



eSpark Learning Alignment with the Wisconsin Standards for English Language Arts (2020) and Wisconsin Standards for Mathematics (2021)

eSpark Learning is aligned to the Wisconsin Standards for English Language Arts (2020) and Wisconsin Standards for Mathematics (2021). 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 WI Notations, and quickly assign leveled lessons that correspond with what you're teaching in class!

Table of Contents

Kindergarten	ELA/Reading	Math
Grade 1	ELA/Reading	Math
Grade 2	ELA/Reading	Math
Grade 3	ELA/Reading	Math
Grade 4	ELA/Reading	Math
Grade 5	ELA/Reading	Math
Grade 6	ELA/Reading	Math
Grade 7	ELA/Reading	Math
Grade 8	ELA/Reading	Math

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Print Concepts			
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
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
RF.K.1.b	Recognize spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.c	Understand words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
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
Reading Foundational Skills: Phonological Awareness			
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 in a Word - Blend 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 Missing Sounds in Words
RF.K.2.a	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	-Letters Make Words	- Blend Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify Missing Sounds in Words
Reading Foundational Skills: Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> -Letter Sounds -Sight Words -Word Families 	<ul style="list-style-type: none"> - Make All 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
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	-Letter Sounds	- Make All the Letter Sounds
RF.K.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		
RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-Sight Words	- Recognize Sight Words
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
Reading Foundational Skills: Fluency			
RF.K.4	Read emergent-reader texts with purpose and understanding.		
Reading K-5: Key Ideas and Details			
R.K.1	With prompting and support, develop and answer questions about a text. (RI&RL)	-Ask and Answer Questions	<ul style="list-style-type: none"> - Ask and Answer Questions About Informational Texts - Answer Questions About a Story

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
R.K.2	With prompting and support, retell stories (RL); share key details from a text. (RI)	-Retell Stories -Find the Main Idea	- Retell the Parts of a Story - Retell a Story - Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
R.K.3	With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	-Make Connections -Tell What Happened	- Make Connections Between Events, Individuals, or Ideas in Informational Text - Identify Major Events in a Story - Identify the Characters in a Story
Reading K-5: Craft and Structure			
R.K.4	With prompting and support, identify specific words that express feelings or content-specific words within a text. (RI&RL)	-Learn New Words -Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
R.K.5	Identify literary and informational texts. (RI&RL)	-Name the Parts of a Story Book -Identify Stories and Poems	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book - Identify Fictional Texts - Identify Poems - Identify Informational Texts
R.K.6	Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	-Name Authors and Illustrators	- Identify Authors and Illustrators
Reading K-5: Integration of Knowledge and Ideas			
R.K.7	With prompting and support, describe the relationship between illustrations and the text. (RI&RL)	-Pictures Help You Read -Using Pictures in Stories	
R.K.8	With prompting and support, identify specific information to support ideas in a text. (RI)	-Author's Purpose	
R.K.9	With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	-Same and Different -Compare and Contrast Stories	- Note Similarities and Differences Between Texts

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Text Types and Purposes			
W.K.1	Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.K.2	Use a combination of drawing, dictating, and writing to compose text in a variety of modes:		
W.K.2.a	Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.		
W.K.2.b	Informative/explanatory text in which they name what they are writing about and supply some information about the topic.		
W.K.2.c	Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
W.K.3	Use a combination of drawing, dictating, and writing to compose text that utilizes:		
W.K.3.a	Organization: provide a sense of structure, attempt an introduction.		
W.K.3.b	Word Choice (including domain specific): use words familiar to the student.		
Writing K-5: Production and Distribution of Writing			
W.K.4	With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Inquiry to Build and Present Knowledge			
W.K.7	Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8	With guidance and support from adults, recall information from experiences, gather information from provided sources to answer a question.		
W.K.9	With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.		
Speaking and Listening K-5: Comprehension and Collaboration			
SL.K.1	With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.		
SL.K.1.a	Follow agreed-upon norms and participate by actively listening, taking turns, staying on topic.		
SL.K.1.b	Participate in a conversation through multiple exchanges.		
SL.K.1.c	Ask questions about the topic/text.		
SL.K.1.d	Consider individual differences when communicating with others.		
SL.K.2	With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.K.4	With guidance and support, describe familiar people, places, things, and events.		
SL.K.5	With guidance and support, create an original or utilize existing visual displays to support descriptions.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language K-5: Knowledge of Language			
L.K.1	Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.K.1.a	Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.		
Language K-5: Vocabulary Acquisition and Use			
L.K.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	-Adding Word Parts	
L.K.2.a	Begin to recognize some words have multiple meanings (e.g., duck, tie).		
L.K.2.b	Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed).	-Adding Word Parts	
L.K.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
L.K.3.a	Ask and answer questions about unknown words.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
L.K.3.b	Sort common objects into categories.	-Let's Make Categories!	
L.K.3.c	Demonstrate understanding of frequently occurring verbs and their opposites (antonyms).	-Opposites!	
L.K.3.d	Connect common words to real life (e.g., colorful).	-How to Use Words	
L.K.3.e	Act out shades of meanings with verbs (e.g., strut, skip).	-Similar Action Words	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.K.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.		
Language K-5: Conventions of Standardized English			
L.K.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.K.5.a	Frequently used nouns, verbs, and prepositions.		
L.K.5.b	Oral pluralizations of nouns.		
L.K.5.c	Question words (who, what, etc.).		
L.K.5.d	Oral production and expansion of complete sentences.		
L.K.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.K.6.a	Capitalization of the first word in a sentence.		
L.K.6.b	Name frequently used punctuation.		
L.K.6.c	Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).		
L.K.6.d	Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
K.CC - Counting and Cardinality: A. Know number names and the count sequence.			
M.K.CC.A.1	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
M.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
M.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. Tell the number of objects.			
M.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects - 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
M.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 (one to one correspondence).	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
M.K.CC.B.4.b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted (number conservation).	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
M.K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger and the previous number is one smaller (hierarchical inclusion).	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
M.K.CC.B.5	Quickly recognize and name the quantity of up to 5 objects briefly shown in structured or unstructured arrangements without counting (perceptual subitizing).		
M.K.CC.B.6	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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
K.CC - Counting and Cardinality: C. Compare numbers.			
M.K.CC.C.7	Identify whether the number of objects (up to 10) 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.	-More or Less?	- Compare Groups of Objects Using More and Fewer
M.K.CC.C.8	Compare two numbers between 1 and 10 presented as written numerals using student-generated ways to record the comparison.	-Compare Two Numbers	- Compare Numbers within 10
K.OA - Operations and Algebraic Thinking: A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
M.K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, or numbers. Drawings need not show details but should show the mathematics in the problem.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
M.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
M.K.OA.A.3	Compose and decompose quantities within 10.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
M.K.OA.A.3.a	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 with drawings or numbers.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.K.OA.A.3.b	Quickly name the quantity of objects briefly shown in structured arrangements anchored to 5 (e.g., fingers, ten frames, math rack/rekenrek) with totals up to 10 without counting by recognizing the arrangement or seeing the quantity in subgroups that are combined (conceptual subitizing).		
M.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	<ul style="list-style-type: none"> - Fill in the 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
M.K.OA.A.5	Flexibly and efficiently add and subtract within 5 using mental images and composing or decomposing numbers up to 5.	-Add and Subtract Within 5	<ul style="list-style-type: none"> - 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.			
M.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into 10 ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or numbers; understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	<ul style="list-style-type: none"> - Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
K.MD - Measurement and Data: A. Describe and compare measurable attributes.			
M.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
M.K.MD.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 or shorter.	<ul style="list-style-type: none"> -Longer or Shorter? -Heavy or Light? 	<ul style="list-style-type: none"> - Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
K.MD - Measurement and Data: B. Classify objects and count the number of objects in each category.			
M.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.	-Sort and Count Objects	<ul style="list-style-type: none"> - Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
K.G - Geometry: A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
M.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	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
M.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
M.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.			
M.K.G.B.4	Analyze and compare two- and 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?	
M.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
M.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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
Reading Foundational Skills: Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-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 Sounds in a CVC Word - Blend Sounds to Read CVC Words
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 the Long Vowel Sounds
RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
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
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
RF.1.2.e	Add, delete, 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 Missing Sounds
Reading Foundational Skills: Phonics and Word Recognition			
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 Letter-Sound Correspondence of the Sh/Wh Digraphs - Read Words with Sh/Wh - Blend Sounds in CVC Words - Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes Vowel Sound in a Word - Divide Words into Syllables - Identify Syllables in a Word - Find Syllables in a Word - Read Sight Words - Read Irregular Words

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
RF.1.3.a	Know and apply grade-level phonics and word analysis skills in decoding words.	-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
RF.1.3.b	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).	-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
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
RF.1.3.e	Decode two-syllable words following basic (known) patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
RF.1.3.f	Read words with inflectional endings (i.e., -s, -ed, -ing).	-Sight Words	- Read Sight Words - Read Irregular Words
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words

Reading Foundational Skills: Fluency

RF.1.4	Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension		
RF.1.4.a	Read grade-level text with purpose and understanding.		
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Key Ideas and Details			
R.1.1	Develop and answer questions about key ideas and details in a text. (RI&RL)	-Questions About Stories -Answer Questions About Stories	- Ask and Answer Questions About a Story - Ask and Answer Question About Informational Texts
R.1.2	Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)	-Retell Stories -Find the Main Idea	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story - Identify the Main Idea of an Informational Text
R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	-Make Connections -Characters, Plot, and Setting	- Identify Major Events in a Story - Identify the Characters in a Story
Reading K-5: Craft and Structure			
R.1.4	Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
R.1.5	Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
R.1.6	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	-Identify Who's Telling the Story -Use Images to Understand a Text	
Reading K-5: Integration of Knowledge and Ideas			
R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	-Images Help You Read -Use Images To Explain a Text	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events - Use Images To Explain a Text
R.1.8	Identify specific information an author or illustrator gives that supports ideas in a text. (RI)	-Identify Author's Purpose	
R.1.9	Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	-Compare and Contrast Text -Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Text Types and Purposes			
W.1.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.1.2	Write text in a variety of modes:		
W.1.2.a	Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
W.1.2.b	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
W.1.2.c	Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
W.1.3	Create writing that utilizes:		
W.1.3.a	Organization: provide a beginning, middle and a simple ending.		
W.1.3.b	Transitions: simple word transitions and temporal words/pictures that link ideas.		
Writing K-5: Production and Distribution of Writing			
W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Inquiry to Build and Present Knowledge			
W.1.7	Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.		
Speaking and Listening K-5: Comprehension and Collaboration			
SL.1.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.		
SL.1.1.a	With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.		
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges		
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.1.d	Consider individual differences when communicating with others.		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas clearly.		
SL.1.5	Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language K-5: Knowledge of Language			
L.1.1	Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.1.1.a	Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.		
Language K-5: Vocabulary Acquisition and Use			
L.1.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate	-Context Clues -Prefixes and Suffixes	
L.1.2.a	Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).	-Prefixes and Suffixes	
L.1.2.b	Identify common root words.		
L.1.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:	-Sorting Words -Words and Their Use -What Are Synonyms?	
L.1.3.a	Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
L.1.3.b	Explain rationale for sorting words into categories.	-Words and Their Use -Sorting Words	
L.1.3.c	Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).	-What Are Synonyms?	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.1.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.		
Language K-5: Conventions of Standardized English			
L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.1.5.a	Common, proper, and possessive nouns.		
L.1.5.b	Nouns/verbs agreement in simple sentences.		
L.1.5.c	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.		
L.1.5.d	Production and expansion of complete sentences in response to prompts.		
L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.1.6.a	Capitalization of dates and names of people.		
L.1.6.b	End punctuation.		
L.1.6.c	Commas in dates and simple sets.		
L.1.6.d	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
1.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving addition and subtraction.			
M.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	<ul style="list-style-type: none"> - Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
M.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.			
M.1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Informal use of the commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Informal use of the associative property of addition.)	-Number Families	<ul style="list-style-type: none"> - Learn About Fact Families - Understand Properties of Addition
M.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.			
M.1.OA.C.5	Use counting and subitizing strategies to explain addition and subtraction.	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> - Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
M.1.OA.C.5.a	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> - Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.1.OA.C.5.b	Use conceptual subitizing in unstructured arrangements with totals up to 10 and structured arrangements anchored to 5 or 10 (e.g., ten frames, double ten frames, math rack/rekenrek) with totals up to 20 to relate the compositions and decompositions to addition and subtraction.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
M.1.OA.C.6	Use multiple strategies to add and subtract within 20.	-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
M.1.OA.C.6.a	Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing and decomposing up to 10.	-Add and Subtract Up to 20	- Add and Subtract within 10
M.1.OA.C.6.b	Add and subtract within 20 using objects, drawings, or equations. 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
1.OA - Operations and Algebraic Thinking: D. Work with addition and subtraction equations.			
M.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?	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
1.NBT - Number and Operations in Base Ten: A. Extend the counting sequence.			
M.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.			
M.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	<ul style="list-style-type: none"> - Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
M.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a "ten."	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
M.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	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
M.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	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
M.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols ($>$, $=$, and $<$).	-Compare Numbers	<ul style="list-style-type: none"> - Compare Two-Digit Numbers

WI Notation	Wisconsin 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.			
M.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
M.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
M.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.MD - Measurement and Data: A. Measure lengths indirectly and by iterating length units.			
M.1.MD.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
M.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a 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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
1.MD - Measurement and Data: B. Tell and write time.			
M.1.MD.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
1.MD - Measurement and Data: C. Represent and interpret data.			
M.1.MD.C.4	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.			
M.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
M.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. Student use of formal names such as "right rectangular prism" is not expected.	-Build With Shapes	- Create 3D Shapes
M.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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonological Awareness			
RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Long and Short Vowels -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
RF.2.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels -Sounds You Hear in Words -Blend Sounds to Make Words -Word Families	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
Reading Foundational Skills: Print Concepts			
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/Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3.b	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
RF.2.3.c	Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
RF.2.3.d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
RF.2.3.e	Decode regularly spelled two-syllable words with long vowels. Encode some of these words. o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. -ing, -ed.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Reading Foundational Skills: Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4.a	Read grade-level text with purpose and understanding.		
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.		
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Reading K-5: Key Ideas and Details			
R.2.1	Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	-Ask and Answer Questions -Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text - Answer Questions About a Story
R.2.2	Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)	-Main Topic -Stories Can Teach Lessons	- Find the Main Topic of an Informational Text - Retell a Story
R.2.3	Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)	-Identify Steps in a Process -Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Craft and Structure			
R.2.4	Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)	-Find the Meaning of New Words -Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
R.2.5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	-Explore Story Structure -Nonfiction Text Features	- Identify Chronological Order of Events - Identify Nonfiction Text Features - Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
R.2.6	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	-Discover Points of View -Purpose of a Text	
Reading K-5: Integration of Knowledge and Ideas			
R.2.7	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)	-Images Add Meaning to Text -Gain Meaning from Pictures	- Use Images to Support Understanding of a Text - Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
R.2.8	Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	-Find Evidence in the Text	
R.2.9	Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	-Compare and Contrast Stories -Compare and Contrast Texts	
Writing K-5: Text Types and Purposes			
W.2.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.2.2	Write text in a variety of modes:		
W.2.2.a	Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
W.2.2.b	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
W.2.2.c	Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
W.2.3	Create writing that utilizes:		
W.2.3.a	Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.		
W.2.3.b	Transitions: use transitions to link and build connections between ideas, text, and events.		
W.2.3.c	Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.		
Writing K-5: Production and Distribution of Writing			
W.2.4	With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Inquiry to Build and Present Knowledge			
W.2.7	Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
W.2.9	With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.		
Speaking and Listening K-5: Comprehension and Collaboration			
SL.2.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.		
SL.2.1.a	Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.		
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.1.d	Consider individual differences when communicating with others.		
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
SL.2.3	Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.2.4	Tell a story or recount an experience with descriptive details, expressing ideas clearly.		
SL.2.5	Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language K-5: Knowledge of Language			
L.2.1	Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.2.1.a	Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).		
L.2.1.b	Recognize formal and informal uses of English.		
Language K-5: Vocabulary Acquisition and Use			
L.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
L.2.2.a	Determine the meaning of a new word when a prefix or suffix is added.	-Adding Prefixes	
L.2.2.b	Use a common root word as a clue to the meaning of an unknown word.	-Root Words	
L.2.2.c	Use individual words to predict meaning of compound words (e.g., birdhouse).	-Compound Words	
L.2.2.d	Use resources to clarify meanings of words.		
L.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.2.3.a	Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
L.2.3.b	Identify real-life connections between words and their use (e.g., describe foods that are juicy).		
L.2.3.c	Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.2.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).		
Language K-5: Conventions of Standardized English			
L.2.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.2.5.a	Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.		
L.2.5.b	Production, expansion, and rearrangement of complete simple and compound sentences.		
L.2.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.2.6.a	Capitalization of holidays, products, geographic places.		
L.2.6.b	Commas in greetings and closings.		
L.2.6.c	Apostrophes in contractions and frequently occurring possessives.		
L.2.6.d	Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
2.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving addition and subtraction.			
M.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	<ul style="list-style-type: none"> - 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.			
M.2.OA.B.2	Flexibly and efficiently add and subtract within 20 using multiple mental strategies which may include counting on; making ten; decomposing a number leading to a ten; 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 with Fluency	<ul style="list-style-type: none"> - 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.			
M.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	<ul style="list-style-type: none"> - 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
M.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	<ul style="list-style-type: none"> - Create/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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
2.NBT - Number and Operations in Base Ten: A. Understand place value.			
M.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
M.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”	-Place Value	
M.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 (and 0 tens and 0 ones).	-Place Value	
M.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	-Skip-Count to 1000	- Skip Count by Tens
M.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
M.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).	-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.			
M.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. In Grade 2, subtraction with decomposition is an exception and may include drawings or representations.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
M.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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.		
M.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.		
M.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. These explanations may be supported by drawings or objects.		

2.MD - Measurement and Data: A. Measure and estimate lengths in standard units.

M.2.MD.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
M.2.MD.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.		
M.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
M.2.MD.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.MD - Measurement and Data: B. Relate addition and subtraction to length.

M.2.MD.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 number lines) and equations with a symbol for the unknown number to represent the problem.		
M.2.MD.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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
2.MD - Measurement and Data: C. Work with time and money.			
M.2.MD.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
M.2.MD.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
2.MD - Measurement and Data: D. Represent and interpret data.			
M.2.MD.D.9	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.		
M.2.MD.D.10	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.			
M.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. Sizes are compared directly or visually, not compared by measuring.	-Name and Draw Shapes	- Identify 3D Shapes
M.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
M.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe and count the shares using the words halves, thirds, and fourths, and use phrases half of, a third of, and a fourth of the whole. Describe the whole as composed of two halves, three thirds, and four fourths. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
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 and Suffixes
RF.3.3.b	Decode words with common Latin suffixes.		
RF.3.3.c	Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).		
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
RF.3.3.e	Apply common encoding rules.		
RF.3.3.f	Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).		
RF.3.3.g	Know when to double the final consonant when adding a suffix.		
Reading Foundational Skills: Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
RF.3.4.a	Read grade-level text with purpose and understanding.		
RF.3.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.	-Read with Fluency	- Read with Fluency
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Key Ideas and Details			
R.3.1	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	-Asking and Answering Questions -Understanding the Text	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text - Ask and Answer Questions About a Story
R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	-Retell Stories -Find the Main Idea	- Retell the Parts of a Story - Retell a Story - Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
R.3.3	Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	-Connecting Story Details -Describe Characters in a Story	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships - Describe Characters
Reading K-5: Craft and Structure			
R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	-Context Clues -Literal v. Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
R.3.5	Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)	-Text Features -Identifying Text Structure	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features - Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
R.3.6	Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Integration of Knowledge and Ideas			
R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)	-Use Pictures to Understand Words -Illustrations Support Text	- Answer Questions About the Images in a Text - Explain the Images in a Text - Explain How Illustrations Contribute to a Story
R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)	-Logical Connections	
R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	-Compare and Contrast -Compare, Contrast Series Books	- Compare and Contrast Texts on the Same Topic
Writing K-5: Text Types and Purposes			
W.3.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.3.2	Write text in a variety of modes:		
W.3.2.a	Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.		
W.3.2.b	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.		
W.3.2.c	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.		
W.3.3	Create writing that utilizes:		
W.3.3.a	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.3.3.b	Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.		
W.3.3.c	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.		
Writing K-5: Production and Distribution of Writing			
W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.3.5	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.		
Writing K-5: Inquiry to Build and Present Knowledge			
W.3.7	Conduct short inquiry projects that build knowledge about a topic.		
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
W.3.9	Recall facts from literary or informational texts to support reflection, and inquiry.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening K-5: Comprehension and Collaboration			
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.		
SL.3.1.a	Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.		
SL.3.1.b	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).		
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.		
SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.		
SL.3.3	Ask and answer questions about information from a speaker, offering elaboration and detail.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.		
SL.3.5	Include digital media and visual displays in presentations to enhance certain facts and details.		
Language K-5: Knowledge of Language			
L.3.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.3.1.a	Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).		
L.3.1.b	Recognize differences between the conventions of written and spoken English.		
L.3.1.c	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.		
Language K-5: Vocabulary Acquisition and Use			
L.3.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.		
L.3.2.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.3.2.b	Determine the meaning of new words when a suffix or prefix is added.		
L.3.2.c	Use resources to determine word meanings.		
L.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.3.3.a	Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.		
L.3.3.b	Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).		
L.3.3.c	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.3.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.		
L.3.4.a	Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).		
Language K-5: Conventions of Standardized English			
L.3.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.3.5.a	Irregular and regular nouns and verbs.		
L.3.5.b	Simple verb tenses.		
L.3.5.c	Subject-verb agreement.		
L.3.5.d	Simple and compound sentences.		
L.3.5.e	Easily confused words (e.g., to, too, two).		
L.3.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.3.6.a	Titles.		
L.3.6.b	Quotation marks for speech.		
L.3.6.c	Possessives.		
L.3.6.d	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.6.e	Use conventional spelling for high frequency words.		
L.3.6.f	Use conventional spelling for adding suffixes to basic words.		
L.3.6.g	Use learned syllable patterns and reference materials to solve and write unknown words.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
3.OA - Operations and Algebraic Thinking: A. Represent and solve problems involving multiplication and division.			
M.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
M.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 $56 \div 8$.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
M.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 - Operations and Algebraic Thinking: B. Understand properties of multiplication and the relationship between multiplication and division.			
M.3.OA.B.4	Apply properties of operations as strategies to multiply and divide. Student use of the formal terms for these properties is not necessary. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (distributive property.)	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
M.3.OA.B.5	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
3.OA - Operations and Algebraic Thinking: C. Multiply and divide within 100.			
M.3.OA.C.6	Use multiplicative thinking to multiply and divide within 100.	-Unknown Number Equations	
M.3.OA.C.6.a	Use the meanings of multiplication and division, the relationship between the operations (e.g., knowing that $8 \times 5 = 40$, one could reason that $40 \div 5 = 8$), and properties of operations (e.g., the distributive property) to develop and understand strategies to multiply and divide within 100.	-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
M.3.OA.C.6.b	Flexibly and efficiently use strategies, the relationship between the operations, and properties of operations to find products and quotients with multiples of 0, 1, 2, 5, & 10 within 100.	-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.			
M.3.OA.D.7	Solve two-step word problems, posed with whole numbers and having whole number answers, using the four operations. Represent these problems using one or two equations with a letter standing for the unknown quantity. If one equation is used, grouping symbols (i.e. parentheses) may be needed. Assess the reasonableness of answers using mental computation and estimation strategies.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
M.3.OA.D.8	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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
3.NF - Number and Operations – Fractions: A. Develop understanding of fractions as numbers.			
M.3.NF.A.1	Understand a unit fraction as the quantity formed when a whole is partitioned into equal parts and explain that a unit fraction is one of those parts (e.g., $\frac{1}{4}$). Understand fractions are composed of unit fractions. For example, $\frac{7}{4}$ is the quantity formed by 7 parts of the size $\frac{1}{4}$.	-Getting Started with Fractions	<ul style="list-style-type: none"> - Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
M.3.NF.A.2	Understand a fraction as a number on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
M.3.NF.A.2.a	Understand the whole on a number line is defined as the interval from 0 to 1 and the unit fraction is defined by partitioning the interval into equal parts (i.e., equal-sized lengths).	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
M.3.NF.A.2.b	Represent fractions on a number line by iterating lengths of the unit fraction from 0. Recognize that the resulting interval represents the size of the fraction and that its endpoint locates the fraction as a number on the number line. For example, $\frac{5}{3}$ indicates the length of a line segment from 0 by iterating the unit fraction $\frac{1}{3}$ five times and its end point locates the fraction $\frac{5}{3}$ on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
M.3.NF.A.3	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.	<ul style="list-style-type: none"> -Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions 	<ul style="list-style-type: none"> - 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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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	<ul style="list-style-type: none"> - Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
M.3.NF.A.3.b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$ and explain why the fractions are equivalent by using a visual fraction model (e.g., tape diagram or number line).	-Generating Equivalent Fractions	
M.3.NF.A.3.c	Express whole numbers as fractions ($3 = 3/1$), and recognize fractions that are equivalent to whole numbers ($4/4 = 1$).	-Whole Numbers as Fractions	
M.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. Justify the conclusions by using a visual fraction model (e.g., tape diagram or number line) and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).	-Comparing Fractions	- Compare Fractions Using Visual Models
3.MD - Measurement and Data: A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
M.3.MD.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.	-Tell and Write Time in Minutes	<ul style="list-style-type: none"> - Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
M.3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l), excluding compound units such as cm^3 and finding the geometric volume of a container. 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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
3.MD - Measurement and Data: B. Represent and interpret data.			
M.3.MD.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	<ul style="list-style-type: none"> - 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
M.3.MD.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, fourths.		
3.MD - Measurement and Data - Geometric Measurement: C. Understand concepts of area and relate area to multiplication and to addition.			
M.3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
M.3.MD.C.5.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.		
M.3.MD.C.5.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.		
M.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
M.3.MD.C.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
M.3.MD.C.7.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	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.3.MD.C.7.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
M.3.MD.C.7.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 $a \times b$ and $a \times c$. 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
M.3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.		

3.MD - Measurement and Data - Geometric Measurement: D. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

M.3.MD.D.8	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	
-------------------	--	------------------------	--

3.G - Geometry: A. Reason with shapes and their attributes.

M.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.		
M.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 $\frac{1}{4}$ of the area of the shape.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.4.3.a	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.		
Reading Foundational Skills: Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.4.4.a	Read grade-level text with purpose and understanding.		
RF.4.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.		
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Reading K-5: Key Ideas and Details			
R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	-Inferences Using Evidence -Inferences and Conclusions	- Make an Inference About a Story - Use Evidence From a Text to Answer Questions - Make Inferences About a Text
R.4.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	-Main Ideas and Details -Summarize a Text's Main Idea	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text - Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
R.4.3	Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)	-Science Texts: Events and Steps -Describing Characters	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure - Describe a Character, Setting, or Event

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Craft and Structure			
R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)	-Meaning of Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	-Describing Text Structure -Poems, Drama, Prose	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure - Identify the Parts of a Drama - Identify the Structure of a Poem
R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)	-Compare and Contrast Two Views -Different Points of View	- Identify the Point of View of a Story - Identify Point of View
Reading K-5: Integration of Knowledge and Ideas			
R.4.7	Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)	-Graphics to Understand a Text -Compare a Story and Visuals	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)	-Developing Arguments	
R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	-Compare and Contrast Themes -Be an Expert: Use Multiple Texts	
Writing K-5: Text Types and Purposes			
W.4.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.4.2	Write text in a variety of modes:		
W.4.2.a	Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.4.2.b	Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.		
W.4.2.c	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
W.4.3	Create writing that utilizes:		
W.4.3.a	Organization: include an introduction that establishes a purpose, provides a concluding statement related to the body of composition. Structure of text reflects the purpose.		
W.4.3.b	Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.		
W.4.3.c	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.		
Writing K-5: Production and Distribution of Writing			
W.4.4	Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience.		
W.4.5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.		
W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing K-5: Inquiry to Build and Present Knowledge			
W.4.7	Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.		
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.		
W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.		
Speaking and Listening K-5: Comprehension and Collaboration			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.		
SL.4.1.a	Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge, experiences to explore ideas under discussion.		
SL.4.1.b	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).		
SL.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.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats.		
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.4.4	Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
SL.4.5	Integrate audio and visual content in presentations to enhance the development of main ideas or themes.		
Language K-5: Knowledge of Language			
L.4.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.4.1.a	Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).		
L.4.1.b	Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).		
L.4.1.c	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.		
L.4.1.d	Choose punctuation for effect.		
Language K-5: Vocabulary Acquisition and Use			
L.4.2	Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.		
L.4.2.a	Use context as a clue to the meaning of a word or phrase.		
L.4.2.b	Consult print and digital reference materials for meaning and pronunciation.		
L.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.4.3.a	Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.4.3.b	Explain common idioms and proverbs.		
L.4.3.c	Understand words by relating them to synonyms and antonyms.		
L.4.3.d	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).		
L.4.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.		
L.4.4.a	Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
Language K-5: Conventions of Standardized English			
L.4.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.4.5.a	Relative pronouns and adverbs.		
L.4.5.b	Prepositional phrases.		
L.4.5.c	Order of adjectives.		
L.4.5.d	Adjectives, adverbs, conjunctions		
L.4.5.e	Compound and complex sentences.		
L.4.5.f	Easily confused words (e.g., to, too, two).		
L.4.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:		
L.4.6.a	Capitalization.		
L.4.6.b	Commas and quotation marks for quotations.		
L.4.6.c	Commas in compound sentences.		
L.4.6.d	Spell grade-level words correctly using reference materials to solve words as needed.		

WI Notation	Wisconsin 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.			
M.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ 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	<ul style="list-style-type: none"> - Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
M.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	<ul style="list-style-type: none"> - Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
M.4.OA.A.3	Solve multi-step 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.	-Multistep Word Problems	- Solve Multistep Word Problems
4.OA - Operations and Algebraic Thinking: B. Gain familiarity with factors and multiples.			
M.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.	<ul style="list-style-type: none"> -Prime and Composite Numbers -Factors and Multiples 	<ul style="list-style-type: none"> - 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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
4.OA - Operations and Algebraic Thinking: C. Generate and analyze patterns.			
M.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
4.OA - Operations and Algebraic Thinking: D. Multiply and divide within 100.			
M.4.OA.D.6	Flexibly and efficiently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations [e.g., knowing that 7×6 can be thought of as 7 groups of 6 so one could think 5 groups of 6 is 30 and 2 more groups of 6 is 12 and $30 + 12 = 42$ (informal use of the distributive property)].	-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
4.NBT - Number and Operations in Base Ten: A. Generalize place value understanding for multi-digit whole numbers.			
M.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 $700 \div 70 = 10$ 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
M.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 and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).	-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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.4.NBT.A.3	Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates. (e.g., Is my estimate too low or too high? What degree of precision do I need for the situation?)	-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.			
M.4.NBT.B.4	Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
M.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, or area models.	-Multiply Multi-Digit Numbers	- Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
M.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/division. Illustrate and explain the calculation by using equations, rectangular arrays, or area models.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide
4.NF - Number and Operations – Fractions: A. Extend understanding of fraction equivalence.			
M.4.NF.A.1	Understand fraction equivalence.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
M.4.NF.A.1.a	Explain why a fraction is equivalent to another fraction by using visual fraction models (e.g., tape diagrams and number lines), with attention to how the number and the size of the parts differ even though the two fractions themselves are the same size.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
M.4.NF.A.1.b	Understand and use a general principle to recognize and generate equivalent fractions that name the same amount.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.4.NF.A.2	Compare fractions with different numerators and different denominators while recognizing that comparisons are valid only when the fractions refer to the same whole. Justify the conclusions by using visual fraction models (e.g., tape diagrams and number lines) and by reasoning about the size of the fractions, using benchmark fractions, or creating common denominators or numerators. Describe the result of the comparison using words and symbols ($>$, $=$, and $<$).	-Comparing Fractions	<ul style="list-style-type: none"> - 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.			
M.4.NF.B.3	Understand composing and decomposing fractions.	<ul style="list-style-type: none"> -Add and Subtract Fractions -Add and Subtract Mixed Numbers 	- Add and Subtract Fractions with Common Denominators
M.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
M.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: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
M.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	<ul style="list-style-type: none"> - Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
M.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.		
M.4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number times a fraction.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.4.NF.B.4.a	Understand a fraction as a group of unit fractions or as a multiple of a unit fraction. For example, $\frac{5}{4}$ can be represented visually as 5 groups of $\frac{1}{4}$, as a sum of unit fractions $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$, or as a multiple of a unit fraction $5 \times \frac{1}{4}$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
M.4.NF.B.4.b	Represent a whole number times a non-unit fraction (e.g., $3 \times \frac{2}{5}$) using visual fraction models and understand this as combining equal groups of the non-unit fraction (3 groups of $\frac{2}{5}$) and as a collection of unit fractions (6 groups of $\frac{1}{5}$), recognizing this product as $\frac{6}{5}$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
M.4.NF.B.4.c	Solve word problems involving multiplication of a whole number times a fraction by using visual fraction models and equations to represent the problem. Understand a reasonable answer range when multiplying with fractions. For example, if each person at a party will eat $\frac{3}{8}$ 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.			
M.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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.		
M.4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100, connect decimals to real-world contexts, and represent with visual models (e.g., number line or area model). For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
M.4.NF.C.7	Compare decimals to hundredths by reasoning about their size and using benchmarks. Recognize that comparisons are valid only when the decimals refer to the same whole. Justify the conclusions, by using explanations or visual models (e.g., number line or area model) and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
4.MD - Measurement and Data: A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
M.4.MD.A.1	<p>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).</p>	-Customary and Metric Measurement	- Convert Units of Time
M.4.MD.A.2	<p>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.</p>	-Measurement Word Problems	
M.4.MD.A.3	<p>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.</p>	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
4.MD - Measurement and Data: B. Represent and interpret measurement data.			
M.4.MD.B.5	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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.</p>	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
4.MD - Measurement and Data - Geometric Measurement: C. Understand concepts of angle and measure angles.			
M.4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	-Measuring Angles	
M.4.MD.C.5.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 $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	-Measuring Angles	
M.4.MD.C.5.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	
M.4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
M.4.MD.C.7	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 and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	-Additive Angles	
4.G - Geometry: A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
M.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		
M.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.		
M.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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.5.3.a	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.		
Reading Foundational Skills: Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.5.4.a	Read grade-level text with purpose and understanding.		
RF.5.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.		
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Reading K-5: Key Ideas and Details			
R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	-Quotes and Direct Evidence -Explicit Meaning and Inferences	- Use Quotes to Support Inferences About a Text - Make Inferences - Make Inferences Using Text Evidence
R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	-Main Idea and Details -Identify Theme Through Characters -Summarizing a Text	- Use Details to Find Two or More Main Ideas in an Informational 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
R.5.3	Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	-Explain Two Related Ideas -Comparing Story Elements	- Explain How Two Ideas are Related - Compare and Contrast Elements in a Story

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading K-5: Craft and Structure			
R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
R.5.5	Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	-Comparing Text Structure -Relating Pieces to the Whole	- Identify the Structure of a Text - Make Connections Between Stanzas in a Poem
R.5.6	In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)	-Narrator's Point of View	- Identify the Point of View of a Story
Reading K-5: Integration of Knowledge and Ideas			
R.5.7	Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	-Using Text Features -Enhance Meaning and Tone with Multimedia	- Use Text Features to Answer Questions About a Text
R.5.8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)		
R.5.9	Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	-Integrate Information -Comparing Similar Texts	
Writing K-5: Text Types and Purposes			
W.5.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.5.2	Write text in a variety of modes:		
W.5.2.a	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.5.2.b	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.		
W.5.2.c	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
W.5.3	Create writing that utilizes:		
W.5.3.a	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.		
W.5.3.b	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.		
W.5.3.c	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.		
Writing K-5: Production and Distribution of Writing			
W.5.4	Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.5.6	With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).		
Writing K-5: Inquiry to Build and Present Knowledge			
W.5.7	Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.		
Speaking and Listening K-5: Comprehension and Collaboration			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.		
SL.5.1.a	Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.		
SL.5.1.b	Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).		
SL.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.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats.		
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Speaking and Listening K-5: Presentation of Knowledge and Ideas			
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.		
SL.5.5	Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.		
Language K-5: Knowledge of Language			
L.5.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.5.1.a	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.		
L.5.1.b	Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).		
L.5.1.c	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
L.5.1.d	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language K-5: Vocabulary Acquisition and Use			
L.5.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.		
L.5.2.a	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.5.3.a	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
L.5.3.b	Interpret similes and metaphors in context.		
L.5.3.c	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).		
L.5.3.d	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).		
L.5.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.		
L.5.4.a	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language K-5: Conventions of Standardized English			
L.5.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.5.5.a	Conjunctions.		
L.5.5.b	Verb tenses.		
L.5.5.c	Correlative conjunctions.		
L.5.5.d	Use of “they” and “their” when referring to singular people or ideas.		
L.5.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.5.6.a	Commas (introductory elements, and elements that need to be set off like a question or direct address).		
L.5.6.b	Italics, underlining, quotes with titles.		
L.5.6.c	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
5.OA - Operations and Algebraic Thinking: A. Write and interpret numerical expressions.			
M.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
M.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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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.			
M.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.			
M.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.		
M.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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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
M.5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals
M.5.NBT.A.3.b	Compare decimals to thousandths based on meanings of the digits in each place and describe the result of the comparison using words and symbols ($>$, $=$, and $<$).	-Compare Decimals to Thousandths	- Compare Two Decimals
M.5.NBT.A.4	Use place value understanding to generate estimates for problems in real-world situations, with decimals, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates (e.g. Is my estimate too low or too high? What degree of precision do I need for this situation?)	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line

5.NBT - Number and Operations in Base Ten: B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

M.5.NBT.B.5	Flexibly and efficiently multiply multi-digit whole numbers using strategies or algorithms based on place value, area models, and the properties of operations.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
M.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, or area models.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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
5.NF - Number and Operations – Fractions: A. Use equivalent fractions as a strategy to add and subtract fractions.			
M.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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
M.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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ by observing that $\frac{3}{7} < \frac{1}{2}$.	-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.			
M.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction times a whole number (e.g., $\frac{2}{3} \times 4$) or a fraction times a fraction (e.g., $\frac{2}{3} \times \frac{4}{5}$), including mixed numbers.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
M.5.NF.B.4.a	Represent word problems involving multiplication of fractions using visual models to develop flexible and efficient strategies. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
M.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.		
M.5.NF.B.5	Interpret multiplication as scaling (resizing) by estimating whether a product will be larger or smaller than a given factor on the basis of the size of the other factor, without performing the indicated multiplication.		
M.5.NF.B.5.a	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.		
M.5.NF.B.5.b	Relate the principle of fraction equivalence to the effect of multiplying or dividing a fraction by 1 or an equivalent form of 1 (e.g., $\frac{3}{3}$, $\frac{5}{5}$).		
M.5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models (e.g., tape diagrams, area models, or number lines) and equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers (e.g., $1/3 \div 4$) and whole numbers by unit fractions (e.g., $4 \div 1/5$). Students able to multiply fractions can develop strategies to divide fractions by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
M.5.NF.B.7.a	Interpret and represent division of a unit fraction by a non-zero whole number as an equal sharing division situation. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
M.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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
M.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 by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 4 people share $1/3$ lb. of chocolate equally? Each person gets $1/12$ lb. of chocolate. How many $1/5$ -cup servings are in 4 cups of raisins? There are 20 servings of size $1/5$ -cup of raisins.		
5.MD - Measurement and Data: A. Convert like measurement units within a given measurement system.			
M.5.MD.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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
5.MD - Measurement and Data: B. Represent and interpret data.			
M.5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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.MD - Measurement and Data - Geometric Measurement: C. Understand concepts of volume and relate volume to multiplication and addition.			
M.5.MD.C.3	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
M.5.MD.C.3.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
M.5.MD.C.3.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
M.5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
M.5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.	-Volume of Rectangular Prisms	
M.5.MD.C.5.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.5.MD.C.5.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	
M.5.MD.C.5.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.G - Geometry: A. Graph points on the coordinate plane to solve real-world and mathematical problems.

M.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
M.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.

M.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	
M.5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading 6-12: Key Ideas and Details			
R.6.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	-Textual Evidence and Inferences	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts - Use Text Evidence to Make Inferences
R.6.2	Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	-Central Idea of a Text -Introduction to Theme	- Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details in an Text - Use Key Details From the Text to Determine Theme or Main Idea of the Story
R.6.3	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	-Development of an Idea or Event -Plot Development	- Describe the Plot and How Characters Respond to It
Reading 6-12: Craft and Structure			
R.6.4	Determine the meaning of words and phrases including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)		
R.6.5	In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	-Introduction to Text Structure -Text Structure	- Use the Structure of a Text to Identify the Theme
R.6.6	In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)	-Author's Argument -Point of View	- Analyze the Point of View of a Poem

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading 6-12: Integration of Knowledge and Ideas			
R.6.7	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	-Author's Argument -Integrate Information -Compare a Text with a Performance	- Integrate Information to Understand a Text
R.6.8	Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	-Author's Argument	
R.6.9	Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	-Compare and Contrast -Compare and Contrast Genres	
Writing 6-12: Text Types and Purposes			
W.6.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.6.2	Write text in a variety of modes:		
W.6.2.a	Write arguments to support claims with clear reasons, relevant evidence, literary theory.		
W.6.2.b	Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.6.2.c	Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well structured event sequences		
W.6.3	Create writing that utilizes:		
W.6.3.a	Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.		
W.6.3.b	Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.		
W.6.3.c	Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Writing 6-12: Production and Distribution of Writing			
W.6.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.6.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.		
Writing 6-12: Inquiry to Build and Present Knowledge			
W.6.7	Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards)		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening 6-12: Comprehension and Collaboration			
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.		
SL.6.1.a	Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.		
SL.6.1.b	With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).		
SL.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.6.1.d	Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Speaking and Listening 6-12: Presentation of Knowledge and Ideas			
SL.6.4	Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.		
SL.6.5	Include multimedia components and visual displays in presentations to clarify and enhance information.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language 6-12: Knowledge of Language			
L.6.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.6.1.a	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.		
L.6.1.b	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).		
L.6.1.c	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.6.1.d	Maintain consistency in style and tone.		
Language 6-12: Vocabulary Acquisition and Use			
L.6.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.		
L.6.2.a	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.6.2.b	Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
L.6.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.6.3.a	Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.6.3.b	Interpret figures of speech (e.g., personification) in context.		
L.6.3.c	Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.		
L.6.3.d	Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
L.6.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.		
Language 6-12: Conventions of Standardized English			
L.6.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.6.5.a	Use of objective, subjective, possessive, and intensive pronouns		
L.6.5.b	Strategies to improve expression in conventional language		
L.6.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.6.6.a	Commas, parentheses, and dashes		
L.6.6.b	Correct spelling		

WI Notation	Wisconsin 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.			
M.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
M.6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (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." Expectations for unit rates in this grade are limited to non-complex fractions.	-Introduction to Unit Rates	
M.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	
M.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	
M.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	
M.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	
M.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	

WI Notation	Wisconsin 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.			
M.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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$.	-Dividing Fractions	
6.NS - The Number System: B. Compute fluently with multi-digit numbers and find common factors and multiples.			
M.6.NS.B.2	Flexibly and efficiently divide multi-digit whole numbers using strategies or algorithms based on place value, area models, and the properties of operations.	-Divide Multi-Digit Numbers	
M.6.NS.B.3	Flexibly and efficiently add, subtract, multiply, and divide multi-digit decimals using strategies or algorithms based on place value, visual models, the relationship between operations, and the properties of operations.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
M.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.			
M.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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	
M.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	
M.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
M.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	
M.6.NS.C.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
M.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.		
M.6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .		
M.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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.		
M.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.			
M.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
M.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
M.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
M.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

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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 $A = 6s^2$ 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
M.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	
M.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.			
M.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.		
M.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
M.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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.		
6.EE - Expressions and Equations: C. Represent and analyze quantitative relationships between dependent and independent variables.			
M.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.			
M.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.		
M.6.G.A.2	Find volumes of right rectangular prisms with fractional edge lengths by using physical or virtual unit cubes. Develop (construct) and apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms in the context of solving real-world and mathematical problems.		
M.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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.6.G.A.4	Represent three-dimensional figures 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.		
6.SP - Statistics and Probability: A. Develop understanding of statistical variability.			
M.6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question, 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	
M.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	
M.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.			
M.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	-Displaying Data	
M.6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	-Summarizing Data Sets	
M.6.SP.B.5.a	Reporting the number of observations.	-Summarizing Data Sets	
M.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	
M.6.SP.B.5.c	Describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered and the quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) were given.	-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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading 6-12: Key Ideas and Details			
R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	-Textual Evidence and Inference -Cite Textual Evidence	
R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)	-Retell Stories -Find the Main Idea	
R.7.3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	-Make Connections -Tell What Happened	
Reading 6-12: Craft and Structure			
R.7.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	-Figurative Language	
R.7.5	In literary texts, analyze how structure, including genre specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	-Text Structure	
R.7.6	In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)	-Author's Point of View and Goal -Contrasting Point of View	
Reading 6-12: Integration of Knowledge and Ideas			
R.7.7	Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	-Print v. Multimedia Text -Compare Text and Multimedia	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
R.7.8	Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	-Compare Texts, Analyze Arguments	
R.7.9	Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	-Compare Texts, Analyze Arguments -Historical Fiction	
Writing 6-12: Text Types and Purposes			
W.7.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.7.2	Write text in a variety of modes:		
W.7.2.a	Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.		
W.7.2.b	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
W.7.2.c	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.7.3	Create writing that utilizes:		
W.7.3.a	Organization: provide an introduction that creates suspense/anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.		
W.7.3.b	Transitions: use a variety of appropriate transitions that connect and develop ideas.		
W.7.3.c	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.		
Writing 6-12: Production and Distribution of Writing			
W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, style are culturally-sustaining and rhetorically authentic to task, purpose, audience.		
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to/citing sources.		
Writing 6-12: Inquiry to Build and Present Knowledge			
W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening 6-12: Comprehension and Collaboration			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.		
SL.7.1.a	Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.		
SL.7.1.b	With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).		
SL.7.1.c	Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.		
SL.7.1.d	Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.		
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.		
SL.7.3	Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
Speaking and Listening 6-12: Presentation of Knowledge and Ideas			
SL.7.4	Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.		
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language 6-12: Knowledge of Language			
L.7.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.7.1.a	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.		
L.7.1.b	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).		
L.7.1.c	Maintain consistency in style and tone.		
L.7.1.d	When appropriate, eliminate wordiness and redundancy.		
Language 6-12: Vocabulary Acquisition and Use			
L.7.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate		
L.7.2.a	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.7.2.b	Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
L.7.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.7.3.a	Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.		
L.7.3.b	Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).		
L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.		
Language 6-12: Conventions of Standardized English			
L.7.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.7.5.a	Phrases and clauses		
L.7.5.b	Simple, compound, and complex sentences signaling differing relationships among ideas		
L.7.5.c	Recognizing and correcting dangling modifiers		
L.7.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.7.6.a	Commas to separate coordinate adjectives		

WI Notation	Wisconsin 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.			
M.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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2} / \frac{1}{4}$ miles per hour, equivalently 2 miles per hour.	-Compute Unit Rates	
M.7.RP.A.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
M.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	
M.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	
M.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	
M.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 $(0, 0)$ & $(1, r)$ where r is the unit rate.	-Represent Proportions	
M.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.			
M.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.	-Add Rational Numbers -Subtract Rational Numbers	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.7.NS.A.1.a	Describe situations in which opposite quantities combine to make 0. For example, if you earn \$10 and then spend \$10, you are left with \$0.	-Add Rational Numbers	
M.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	
M.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	
M.7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
M.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	
M.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	
M.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	
M.7.NS.A.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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	
M.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Note: 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.			
M.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
M.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.			
M.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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50.	-Multi-Step, Real-World Problems	
M.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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	
M.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. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	-Solving Inequalities	

7.G - Geometry: A. Draw, construct, and describe geometrical figures, and describe the relationships between them.

M.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.		
M.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.		
M.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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
7.G - Geometry: B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
M.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.		
M.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.		
M.7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		
7.SP - Statistics and Probability: A. Use random sampling to draw inferences about a population.			
M.7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	
M.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 (or simulated 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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
7.SP - Statistics and Probability: B. Draw informal comparative inferences about two populations.			
M.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 basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.		
M.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.			
M.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, and a probability near 1 indicates a likely event.	-Probability of a Chance Event	
M.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	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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	
M.7.SP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and 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	
M.7.SP.C.7.b	Develop a probability model (which may not be uniform) 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	
M.7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
M.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	
M.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 (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
M.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?		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Reading 6-12: Key Ideas and Details			
R.8.1	Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	-Textual Evidence and Inferencing -Evidence and Inferences	
R.8.2	Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)	-Central Idea -Theme	
R.8.3	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	-Text Development -Analyze Incidents in a Story	
Reading 6-12: Craft and Structure			
R.8.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	-Word Choice and Meaning	
R.8.5	In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)	-Text Structure -Comparing Text Structure	
R.8.6	In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)	-Author's Point of View and Goal -Point of View	
Reading 6-12: Integration of Knowledge and Ideas			
R.8.7	With prompting and support, describe the relationship between illustrations and the text. (RI&RL)	-Multi-Media and Expository Text -Comparing Film and Literature	
R.8.8	Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	-Understand Conflicting Texts	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
R.8.9	Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	-Fiction: Themes and Patterns -Understand Conflicting Texts	
Writing 6-12: Text Types and Purposes			
W.8.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.		
W.8.2	Write text in a variety of modes:		
W.8.2.a	Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.8.2.b	Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
W.8.2.c	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.		
W.8.3	Create writing that utilizes:		
W.8.3.a	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
W.8.3.b	Transitions: varied transitions to create cohesion and clarity among ideas and concepts.		
W.8.3.c	Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.		
Writing 6-12: Production and Distribution of Writing			
W.8.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.8.6	Use technology, (including paper, pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
Writing 6-12: Inquiry to Build and Present Knowledge			
W.8.7	Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening 6-12: Comprehension and Collaboration			
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly		
SL.8.1.a	Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.		
SL.8.1.b	Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.		
SL.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. Promote multiple perspectives.		
SL.8.1.d	Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.		
SL.8.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
SL.8.3	Understand and evaluate 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.		
Speaking and Listening 6-12: Presentation of Knowledge and Ideas			
SL.8.4	Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.		
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
Language 6-12: Knowledge of Language			
L.8.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.		
L.8.1.a	Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.		
L.8.1.b	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).		
L.8.1.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.8.1.d	Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.		
Language 6-12: Vocabulary Acquisition and Use			
L.8.2	Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate		
L.8.2.a	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.8.2.b	Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
L.8.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.8.3.a	Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.		
L.8.3.b	Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.		
L.8.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.		
Language 6-12: Conventions of Standardized English			
L.8.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:		
L.8.5.a	Active and passive voice verbs		
L.8.5.b	Indicative, imperative, interrogative, conditional, and subjunctive mood verbs		
L.8.5.c	Recognizing and correcting shifts in verb voice and mood		
L.8.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:		
L.8.6.a	Punctuation to recognize a pause or break		
L.8.6.b	Ellipsis to indicate an omission		
L.8.6.c	Correct spelling		

WI Notation	Wisconsin 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 by rational numbers.			
M.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	
M.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.EE - Expressions and Equations: A. Work with radicals and integer exponents.			
M.8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	-Integer Exponents	
M.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. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
M.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	
M.8.EE.A.4	Use technology to interpret and perform operations with numbers expressed in scientific notation. Choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).	-Scientific Notation: Operations	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
8.EE - Expressions and Equations: B. Understand the connections between proportional relationships, lines, and linear equations.			
M.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	
M.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.			
M.8.EE.C.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
M.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.	-Solutions to Linear Equations	
M.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	
M.8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.	-Solutions to Linear Equations	
M.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 simultaneously.	-Solutions to Linear Equations	
M.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.	-Solutions to Linear Equations	

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.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.			
M.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. Function notation is not required in Grade 8.		
M.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.		
M.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.			
M.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.		
M.8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
8.G - Geometry: A. Understand congruence and similarity using physical models, transparencies, or geometry software.			
M.8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:		
M.8.G.A.1.a	Lines are taken to lines, and line segments to line segments of the same length.		
M.8.G.A.1.b	Angles are taken to angles of the same measure.		
M.8.G.A.1.c	Parallel lines are taken to parallel lines.		
M.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.		
M.8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		
M.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.		
M.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.			
M.8.G.B.6	Justify the relationship between the lengths of the legs and the length of the hypotenuse of a right triangle and the converse of the Pythagorean Theorem.		
M.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.		

WI Notation	Wisconsin Student Learning Standard	Quest Title	Small Group Skill Lesson
M.8.G.B.8	Apply the Pythagorean Theorem to find the 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.			
M.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.			
M.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	
M.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	
M.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.		
M.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