.2.a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y.	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.A.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.EE.A.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 whole-number 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 $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions

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6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	-Equivalent Expressions	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	-Equivalent Expressions	
6.EE - Expressions and Equations: B. Reason about and solve one-variable equations and inequalities.			
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	-Solve One Variable Equations	
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
6.EE - Expressions and Equations: C. Represent and analyze quantitative relationships between dependent and independent variables.			
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.		
6.G - Geometry: A. Solve real-world and mathematical problems involving area, surface area, and volume.			
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
6.G.A.4	Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		

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6.SP - Statistics and Probability: A. Develop understanding of statistical variability.			
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	-Introduction to Statistics	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	
6.SP - Statistics and Probability: B. Summarize and describe distributions.			
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	-Displaying Data	
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	-Summarizing Data Sets	
6.SP.B.5.a	Reporting the number of observations.	-Summarizing Data Sets	
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
6.SP.B.5.c	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.	-Summarizing Data Sets	
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

Grade 7 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (SS) System and Structure of Language			
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.		
L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.		
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).		
L.SS.7.1.E	Recognize spelling conventions.		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.		
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.		
L.VL.7.3.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.		
L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.		

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L.VL.7.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.	-Figurative Language	
L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.	-Cite Textual Evidence	
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
(R) Reading Domain - (CI) Central Ideas and Themes of Texts			
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Thematic Development	

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RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Central Ideas in a Text	
(R) Reading Domain - (IT) Interactions Among Text Elements			
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Elements of a Short Story	
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., comparisons, analogies, categories).	-How Ideas Are Related	
(R) Reading Domain - (TS) Text Structure			
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	-Text Structure	
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.	-Text Structure	
(R) Reading Domain - (PP) Perspective and Purpose in Texts			
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.	-Contrasting Point of View	
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.	-Author's Point of View and Goal	
(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.7.6	Compare and contrast texts to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	-Compare Text and Multimedia	

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RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.	-Print v. Multimedia Text	
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.	-Historical Fiction	
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.		
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.		
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.		
W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.		

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(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.		
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.IW.7.2.D	Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.		
W.IW.7.2.E	Establish and maintain a formal style academic style, approach, and form.		
W.IW.7.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.NW.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		

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W.NW.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.NW.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
(W) Writing Domain - (WP) Writing Process			
W.WP.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
(W) Writing Domain - (WR) Writing Research			
W.WR.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		

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SL.PE.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.PE.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Grade 7 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
7.RP - Ratio and Proportion: A. Analyze proportional relationships and use them to solve real-world and mathematical problems.			
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.	-Compute Unit Rates	
7.RP.A.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.A.2.a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	-Find, Show Proportional Amounts	
7.RP.A.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
7.RP.A.2.c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.	-Represent Proportions	
7.RP.A.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	-Represent Proportions	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	-Ratio, Proportion Word Problems	
7.NS - The Number System: A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
7.NS.A.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.	-Add Rational Numbers -Subtract Rational Numbers	

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7.NS.A.1.a	Describe situations in which opposite quantities combine to make 0. For example, in the first round of a game, Maria scored 20 points. In the second round of the same game, she lost 20 points. What is her score at the end of the second round?	-Add Rational Numbers	
7.NS.A.1.b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real world contexts.	-Add Rational Numbers	
7.NS.A.1.c	Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	-Subtract Rational Numbers	
7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NS.A.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	-Multiply Rational Numbers	
7.NS.A.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
7.NS.A.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
7.NS.A.2.d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Clarification: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)	-Four Operations with Numbers	
7.EE - Expressions and Equations: A. Use properties of operations to generate equivalent expressions.			
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	-Generate Equivalent Expressions	
7.EE - Expressions and Equations: B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	-Multi-Step, Real-World Problems	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
7.EE.B.4.a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	-Solving Equations	
7.EE.B.4.b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	-Solving Inequalities	
**7.G - Geometry: A. Draw, construct, and describe geometrical figures, and describe the relationships between them.**		
7.G.A.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.A.2	Draw (with technology, with ruler and protractor, as well as freehand) 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.A.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 - Geometry: B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
7.G.B.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.B.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.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two-/three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
7.SP - Statistics and Probability: A. Use random sampling to draw inferences about a population.			
7.SP.A.1	Understand that statistics can be used to gain info. about a population by examining a sample; generalize about a population from a sample are valid only if sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	-Inferential Statistics	
7.SP - Statistics and Probability: B. Draw informal comparative inferences about two populations.			
7.SP.B.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. For example, the mean height of players on the team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.		
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. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	-Measures of Central Tendency	
7.SP - Statistics and Probability: 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 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, a probability near 1 indicates a likely event.	-Probability of a Chance Event	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
7.SP.C.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.	-Predict and Compare Probability	
7.SP.C.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.	-Predict and Compare Probability	
7.SP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, use the model to determine probabilities of events. 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.	-Predict and Compare Probability	
7.SP.C.7.b	Develop a probability model by observing frequencies in data generated from a chance process. 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?	-Predict and Compare Probability	
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
7.SP.C.8.a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
7.SP.C.8.b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
7.SP.C.8.c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		

Grade 8 English Language Arts

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(L) Language Domain - (SS) System and Structure of Language			
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.		
L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
L.SS.8.1.B	Form and use verbs in the active and passive voice.		
L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.		
L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
L.SS.8.1.F	Use an ellipsis to indicate an omission.		
L.SS.8.1.G	Recognize spelling conventions.		
(L) Language Domain - (KL) Knowledge of Language			
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.		
L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
(L) Language Domain - (VL) Vocabulary Acquisition, Use and Literal Meaning			
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.		

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L.VL.8.3.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.		
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.		
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
(L) Language Domain - (VI) Vocabulary Acquisition, Use and Interpretative Meaning			
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.		
L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.		
L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word Choice and Meaning	
L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
(R) Reading Domain - (CR) Close Reading of Text			
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	

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RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
**(R) Reading Domain - (CI) Central Ideas and Themes of Texts**		
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Theme	
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Central Idea	
	(R) Reading Domain - (IT) Interactions Among Text Elements		
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.	-Analyze Incidents in a Story	
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.	-Text Development	
	(R) Reading Domain - (TS) Text Structure		
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.	-Comparing Text Structure	
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.	-Text Structure	
	(R) Reading Domain - (PP) Perspective and Purpose in Texts		
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	-Point of View	

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(R) Reading Domain - (MF) Diverse Media and Formats			
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.	-Comparing Film and Literature	
RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.	-Multi-Media and Expository Text	
(R) Reading Domain - (AA) Analysis of an Argument			
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
(R) Reading Domain - (CT) Comparison of Texts			
RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.	-Understand Conflicting Texts	
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Fiction: Themes and Patterns	

![eSpark Learning]

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
(W) Writing Domain - (AW) Argumentative Writing			
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.		
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.		
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.		
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.		
(W) Writing Domain - (IW) Informative and Explanatory Writing			
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.		

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W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.IW.8.2.D	Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.		
W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.		
W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.		
Writing Domain: (NW) Narrative Writing			
W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.NW.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
W.NW.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences/events.		
W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences/events.		
W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.		

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(W) Writing Domain - (WP) Writing Process			
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.		
(W) Writing Domain - (WR) Writing Research			
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
(W) Writing Domain - (SE) Sources of Evidence			
W.SE.8.6	Gather relevant information from multiple print, digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
(W) Writing Domain - (RW) Range of Writing			
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
(SL) Speaking and Listening Domain - (PE) Participate Effectively			
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		

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SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.PE.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
(SL) Speaking and Listening Domain - (II) Integrate Information			
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
(SL) Speaking and Listening Domain - (ES) Evaluate Speakers			
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
(SL) Speaking and Listening Domain - (PI) Present Information			
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
(SL) Speaking and Listening Domain - (UM) Use Media			
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
(SL) Speaking and Listening Domain - (AS) Adapt Speech			
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Grade 8 Mathematics

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
8.NS - The Number System: A. Know that there are numbers that are not rational, and approximate them using rational numbers.			
8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats eventually into a rational number.	-Convert to Rational Numbers	
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	-Estimate Irrational Numbers	
8.NS.A.3	Understand that the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		
8.EE - Expressions and Equations: A. Work with radicals and integer exponents.			
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. i.e., $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	-Integer Exponents	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.	-Square and Cube Roots	
8.EE.A.2.a	Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
8.EE.A.2.b	Simplify numerical radicals, limiting to square roots (i.e. nonperfect squares). For example, simplify $\sqrt{8}$ to $2\sqrt{2}$.		
8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9, and determine that the world population is more than 20 times larger.	-Scientific Notation	

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	
8.EE - Expressions and Equations: B. Understand the connections between proportional relationships, lines, and linear equations.			
8.EE.B.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.	-Relationships and Slope	
8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	-Slope Intercept Form, Triangles	
8.EE - Expressions and Equations: C. Analyze and solve linear equations and pairs of simultaneous linear equations.			
8.EE.C.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
8.EE.C.7.a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	-Solutions to Linear Equations	
8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	
8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.	-Solutions to Linear Equations	
8.EE.C.8.a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations.	-Solutions to Linear Equations	

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8.EE.C.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, by inspection, conclude that 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. Solve 3x + y = 30 and y = 2x using the substitution method; Solve y = 3x + 1 and y = -2x + 7 using the substitution method.	-Solutions to Linear Equations	
8.EE.C.8.c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		
8.F - Functions: A. Define, evaluate, and compare functions.			
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
8.F - Functions: B. Use functions to model relationships between quantities.			
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		
8.G - Geometry: A. Understand congruence and similarity using physical models, transparencies, or geometry software.			
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:		
8.G.A.1.a	Lines are taken to lines, and line segments to line segments of the same length.		
8.G.A.1.b	Angles are taken to angles of the same measure.		
8.G.A.1.c	Parallel lines are taken to parallel lines.		
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.		
8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
8.G - Geometry: B. Understand and apply the Pythagorean Theorem.			
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.		
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		

NJSLS Code	New Jersey Student Learning Standard	Quest Title	Small Group Skill Lesson
8.G.B.8	Apply the Pythagorean Theorem to find distance between two points in a coordinate system.		
8.G - Geometry: C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		
8.SP - Statistics and Probability: A. Investigate patterns of association in bivariate data.			
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line.	-Line of Best Fit	
8.SP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.		
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	-Two-Way Table	- Test Apps