



## eSpark Learning Alignment with the Alabama Course of Study: English Language Arts (2021), and Mathematics (2019).

eSpark Learning is aligned to the Alabama Course of Study: English Language Arts (2021), and Mathematics (2019). 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 Alabama codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For K-3</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.		
R3	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
R4	Use digital and electronic tools appropriately, safely, ethically for research and writing, both individually/collaboratively.		
R5	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
<b>Literacy Foundations: Oral Language</b>			
K.1	Actively listen and speak using agreed-upon rules for discussion, with guidance and support.		
K.1.a	Use speech that is understandable with grade-appropriate errors.		
K.1.b	Use word endings to indicate plurals, possessives, and verb tenses in speech. Examples: dogs, brother's shirt, jumped		
K.1.c	Use age-appropriate irregular plurals in conversation. Examples: foot/feet, tooth/teeth, mouse/mice		
K.1.d	Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.		
K.2	Actively engage in teacher-led reading experiences/collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.		
K.3	Actively participate in teacher-led choral and shared reading experiences. Examples: reciting nursery rhymes, songs, poems		
K.4	With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. Example: Use interrogatives who, what, where, when, why, and how to ask questions.		
K.5	With guidance and support, present information orally, using complete sentences in correct word order.		
K.5.a	Speak audibly and express thoughts, feelings, ideas clearly.		
K.5.b	Describe people, places, things, and events with relevant details in a story with three to five events.		
K.6	Uses spatial and temporal concepts correctly. Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last		
K.7	Restate and follow one- and two-step directions.		

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<b>Literacy Foundations: Concepts of Print</b>			
<b>K.8</b>	Demonstrate understanding of the organization and basic features of printed materials.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right, Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
<b>K.8.a</b>	Recognize and demonstrate that print conveys meaning. Examples: Share a favorite book with peers. Share a list of birthday gifts received.		
<b>K.8.b</b>	With prompting and support, explain the roles of the author and illustrator of a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
<b>K.8.c</b>	Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.	-Read Stories	- Follow Text from Left to Right, Top to Bottom
<b>K.8.d</b>	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.		
<b>K.8.e</b>	Point to words using one-to-one correspondence, noting that words are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
<b>K.8.f</b>	Distinguish letters from words within sentences.		
<b>K.8.g</b>	Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.		
<b>Literacy Foundations: Phonological Awareness/Phonemic Awareness</b>			
<b>K.9</b>	Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in a Word - Blend Three Sounds to Make a Word - Segment Initial, Middle, Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

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K.9.a	Count the number of words in a spoken sentence.		
K.9.b	Recognize alliterative spoken words.		
K.9.c	Recognize and produce pairs of rhyming words, distinguish them from non-rhyming pairs using pictures or spoken words.	-Words That Rhyme	- Find Words that Rhyme
K.9.d	Count, blend, and segment syllables in spoken words, including compound words.	-Count Syllables	- Count Syllables in a Word
K.9.e	Blend/segment onsets/rimes of single-syllable spoken words.		
K.9.f	Identify the initial, final, and medial sounds of spoken words.		
K.9.g	Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
K.9.h	Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation. Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/		
<b>Literacy Foundations: Phonics</b>			
K.10	Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.	-Letter Sounds -Sight Words -Word Families	- 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
K.10.a	Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Examples: x= /ks/ and q=/kw/	-Letter Sounds	- Make All Letter Sounds
K.10.b	Identify vowel in a closed syllable, produce the short vowel sound for five major vowels when decoding closed syllables.		
K.10.c	Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words

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K.10.d	Identify vowels in an open syllable, produce the long vowel sound for the five major vowels when decoding open syllables.		
K.10.e	With prompting and support, identify vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.		
K.10.f	With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s. Examples: pups, cats, pigs, dogs		
K.10.g	With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).	-Blend Sounds to Make Words -"Sh," "Ch" "Wh," "Th," "Ck"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh and Wh Digraphs
K.10.h	Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. Example: mat/sat, pan/pat, tip/top	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
K.10.i	Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. Examples: am, at, get, like, make, that, this, me, she, be		
<b>Literacy Foundations: Fluency</b>			
K.11	Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
K.12	Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.		
K.13	With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu.	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck"	- Know Letter-Sound Correspondence of the Sh Digraph - Read Words with the Wh and Sh Digraph
K.14	Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.		

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K.15	Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.		
K.16	Recognize and read grade-appropriate high frequency words with accuracy and automaticity.	-Sight Words	- Recognize Sight Words
<b>Literacy Foundations: Vocabulary</b>			
K.17	With guidance/support, orally utilize academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	-Adding Word Parts	
K.18	Identify new meanings for familiar words, apply them accurately. Example: multiple meaning words such as duck, run, and bat		
K.19	Ask and answer questions about unfamiliar words in discussions and/or text.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.19.a	Describe the relationship between words, including relating them to synonyms and antonyms.	-Opposites!	
K.20	Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. Examples: apples, oranges, grapes; hammer, nails, screwdriver	-Let's Make Categories!	
K.21	Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.		
K.21.a	Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.		
K.21.b	Use new words/phrases acquired through conversations, reading and being read to, and responding to text.		
<b>Literacy Foundations: Comprehension</b>			
K.22	Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.		
K.23	With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.		
K.24	With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts

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K.25	With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	-Make Connections -Name the Parts of a Book -Pictures Help You Read	- Make Connections Between Events, Individuals, or Ideas in Informational Text - Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
K.26	With prompting and support, describe the relationship between illustrations and the text in which they appear.	-Use Pictures in Stories	
K.27	Identify and describe the main story elements in a literary text.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
K.27.a	With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
K.28	With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
K.29	With prompting and support, identify the main topic and key details in an informational text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
K.30	With prompting and support, ask and answer questions about key details in literary and informational texts.	-Ask and Answer Questions	- Answer Questions About a Story and Informational Texts
K.31	With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.		
K.32	With prompting and support, compare and contrast two texts.	-Same and Different	- Note Similarities and Differences Between Texts
K.32.a	Distinguish between literary texts and informational texts.		
K.32.b	Compare and contrast the experiences of characters in a literary text.	-Compare and Contrast Stories	
K.32.c	Compare and contrast two informational texts on the same topic.	-Same and Different	- Note Similarities and Differences Between Texts

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<b>Literacy Foundations: Writing</b>			
<b>K.33</b>	Express ideas orally and connect these ideas through drawing and emergent writing.		
<b>K.34</b>	Print legibly, using proper pencil grip.		
<b>K.34.a</b>	Print upper and lower case letters using proper approach strokes, letter formation, and line placement.		
<b>K.34.b</b>	With prompting/support, print first/last names using proper letter formation, capitalizing only the first letter of each name.		
<b>K.34.c</b>	With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.		
<b>K.35</b>	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
<b>K.35.a</b>	Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).	-Letter Sounds	- Make All Letter Sounds
<b>K.35.b</b>	With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words. Examples: /k/=k before i, e, or y; /k/= c before a, o, u		
<b>K.35.c</b>	With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. Examples: am, at, can, he, we, be, in, it,		
<b>K.35.d</b>	With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out word part that does not follow regular pattern. Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, ai must be learned by heart or memorized.		
<b>K.36</b>	When speaking/writing, follow rules of standard English grammar, punctuation, capitalization, grade-appropriate spelling.		
<b>K.36.a</b>	With prompting and support, transcribe spoken words to demonstrate that print represents oral language.		
<b>K.36.b</b>	With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.		



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K.36.c	With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.	-How to Use Words -Similar Action Words	
K.36.d	With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.		
K.36.e	With prompting/support, begin sentences with a capital letter.		
K.36.f	With prompting and support, capitalize the pronoun I and names of individuals.		
K.36.g	With prompting and support, recognize, name, and correctly use end punctuation. Examples: period, question mark		
K.37	Actively participate in shared/independent writing experiences, for varied purposes and audiences, across different genres.		
K.37.a	Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.		
K.37.b	Actively participate in shared writing experiences to create narratives with events in chronological order, share feelings about the story, using drawing, dictating, and/or writing.		
K.37.c	Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.		
K.37.d	Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.		
K.37.e	With prompting and support, compose writing for varied purposes and audiences, across different genres.		
K.38	Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.		
K.39	Participate in shared research and writing projects to answer a question or describe a topic.		
K.39.a	Include information recalled from personal experiences in research and writing projects.		
K.39.b	Gather information from provided sources for research/projects.		
K.40	With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.		

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<b>Foundations of Counting: Know number names and the count sequence.</b>			
<b>K.1</b>	Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones.	-Let's Count	- Count Large Numbers
<b>K.2</b>	Count to 100 by ones beginning with any given number between 0 and 99.	-Let's Count	- Count Large Numbers
<b>K.3</b>	Write numerals from 0 to 20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
<b>K.3.a</b>	Represent 0 to 20 using concrete objects when given a written numeral from 0 to 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
<b>Foundations of Counting: Count to tell the number of objects.</b>			
<b>K.4</b>	Connect counting to cardinality using a variety of concrete objects.	-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
<b>K.4.a</b>	Say the number names in consecutive order when counting objects.	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.4.b</b>	Indicate that the last number name said tells the number of objects counted in a set.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.4.c</b>	Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.4.d</b>	Explain that each successive number name refers to a quantity that is one larger.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More

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K.5	Count to answer “how many?” questions.	-Count How Many	- Count a Set of Objects within Ten and Twenty
K.5.a	Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle.	-Count How Many	- Count a Set of Objects within Ten and Twenty
K.5.b	Count using no more than 10 concrete objects in a scattered configuration.	-Count How Many	- Count a Set of Objects within Ten and Twenty
K.5.c	Draw the number of objects that matches a given numeral from 0 to 20.		
<b>Foundations of Counting: Compare numbers.</b>			
K.6	Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.7	Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).	-Compare Two Numbers	- Compare Numbers within 10
<b>Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
K.8	Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add and Subtract
K.9	Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story/Word Problems
K.10	Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. Example: $5 = 2 + 3$ and $5 = 4 + 1$ .	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways

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K.11	For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.	-Friends of Ten	<ul style="list-style-type: none"> <li>- Fill in the Missing Number in an Equation to Make 10</li> <li>- Find the Missing Number of Objects to Make Ten</li> <li>- Find the Missing Number to Complete a Ten-Frame</li> </ul>
K.12	Fluently add and subtract within 5.	-Add and Subtract Within 5	<ul style="list-style-type: none"> <li>- Subtract within 5</li> <li>- Add Up to 5</li> </ul>
<b>Operations and Algebraic Thinking: Understand simple patterns.</b>			
K.13	Duplicate and extend simple patterns using concrete objects.		
<b>Operations with Numbers: Work with numbers 11-19 to gain foundations for place value.</b>			
K.14	Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	<ul style="list-style-type: none"> <li>- Use Ten Frames to Make Teen Numbers</li> <li>- Make Teen Numbers with Ten Frames</li> <li>- Make Teen Numbers Using Base Ten Blocks</li> </ul>
<b>Data Analysis: Collect and analyze data and interpret results.</b>			
K.15	Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Sort Objects into Categories of Their Own Choice and Count the Objects</li> <li>- Sort Objects Given a Predetermined Category, Count Them</li> </ul>
K.15.a	Categorize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Sort Objects into Categories of Their Own Choice and Count the Objects</li> <li>- Sort Objects Given a Predetermined Category, Count Them</li> </ul>

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<b>Measurement: Describe and compare measurable attributes.</b>			
K.16	Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short.		
K.17	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute and describe the difference. Example: Directly compare the heights of two children and describe one child as “taller” or “shorter.”	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
<b>Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>			
K.18	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	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify Object's Position and Location
K.19	Correctly name shapes regardless of their orientations or overall sizes.	-Different Shapes	
K.20	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	-Flat or Solid?	
<b>Geometry: Analyze, compare, create, and compose shapes.</b>			
K.21	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or “corners”), and other attributes. Example: having sides of equal length.	-Square or Cube?	
K.22	Model shapes in the world by building them from sticks, clay balls, or other components and by drawing them.	-Draw Shapes	- Make Two-Dimensional Shapes
K.23	Use simple shapes to compose larger shapes. Example: Join two triangles with full sides touching to make a rectangle.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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<b>Recurring Standards For K-3</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.		
R3	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
R4	Use digital and electronic tools appropriately, safely, ethically for research and writing, both individually/collaboratively.		
R5	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
<b>Literacy Foundations: Oral Language</b>			
1.1	Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.		
1.2	Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound. Examples: read-alouds, oral dramatic activities		
1.3	Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.		
1.4	Present information orally using complete sentences and appropriate volume.		
1.4.a	Orally describe people, places, things, and events, expressing ideas with relevant details.		
<b>Literacy Foundations: Concepts of Print</b>			
1.5	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).		
1.5.a	Explain the roles of author(s) and illustrator(s).	-Name Authors and Illustrators	- Identify Authors and Illustrators
<b>Literacy Foundations: Phonological Awareness/Phonemic Awareness</b>			
1.6	Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify and Find Long and Short Vowels in Words - Identify Sounds in a CVC Word - Blend Sounds to Read CVC Words

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1.6.a	Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. Examples: par-ti-cu-lar, cer-ti-fi-cate	-Sounds You Hear in Words -Blend Sounds to Make Words	- Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
1.6.b	Recognize/produce rhyming words, distinguish them from non-rhyming groups of spoken words.	-Word Families	- Make New Words Based on Word Families
1.6.c	Produce alliterative words.		
1.6.d	Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.		
1.6.e	Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word. Examples: pan to pant; flight to light; cat to cap	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
1.6.f	Distinguish long from short vowel sounds in spoken, single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
1.6.g	Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced/unvoiced sounds, and manner of articulation. Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/		
1.6.h	Identify the sound substitution in words with five to six phonemes. Example: strips/straps, square/squire	-Word Families	- Identify the Missing Sounds in Words
<b>Literacy Foundations: Phonics</b>			
1.7	Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Know the Letter-Sound Correspondence of Sh - Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Vowel Teams - Read Words with Silent e - Understand How Silent e Changes Vowel Sounds - Identify and Divide Words into Syllables - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words

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1.7.a	Produce the most frequent sound(s) for each letter of the alphabet, including x, q , and the long and short sounds of the vowels. Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/	-Letter Sounds	- Make all the Letter Sounds
1.7.b	Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th,""Ck"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
1.7.c	Decode words with digraphs, trigraphs, and combinations, including digraphs ck , sh, th, ch , wh, ph, ng , trigraphs tch and dge, and combination qu.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.7.d	Decode words with a after w read /ă/ and a before l read /â/. Examples: wash, water, wasp; tall, all, talk, small, fall		
1.7.e	With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation. Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y		
1.7.f	Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words. Examples: fly, my; baby, happy; myth		
1.7.g	Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.	-R-Controlled Vowels	- Read Words with R-Controlled Vowels
1.7.h	With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.	-Silent 'e' -Vowel Teams -"ai," "ay," "ow"	- Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes the Vowel Sound in a Word
1.7.i	With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.Examples: mild, host, fold, jolt, kind		
1.7.j	With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word



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1.7.k	With prompting and support, decode words with silent letter combinations. Examples: kn, wr, mb, gh, gn	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
1.7.l	With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.	-Decode Words	- Identify Prefixes and Suffixes
1.7.m	With prompting and support, decode words with common suffixes, including words with dropped e and y -to- i changes for suffix addition. Examples: -s, -ed, -ing, -es, -er, -est, -en	-Decode Words	- Identify Prefixes and Suffixes
1.7.n	Decode contractions with am, is, has, and not. Examples: I'm, he's, she's, isn't, don't		
1.7.o	Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. Examples: saw, all, made, can, his, walk,		
<b>Literacy Foundations: Fluency</b>			
1.8	Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.		
1.9	Read grade-appropriate texts with accuracy and fluency.		
1.9.a	Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.		
1.9.b	Recognize and self-correct decoding and other errors in word recognition and reread for clarification.		
1.9.c	Participate in poetry reading, noticing phrasing, rhythm, and rhyme. Example: Pause between stanzas and between lines where punctuation indicates.		
1.10	Read high-frequency words commonly found in grade-appropriate text.	-Sight Words	- Read Sight Words - Read Irregular Words
<b>Literacy Foundations: Vocabulary</b>			
1.11	Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.		
1.11.a	Make connections to a word's structure using knowledge of phonology, morphology, orthography of the word to aid learning.	-Context Clues	
1.12	Ask and answer questions about unfamiliar words and phrases in discussions and/or text.	-Find Meaning of Words	
1.12.a	Identify possessives/plurals, use them as clues to the meaning of text. Example: Jack's coat, mom's car; pigs, pig's, pigs'	-Words and Their Use	

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1.12.b	Identify meaningful parts of words and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, -est. Examples: Explain that adding suffix -s changes a singular noun to a plural noun, adding suffix -ed changes a verb to past tense.		
1.12.c	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk. Discuss synonyms/antonyms.	-Sorting Words -Words and Their Use -What Are Synonyms?	
1.13	Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	-Context Clues -Prefixes and Suffixes	
1.14	Sort and categorize groups of words or pictures based on meaning, and label each category. Examples: colors, clothes, animals with wings	-Sorting Words	
1.15	Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	-What are Synonyms?	
1.16	Use grade-appropriate academic vocabulary in speaking/writing.		
<b>Literacy Foundations: Comprehension</b>			
1.17	Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.		
1.18	Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
1.19	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.20	Use text features to locate key facts or information in printed or digital text. Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations	-Use Images to Explain and Understand a Text	- Use Images to Help Explain a Text
1.21	Identify the main topic and key details of literary and informational texts.	-Find the Main Idea	- Identify the Main Idea of an Informational Text

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1.22	Ask and answer questions about key details in literary and informational texts.	-Questions About Stories -Answer Questions About Stories	- Ask and Answer Questions About a Story - Ask and Answer Question About Informational Texts
1.23	Identify and describe the main story elements in a literary text.	-Characters, Plot, and Setting	- Identify the Characters in a Story and Their Character Traits - Identify the Main Events in a Story
1.23.a	Describe the characters and settings, using illustrations and textual evidence from a story.	-Characters, Plot, and Setting	- Identify the Characters in a Story and Their Character Traits - Identify the Main Events in a Story
1.23.b	Retell the plot or sequence of major events in chronological order.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
1.24	Identify who is telling the story, using evidence from the text.	-Identify Who's Telling the Story	
1.24.a	Use the term narrator to refer to the speaker who is telling the story.		
1.25	Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	-Images Help You Read	- Use Illustrations to Answer Questions about Characters and Events
1.26	With prompting and support, use textual evidence to explain the central message or moral of a literary text.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
1.27	Make predictions using information found within a literary text.	-Questions About Stories	- Ask and Answer Questions About a Story
1.28	Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.		
1.29	Compare and contrast texts.	-Compare and Contrast Texts	

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1.29.a	Compare and contrast characters, settings, and major events in literary texts.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
1.29.b	Describe the connections between individuals, events, ideas, or pieces of information in an informational text.	-Make Connections	
1.29.c	Point out similarities and differences between two texts on the same topic.	-Compare and Contrast Texts	
<b>Literacy Foundations: Writing</b>			
1.30	Write legibly, using proper pencil grip.		
1.30.a	Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.		
1.30.b	Print first and last names using proper letter formation, capitalization, and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker		
1.30.c	Use lower case letters in the majority of written work, using capitals only when appropriate.		
1.30.d	Write letters of the English alphabet in alphabetical order from memory.		
1.31	Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.		
1.31.a	Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables. Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck		
1.31.b	Encode consonant-vowel (CV) words using knowledge of open syllable patterns. Examples: he, me, she, go, no		
1.31.c	Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation. Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl		
1.31.d	Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. Examples: sh, th, ch, wh, ng, ck		

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1.31.e	Encode words with vowel-consonant-e syllable patterns. Examples: hike, spike, joke, dime, make		
1.31.f	With prompting and support, encode words with the common vowel teams and diphthongs. Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh		
1.31.g	With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.		
1.31.h	With prompting and support, encode words with final /ch/ sound spelled -ch and -tch. Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch		
1.31.i	With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. Examples: cliff, hill, pass		
1.31.j	Encode words with final /v/ sound, using knowledge that no English word ends with a v. Examples: have, give, save		
1.31.k	Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. Examples: am, at, can, he, we, be, in, it, came, like	-Sight Words	- Read Sight Words - Read Irregular Words
1.31.l	Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position , pointing out the part of the word that does not follow the regular pattern. Examples: said, are, to		
1.31.m	Encode words with suffixes -s, -es, -ing, -ed, -er, and -est. Examples: dogs, wishes, jumping, jumped, faster, fastest	-Prefixes and Suffixes	
1.31.n	With prompting and support, encode words with common prefixes re-, un- , and mis- .	-Prefixes and Suffixes	
1.31.o	With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning. Examples: hear/here; for/four; to/too/two.		
1.32	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.		
1.32.a	Identify the required features of a sentence, including capitalization of the first word and end punctuation.	-Sentences	
1.32.b	Transcribe spoken words to demonstrate that print represents oral language.		
1.32.c	Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.		
1.32.d	With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.		

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1.32.e	Write the correct number of words, with proper spacing, for a spoken phrase or sentence.	-Sentences	
1.32.f	Begin each sentence with a capital letter.	-Sentences	
1.32.g	Capitalize the pronoun I and names of individuals.		
1.32.h	Use commas in dates and words in a series.		
1.32.i	With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory		
1.33	Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.		
1.34	With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.		
1.35	With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.		
1.36	With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.		
1.37	With prompting and support, write simple poems about a chosen subject.		
1.38	Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	-Sentences	
1.39	Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.		
1.40	Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.		
1.41	Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.		
1.42	Participate in shared research and writing projects to answer a question or describe a topic.		
1.42.a	Recall information from experiences to contribute to shared research and writing projects.		
1.42.b	Gather information from provided sources.		
1.43	Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.</b>			
1.1	Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.1.a	Add to with change unknown to solve word problems within 20.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.1.b	Take from with change unknown to solve word problems within 20.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.1.c	Put together/take apart with addend unknown to solve word problems within 20.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.1.d	Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem.		
<b>Operations and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.</b>			
1.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$ , the second and third numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition). When adding 0 to a number, result is same number (identity property of zero for addition).	-Number Families	- Learn About Fact Families - Understand Properties of Addition

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1.4	Explain subtraction as an unknown-addend problem. Example: subtracting $10 - 8$ by finding the number that makes 10 when added to 8	-Number Families	- Understand Properties of Addition
<b>Operations and Algebraic Thinking: Add and subtract within 20.</b>			
1.5	Relate counting to addition and subtraction. Example: counting on 2 to add 2.	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
1.6	Add and subtract within 20.	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.6.a	Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.6.b	Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.6.c	Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.6.d	Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. Example: Knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ .	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.6.e	Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: 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 and 20 - Add within 20 Using a Number Line
<b>Operations and Algebraic Thinking: Work with addition and subtraction equations.</b>			
1.7	Explain that equal sign means “the same as.” Determine whether equations involving addition and subtraction are true or false. Example: determining which of the following equations are true and which are false: $6 = 6$ , $7 = 8 - 1$	-What is Equal?	



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1.8	Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. Example: determining the unknown number that makes the equation true in each equations $8 + ? = 11$ , $5 = ? - 3$ , and $6 + 6 = ?$	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
<b>Operations and Algebraic Thinking: Understand simple patterns.</b>			
1.9	Reproduce, extend, and create patterns and sequences of numbers using a variety of materials.		
<b>Operations with Numbers: Base Ten - Extend the counting sequence.</b>			
1.10	Extend the number sequence from 0 to 120.		
1.10.a	Count forward and backward by ones, starting at any number less than 120.		
1.10.b	Read numerals from 0 to 120.		
1.10.c	Write numerals from 0 to 120.		
1.10.d	Represent a number of objects from 0 to 120 with a written numeral.		
<b>Operations with Numbers: Base Ten - Understand place value.</b>			
1.11	Explain that the two digits of a two-digit number represent amounts of tens and ones.	-Tens and Ones	- Identify the How Many Tens and Ones Are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.11.a	Identify a bundle of ten ones as a “ten.”	-Tens and Ones	- Identify How Many Tens and Ones Are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.11.b	Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	- Identify How Many Tens and Ones Are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.11.c	Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones

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1.12	Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”	-Compare Numbers	- Compare Two-Digit Numbers
<b>Operations with Numbers: Base Ten - Use place value understanding and properties of operations to add and subtract.</b>			
1.13	Add within 100, using concrete models or drawings and strategies based on place value.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.13.a	Add a two-digit number and a one-digit number.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.13.b	Add a two-digit number and a multiple of 10.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.13.c	Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.13.d	Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.14	Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One or Ten More to a Given Number
1.15	Subtract multiples of 10 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.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Data Analysis: Collect and analyze data and interpret results.</b>			
<b>1.16</b>	Organize, represent, and interpret data with up to three categories.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>
<b>1.16.a</b>	Ask and answer questions about the total number of data points in organized data.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>
<b>1.16.b</b>	Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>
<b>1.16.c</b>	Determine "how many" in each category using up to three categories of data.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>
<b>1.16.d</b>	Determine "how many more" or "how many less" are in one category than in another using data organized into two or three categories.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Simple Bar Graphs</li> <li>- Interpret Data Represented by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Measurement: Describe and compare measurable attributes.</b>			
1.17	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.18	Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
<b>Measurement: Work with time and money.</b>			
1.19	Tell and write time to the 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
1.20	Identify pennies and dimes by name and value.		
<b>Geometry: Reason with shapes and their attributes.</b>			
1.21	Build and draw shapes which have defining attributes.	-Learn About Shapes	
1.21.a	Distinguish between defining attributes and non-defining attributes. Examples: Triangles are closed and three-sided, which are defining attributes; color, orientation, and overall size are non-defining attributes.	-Learn About Shapes	
1.22	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.	-Build With Shapes	- Create 3D Shapes
1.23	Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
1.23.a	Describe “the whole” as two of or four of the shares of circles and rectangles partitioned into two or four equal shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
1.23.b	Explain that decomposing into more equal shares creates smaller shares of circles and rectangles.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For K-3</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.		
R3	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
R4	Use digital and electronic tools appropriately, safely, ethically for research and writing, both individually/collaboratively.		
R5	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
<b>Literacy Foundations: Oral Language</b>			
2.1	Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.		
2.2	Present information orally using complete sentences, appropriate volume, and clear pronunciation.		
2.2.a	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.		
2.2.b	Use complex sentence structures when speaking.		
2.2.c	Ask and answer questions to seek help, clarify meaning, or get information.		
2.3	Demonstrate oral literacy skills by participating in a variety of oral language activities. Examples: creating oral stories, participating in oral dramatic activities, reciting poems/stories		
2.4	Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.		
2.5	Create recordings of stories or poems.		
2.6	Use visual aids/technology in oral presentations to present key ideas and details about a text or conversation, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.		
2.7	Demonstrate standard English usage when speaking.		
2.7.a	Use collective nouns.		
2.7.b	Form and use frequently-occurring irregular plural nouns.		
2.7.c	Use reflexive pronouns.		
2.7.d	Form and use past tense forms of frequently-occurring irregular verbs.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
2.7.e	Use adjectives and adverbs.		
2.7.f	Produce and expand complete simple and compound sentences when speaking.		
<b>Literacy Foundations: Phonological Awareness/Phonemic Awareness</b>			
2.8	Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ě/ and /ī/, /ě/, and /ă/		
2.9	Demonstrate advanced phonemic awareness skills in spoken words.		
2.9.a	Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. Examples: Addition - Say bell . Now say bell , but add /t/ to the end of bell . (belt) Addition - Say block . Now say block , but add /t/ to the end of block. (blocked) Deletion - Say fin. Now say fin, but don't say /f/. (in) Deletion - Say range . Now say range , but don't say /j/. (rain) Substitution - Say strap . Now say strap , but change /a/ to /i/. (strip) Substitution - Say bleed . Now say bleed , but change the /ē/ to /ā/. (blade)	-Word Families	<ul style="list-style-type: none"> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify the Missing Sounds in Words</li> </ul>
2.9.b	Delete the initial sound in an initial blend in a one-syllable base word. Example: Say prank . Now say prank , but don't say /p/. (rank)	-Word Families	<ul style="list-style-type: none"> <li>- Change First Letter to Make New Words</li> <li>- Identify the Missing Sounds in Words</li> </ul>
2.9.c	With prompting and support, delete the medial and final sounds in blends in one syllable base words. Examples: Say snail . Now say snail , but don't say /n/. (sail) Say wind . Now say wind , but don't say /d/. (win)	-Word Families	<ul style="list-style-type: none"> <li>- Identify the Missing Sounds in Words</li> </ul>
2.9.d	Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. Examples: bit, bet, bat; sat, sit; pit, pat	-Word Families	<ul style="list-style-type: none"> <li>- Change First Letter to Make New Words</li> <li>- Identify the Missing Sounds in Words</li> </ul>
2.9.e	With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last. Examples: fine, knife; cat, tack; park, carp		
<b>Literacy Foundations: Phonics</b>			
2.10	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.		

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2.10.a	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.		
2.10.b	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on		
2.10.c	Decode and encode words with three-consonant blends and blends containing digraphs.		
2.10.d	Decode and encode words with consonant digraphs, trigraphs, and combinations. Examples: qu, sh, ch, th, ph, wh, tch, dge	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck"	- Know Letter-Sound Correspondence of the Sh Digraph - Read Words with the Wh and Sh Digraphs
2.10.e	Decode and encode words with variable vowel teams and vowel diphthongs. Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
2.10.f	Decode and encode words with vowel-r combinations. Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur		
2.10.g	Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns. Examples: wild, most, cold, colt, mind		
2.10.h	Decode and encode words with a after w read /ä/ and a before l read /â/. Examples: wash, water, wasp; tall, all, talk, small, fall		
2.10.i	Decode and encode words with or after w read /er/. Examples: world, word, worm, worst, work		
2.10.j	Decode/encode words with the hard and soft sounds of c, g, in context and in isolation. Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, y, g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, y	-Irregularly Spelled Words	- Identify and Read Sight Words
2.10.k	Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/ sound for these words. Examples: fly, my; baby, happy		
2.10.l	Decode words with silent letter combinations. Examples: kn, mb, gh	-Irregularly Spelled Words	- Identify and Read Sight Words

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2.10.m	Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly	-Decode Words	- Identify Prefixes and Suffixes
2.10.n	Decode/encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
2.10.o	Decode and encode contractions with am, is, has, not, have, would, and will. Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll		
<b>Literacy Foundations: Fluency</b>			
2.11	Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.		
2.12	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.		
2.12	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.		
2.13	Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.		
2.14	Read high-frequency words commonly found in grade-appropriate text.	-Irregularly Spelled Words	- Identify and Read Sight Words
<b>Literacy Foundations: Vocabulary</b>			
2.15	Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.		
2.15.a	Make connections to a word's structure using knowledge of phonology, morphology, orthography of word to aid learning.		
2.16	Describe word relationships/nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.		
2.16.a	Use knowledge of antonyms and synonyms.		
2.16.b	Distinguish shades of meaning among verbs and adjectives. Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run. Pretty, beautiful, gorgeous; tiny, small, petite		



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2.16.c	Use knowledge of homophones to determine use of the correct word.		
2.16.d	With prompting and support, interpret figurative language.	-Rhythm and Alliteration	- Identify Meaning of Rhymes and Alliterations in a Text
2.17	Analyze meaningful parts of words and phrases in discussions and/or text.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.17.a	Identify possessives and plurals and use them as clues to the meaning of text. Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's	-Multiple Meaning Words	
2.17.b	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, frequently occurring affixes/inflections. Examples: -less, -ful, -est	-Adding Prefixes	
2.18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.		
2.19	Identify new vocabulary and the use of word meanings in text to establish real-life connections.	-Find the Meaning of New Words	
2.20	Use grade-level academic and domain-specific vocabulary to gain meaning from text.		
2.21	Use grade-level academic and domain-specific vocabulary in writing.		
<b>Literacy Foundations: Comprehension</b>			
2.22	Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.		
2.23	Identify the main story elements in a literary text.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
2.23.a	Explain the plot of a narrative, using textual evidence to list the major events in sequence.	-Stories Can Teach Lessons	- Retell a Story

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2.23.b	Describe the characters' traits, feelings, and behaviors in a story.	-Identify Characters and Events -Characters, Plot, and Setting	- Identify the Characters in a Story and Their Character Traits - Identify How Characters Respond to Events in Fiction Stories
2.23.c	Describe the setting of a narrative, using textual evidence.	-Characters, Plot, and Setting	- Identify the Characters in a Story and Their Character Traits
2.23.d	Identify the central message or moral of a story.	-Stories Can Teach Lessons	- Retell a Story
2.23.e	Identify the theme in myths, fables, and folktales.	-Stories Can Teach Lessons	- Retell a Story
2.24	Identify the main idea and supporting details of literary and informational texts.	-Main Topic	- Find the Main Topic of an Informational Text
2.24.a	Explain how the supporting details contribute to the main idea.	-Main Topic	- Find the Main Topic of an Informational Text
2.24.b	Recount or summarize key ideas from the text.		
2.25	Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.25.a	Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.	-Gain Meaning from Pictures -Nonfiction Text Features	- Gain Meaning From Illustrations in a Story - Explain How Illustrations Contribute to a Story - Identify Nonfiction Text Feature
2.25.b	Explain how specific features can clarify a text or enhance comprehension.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
2.26	Compare and contrast important details presented by two texts on the same topic or theme.	-Compare and Contrast Texts	
2.26.a	Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl	-Discover Points of View -Compare and Contrast Stories	
2.26.b	Compare and contrast story elements of literary texts. Examples: characters, settings, sequence of events, plots	-Compare, Contrast Series Books	

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2.27	Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
2.28	Establish a purpose before reading literary and informational texts to enhance comprehension. Examples: for pleasure, to identify main idea, to gather information or facts on a topic		
2.29	With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.	-Identify Steps in a Process	- Identify the Chronological Order of Events
2.30	Read and comprehend literary and informational texts.		
2.30.a	State and confirm predictions about a text.	-Ask and Answer Questions	- Answer Questions About a Story
2.30.b	Use background knowledge to make connections to new text.	-Ask and Answer Questions	- Answer Questions About a Story
2.30.c	Draw conclusions based on the text.	-Answer Questions About Texts	- Learn the 5 W's - Practice Answering Questions About a Nonfiction Text
2.31	Use information from a text to determine the author's purpose in different forms of informational and literary texts.	-Purpose of a Text	
2.32	Identify rhyme schemes in poems or songs.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
2.33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
2.34	Differentiate between fact and opinion in a text.		
2.34.a	Use prior knowledge and information gathered from research to evaluate opinions in texts.	-Find Evidence in the Text	
2.34.b	Use textual evidence and gathered research from reliable sources to prove facts.	-Find Evidence in the Text	

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2.35	Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.		
2.36	Manipulate words/phrases to create simple/compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so , to help build syntactic awareness and comprehension at the sentence level.		
<b>Literacy Foundations: Writing</b>			
2.37	Write legibly.		
2.37.a	Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.		
2.37.b	Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.		
2.37.c	Form uppercase and lowercase letters in cursive.		
2.38	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.		
2.38.a	Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.	<ul style="list-style-type: none"> <li>-Long and Short Vowels</li> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," "ow"</li> <li>-Decode Words</li> <li>-Tricky Spelling Patterns</li> <li>-Irregularly Spelled Words</li> </ul>	<ul style="list-style-type: none"> <li>- Read Words with Long Vowels</li> <li>- Read Words with R-controlled Vowels</li> <li>- Spell Words with Common Vowel Teams</li> <li>- Identify Prefixes/Suffixes</li> <li>- Identify Words with Soft and Hard c</li> <li>- Identify and Read Sight Words</li> </ul>
2.38.b	Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et		
2.38.c	Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. Examples: have, give, save; cage, rage, budge, lodge	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.38.d	Encode one- and two-syllable words with long and short vowel patterns.	-Long and Short Vowels	- Read Words with Long Vowels

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
2.38.e	Encode words with two- and three-consonant blends, including those containing digraphs. Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr		
2.38.f	Encode words with consonant digraphs, trigraphs, and combinations. Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu		
2.38.g	Encode words with the common vowel teams, including diphthongs. Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh	- "ai," "ay," "ow"	- Spell Words with Common Vowel Teams
2.38.h	Encode words with vowel-r combinations. Examples : ar, or, ir, er, ur, air, ear, oar	-R-Controlled Vowels	- Read Words with R-Controlled Vowels
2.38.i	Encode words that follow the -ild, -ost, -old, -olt , and -ind patterns. Examples: wild, cold, most, colt, mind		
2.38.j	Encode words with a after w read /ă/ and a before l read /â/. Examples: wash, water, wasp; tall, all, talk		
2.38.k	Encode words with or after w read /er/. Examples: world, word, worm, worst, work		
2.38.l	Encode words with hard and soft c and g. Examples: carry, cent; game, giraff	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.38.m	Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words. Examples: fly, my; baby, happy; myth		
2.38.n	Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly	-Decode Words	- Identify Prefixes and Suffixes
2.38.o	Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
2.38.p	Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.</b>			
2.1	Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent problem.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition/Subtraction
<b>Operations and Algebraic Thinking: Add and subtract within 20.</b>			
2.2	Fluently add/subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using relationship between addition and subtraction, creating equivalent but easier/known sums.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
2.2.a	State automatically all sums of two one-digit numbers.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
<b>Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.</b>			
2.3	Use concrete objects to determine whether a group of up to 20 objects is even or odd.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs
2.3.a	Write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs
2.4	Using concrete and pictorial representations/repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns.	-Arrays	- Create/Label an Array - Make an Array and Count How Many Objects
2.4.a	Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.	-Arrays	- Write Repeated Addition Sentences to Match Arrays - Write Addition Sentence to Describe an Array

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: Understand simple patterns.</b>			
2.5	Reproduce, extend, create, and describe patterns and sequences using a variety of materials.		
<b>Operations with Numbers: Base Ten - Understand place value.</b>			
2.6	Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	-Place Value	- Identify Place Values of Three Digit Numbers
2.6.a	Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a “hundred,” and the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	-Place Value	
2.7	Count within 1000 by ones, fives, tens, and hundreds.	-Skip-Count to 1000	- Skip Count by Tens
2.8	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 and Number Names - Write Numbers in Word Form
2.9	Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”	-Compare 3-Digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
<b>Operations with Numbers: Base Ten - Use place value understanding and properties of operations to add and subtract.</b>			
2.10	Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing Subtrahend - Add 2-Digit Numbers
2.11	Use a variety of strategies to add up to four two-digit numbers.		

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2.12	Add and subtract within 1000 using concrete models or drawings/strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.		
2.12.a	Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose tens or hundreds.		
2.13	Mentally add and subtract 10 or 100 to a given number between 100 and 900.		
2.14	Explain why addition and subtraction strategies work, using place value and the properties of operations.		
<b>Data Analysis: Collect and analyze data and interpret results.</b>			
2.15	Measure lengths of several objects to nearest whole unit.		
2.15.a	Create a line plot where the horizontal scale is marked off in whole-number units to show the lengths of several measured objects.		
2.16	Create a picture graph and bar graph to represent data with up to four categories.	-Using Bar Graphs	- Sort and Graph Objects - Sort Items, Create a Picture Graph, Answer Questions About Graph
2.16.a	Using information presented in a bar graph, solve simple "put-together," "take-apart," and "compare" problems.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, Answer Questions About Graph - Read Bar Graphs and Answer "How Many" Questions About Data
2.16.b	Using Venn diagrams, pictographs, and "yes-no" charts, analyze data to predict an outcome.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, Answer Questions About Graph - Read Bar Graphs and Answer "How Many" Questions About Data
<b>Measurement: Measure and estimate lengths in standard units.</b>			
2.17	Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes.	-Measure Length	- Measure Length Using a Ruler
2.18	Measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.		
2.19	Estimate lengths using the following standard units of measurement: inches, feet, centimeters, and meters.		



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2.20	Measure to determine how much longer one object is than another, expressing the length difference of the two objects using standard units of length.		
<b>Measurement: Relate addition and subtraction to length.</b>			
2.21	Use addition/subtraction within 100 to solve word problems involving same units of length, representing problem with drawings or equations with a symbol for unknown number.		
2.22	Create a number line diagram using whole numbers, use it to represent whole-number sums/differences within 100.		
<b>Measurement: Work with time and money.</b>			
2.23	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.23.a	Express an understanding of common terms such as, but not limited to, quarter past, half past, and quarter to.		
2.24	Solve problems with money.	-Coin Values	- Solve Problems Using Coins and Their Values
2.24.a	Identify nickels and quarters by name and value.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.24.b	Find the value of a collection of quarters, dimes, nickels, and pennies.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.24.c	Solve word problems by adding and subtracting within one dollar, using the \$ and ¢ symbols appropriately (not including decimal notation). Example: $24¢ + 26¢ = 50¢$	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
<b>Geometry: Reason with shapes and their attributes.</b>			
2.25	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		
2.25.a	Recognize/draw shapes having specified attributes. Examples: a given number of angles or equal faces	-Name and Draw Shapes	- Identify 3D Shapes
2.26	Partition a rectangle into rows and columns of same-size squares, and count to find the total number of squares.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.27	Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, half of, or a third of, and describe the whole as two halves, three thirds, or four fourths.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
2.27.a	Explain that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, Fourths

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For K-3</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.		
R3	Expand background knowledge and build vocabulary through discussion, reading, and writing.		
R4	Use digital and electronic tools appropriately, safely, ethically for research and writing, both individually and collaboratively.		
R5	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.		
<b>Literacy Foundations: Oral Language</b>			
3.1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.		
3.1.a	Elaborate on responses in conversations and discussions. Examples: use precise, descriptive language; build upon previously expressed ideas		
3.2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.		
3.2.a	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.		
3.3	Apply oral literacy skills by participating in a variety of oral language activities. Examples: plays, dramas, choral readings		
3.4	Ask and answer questions using complete sentences and grade-level vocabulary.		
3.5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.		
3.6	Use digital tools to enhance oral presentations, working collaboratively.		
<b>Literacy Foundations: Phonological Awareness/Phonemic Awareness</b>			
3.7	Demonstrate advanced phonemic awareness skills in spoken words.		
3.7.a	Delete phonemes in initial and final blends of a spoken word. Examples: Say smoke . Now say smoke , but don't say /m/. (soak) Say best . Now say best , but don't say /s/. (bet)		
3.7.b	Substitute phonemes in initial and final blends in a spoken word. Examples: Say sweep. Now say sweep, but change the / w / to // . (sleep) Say list . Now say list, but change the /s/ to /f/.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.7.c	Reverse phonemes in a spoken word. Examples: Say safe. Now say safe but say the last sound first and the first sound last. Say slack. Now say slack but say the last sound first and the first sound last. (class)		
3.7.d	In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane		
3.7.e	Use knowledge of syllable/affix substitution/deletion to demonstrate morphological changes. Examples: Say photograph. Change graph to cell. (photocell) Say anytime. Change time to where. (anywhere)		
<b>Literacy Foundations: Phonics</b>			
3.8	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode/encode (spell) words accurately in isolation/in context.		
3.8.a	Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.		
3.8.b	Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VCV, CVVC; com-mit-ment		
3.8.c	Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh , combinations, diphthongs, and silent letter combinations. Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh		
3.8.d	Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. Examples : y can be read /y/ in yet, /ē/ in candy, /ī/ in fly, digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school, diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow		
3.8.e	Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. Examples: the noun con/vict vs. the verb con/vict ´; the noun pro/duce vs. the verb pro/duce		
3.8.f	Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict	-Common Prefixes and Suffixes	<ul style="list-style-type: none"> <li>- Make Words with Suffixes</li> <li>- Identify Meaning of Prefixes/Suffixes</li> <li>- Identify Prefixes and Suffixes</li> </ul>

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.8.g	Decode and encode contractions with am, is, has, not, have, would, and will . Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll		
3.8.h	Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. Examples: hear/here; night/knight;		
3.8.i	Decode and encode words with hard and soft c and g.		
3.8.j	Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
3.8.f	Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
<b>Literacy Foundations: Fluency</b>			
3.9	Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	-Read with Fluency	- Read with Fluency
3.10	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	-Read with Fluency	- Read with Fluency
3.11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	-Read with Fluency	- Read with Fluency
3.12	Read high-frequency words commonly found in grade-appropriate text accurately and automatically.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
<b>Literacy Foundations: Vocabulary</b>			
3.13	Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.		
3.13.a	Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.		
3.14	Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.		
3.14.a	Determine meaning of words using synonyms in context.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.14.b	Determine meaning of words using antonyms as a clue.		
3.14.c	Describe the similarities and differences between related words.		
3.14.d	Use knowledge of homophones to determine appropriate use of words.		
3.14.e	Interpret figurative language.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify Meaning of Common Idioms
3.14.f	Identify relationships/nuances in word meanings to determine real-life connections between words and their use. Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to talk and give reasons for choosing a particular word in speaking or writing.		
3.15	Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.		
3.15.a	Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. Examples: affixes -less, -ful, pro-, trans - ; roots aqua, cent, port, form, ject, spect, dict, tend		
3.15.b	Apply knowledge of the changes in tense (- ed ), number (- s ), and degree (- er and - est ) signified by inflected endings to determine the meaning of a word.		
3.15.c	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment		
3.15.d	Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.		
3.15.e	Sort words with shared and varied suffixes by parts of speech.		
3.16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	-Literal vs Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.17	Use grade-level academic and domain-specific vocabulary in writing.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Literacy Foundations: Comprehension</b>			
<b>3.18</b>	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers or through writing.		
<b>3.19</b>	Determine the explicit or implied main idea and supporting details of a text.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
<b>3.19.a</b>	Explain how supporting details contribute to the main idea, using textual evidence.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
<b>3.19.b</b>	Recount or summarize the key ideas from the text.		
<b>3.20</b>	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose		
<b>3.21</b>	Identify and interpret various cohesive devices that link words and sentences to one another within the text. Examples: pronoun references, conjunctions, word substitution using synonyms		
<b>3.22</b>	Describe literary elements within a story, including setting, plot, characters, and themes.		
<b>3.22.a</b>	Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.	-Describe Characters in a Story	- Describe Characters
<b>3.22.b</b>	Explain how the characters' actions and dialogue contribute to the meaning of the story.	-Describe Characters in a Story	- Describe Characters
<b>3.22.c</b>	Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
<b>3.22.d</b>	Compare and contrast the themes, settings, and plots from two texts.	-Compare, Contrast Series Books	
<b>3.23</b>	Identify and use text features in informational passages to locate information. Examples: headings, photographs, illustrations, labels, charts, graphs, legends	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features

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3.23.a	Explain how text features support details in the text.		
3.23.b	Explain how illustrations contribute to meaning in a story.	-Use Pictures to Understand Words	- Answer Questions About Images in a Text - Explain the Images in a Text
3.23.c	Interpret text features used in written and digital formats	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
3.24	Identify the text structures within literary and informational texts.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
3.24.a	Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.	-Connecting Story Details -Logical Connections	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
3.25	Identify statements in informational texts as facts or opinions.		
3.25.a	Use prior knowledge and/or details from the text to distinguish fact from opinion.		
3.25.b	Use information gathered from research to evaluate opinions.		
3.26	Use text comparisons (text to text, text to self, and text to world) to make meaning.	-Compare, Contrast Series Books -Compare and Contrast	- Compare and Contrast Texts on the Same Topic
3.26.a	Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.		
3.26.b	Compare different versions of the same story.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.27	Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile		
3.28	Identify the narration of a literary text as first person or third person.	-Point of View	
3.29	Determine the main idea of a text read aloud or information presented in an audible format.		
3.30	Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so , and complex sentences to help build syntactic awareness and comprehension at the sentence level.		
<b>Literacy Foundations: Writing</b>			
3.31	Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.		
3.32	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately		
3.32.a	Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et		
3.32.b	Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.		
3.32.c	Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh , vowel y , hard and soft c and g , silent letter combinations, and contractions.		
3.32.d	Encode words with less common prefixes, suffixes, and common Latin roots. Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post- suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer		
3.32.e	Encode frequently confused homophones accurately, using context to determine correct spelling. Examples: hear/here; night/knight; tacks/tax		
3.33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.		



Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion		
3.35	Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.		
3.36	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.		
3.36.a	Use articles a, an, and the correctly.		
3.36.b	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.		
3.36.c	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.		
3.36.d	Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.		
3.37	Compose simple, compound, and complex sentences with correct subject-verb agreement.		
3.37.a	Identify and correct sentence fragments and run-on sentences.		
3.37.b	Identify the subject and predicate of a sentence.		
3.38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.		
3.39	Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.		
3.39.a	Avoid plagiarism by using their own words and utilizing digital sources ethically.		
3.40	Use grade-level and domain-appropriate vocabulary in writing.		
3.40.a	Use specific vocabulary to develop a story.		
3.40.b	Use specific vocabulary to explain or inform on a topic.		
3.41	Use words and phrases in writing for effect and elaboration.		
3.41.a	Use transition words and phrases for sentence variety.		
3.42	Write poetry or prose in response to visual images to interpret their meanings.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.</b>			
3.1	Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.2	Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.3	Solve word situations using multiplication and division within 100 involving equal groups, arrays, measurement quantities; represent the situation using models, drawings, equations with a symbol for unknown number.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	-Unknown Number Equations	
<b>Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.</b>			
3.5	Develop and apply properties of operations as strategies to multiply and divide.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
3.6	Use the relationship between multiplication and division to represent division as an equation with an unknown factor.	-Division as an Unknown Factor	
<b>Operations and Algebraic Thinking: Multiply and divide within 100.</b>			
3.7	Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division 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
3.7.a	Fluently determine all products obtained by multiplying two one-digit numbers.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.7.b	State automatically all products of two one-digit numbers by the end of third grade.	-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
<b>Operations and Algebraic Thinking: Solve problems involving the four operations and identify and explain patterns in arithmetic.</b>			
3.8	Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.9	Recognize and explain arithmetic patterns using properties of operations.		
<b>Operations with Numbers: Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>			
3.10	Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.11	Use various strategies to add and subtract fluently within 1000.	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm, Expanded Form, and Number Line - Add within 1000 Using any Method
3.12	Use concrete materials and pictorial models based on place value/properties of operations to find product of a one-digit whole number by a multiple of ten.		
<b>Operations with Numbers: Fractions - Develop understanding of fractions as numbers.</b>			
3.13	Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.14	Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.	-Fractions on a Number Line	- Identify/Label Fractions on a Number Line
3.14.a	Represent a unit fraction (1/b) on a number line by defining the interval from 0 to 1 as whole, partitioning it into b equal parts as specified by denominator.	-Fractions on a Number Line	- Identify/Label Fractions on a Number Line

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
3.14.b	Represent a fraction (a/b) on a number line by marking off a lengths of size (1/b) from zero.	-Fractions on a Number Line	- Identify/Label Fractions on a Number Line
3.15	Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.	-Identifying Equivalent Fractions -Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.15.a	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	-Whole Numbers as Fractions	
3.15.b	Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using $<$ , $>$ , or $=$ , justify conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models
<b>Data Analysis: Represent and interpret data.</b>			
3.16	For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.	-Represent and Interpret Data	- Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.16.a	Determine a simple probability from a context that includes a picture.	-Represent and Interpret Data	- Solve One/Two Step Comparative Problems About Bar Graphs and Pictographs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.16.b	Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled graphs.	-Represent and Interpret Data	- Solve One/Two Step Comparative Problems About Bar Graphs and Pictographs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.17	Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Measurement: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>			
3.18	Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.)	-Tell and Write Time in Minutes	- Tell Time to the Nearest Minute
3.18.a	Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.19	Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg).		
3.19.a	Use the four operations to solve one-step word problems involving masses or volumes given in same metric units.		
<b>Measurement: Geometric Measurement - Understand concepts of area and relate area to multiplication and to addition.</b>			
3.20	Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.	-Area of Rectangles	- Find Area of a Rectangle
3.21	Count unit squares (square cm, square m, square in, square ft, improvised or non-standard units) to determine area.	-Area of Rectangles	- Find Area of a Rectangle
3.22	Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.23	Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.		
<b>Measurement: Geometric Measurement - Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>			
3.24	Construct rectangles with the same perimeter and different areas or the same area and different perimeters.		
3.25	Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles.	-Perimeter of Polygons	
<b>Geometry: Reason with shapes and their attributes.</b>			
3.26	Recognize and describe polygons, triangles, quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.		
3.26.a	Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.		

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<b>Recurring Standards For 4-5</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use context clues to determine meanings of unfamiliar spoken or written words.		
R3	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually/collaboratively.		
R4	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.		
R5	Identify and explain literary devices in prose and poetry.		
R6	Assess the formality of occasions in order to speak or write using appropriate language and tone.		
<b>Literacy Foundations: Phonics</b>			
4.1	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, morphological structure to read unfamiliar multisyllabic words accurately, both in context/isolation.		
4.2	Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and schwa syllables. Examples: dam-age, ac-tive, na-tion		
4.3	Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.		
4.4	Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.		
<b>Literacy Foundations: Fluency</b>			
4.5	Demonstrate fluency when reading grade-level text and when responding through writing or speaking.		
4.6	Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.		
4.7	Read words with irregular and regular spelling patterns accurately and automatically.		
4.8	Write routinely and independently in response to text.		
<b>Literacy Foundations: Vocabulary</b>			
4.9	Accurately interpret general academic and domain-specific words and phrases.		
4.10	Interpret words and phrases, including figurative language, as they are used in a text.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.10.a	Explain how specific word choices shape meaning or tone.		
4.10.b	Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.		
4.10.c	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.		
4.11	Use commonly misused words correctly in writing. Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite		
4.12	Consult reference materials to find the pronunciation of unknown words and phrases.		
4.13	Use grade-appropriate general academic/domain-specific words and phrases in presentations and discussions.		
<b>Literacy Foundations: Comprehension</b>			
4.14	Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.		
4.15	Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.		
4.15.a	Identify and explain attitudes and influences of multiple characters within a text.	-Describing Characters	- Describe a Character, Setting, or Event
4.15.b	Explain how the main character changes throughout the story, using explicit evidence from the text.	-Describing Characters	- Describe a Character, Setting, or Event
4.15.c	Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.	-Inferences Using Evidence	- Make an Inference About a Story
4.16	Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4.16.a	Identify clues in the text to recognize implicit meanings.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.16.b	Apply prior knowledge to textual clues to draw conclusions about the author's meaning.		
4.16.c	Make an inference about the meaning of a text and support it with textual evidence.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.17	Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.	-Narrator's Point of View	- Identify the Point of View of a Story
4.17.a	Explain the difference between first person and third person narration, including omniscient and third person limited.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.17.b	State an opinion of the author's use of narration, supporting reasoning with examples from the text.		
4.18	Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.18.a	Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.	-Compare and Contrast Two Views	
4.18.b	Compare the perspectives of different characters within a text.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.19	Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
4.19.a	Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
4.19.b	Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.	-Compare and Contrast Themes	
4.20	Use details and examples from a text to indicate what the text explicitly states.		
4.20.a	Interpret facts from an informational article, using details and examples from the text to explain the interpretation.	-Be an Expert: Use Multiple Texts	
4.20.b	List the main questions answered by an informational article.		
4.20.c	Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.		
4.20.d	Explain the differences between primary and secondary sources, giving examples from texts.	-Compare and Contrast Two Views	
4.21	Explain how relevant details support the implied or explicit main idea of a text.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text



Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.21.a	Determine the central idea or theme of a text.		
4.21.b	Explain the difference between implied and explicit details.		
4.21.c	Summarize the key supporting details by citing evidence from a text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.22	Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.22.a	Cite evidence to explain the author's perspective toward a topic in an informational text.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
4.23	Evaluate how text features and structures contribute to the meaning of an informational text.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
4.23.a	Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
4.23.b	Interpret information from text features in both print and digital formats.	-Graphics to Understand a Text	- Analyze and Interpret the Visuals in a Text
4.24	Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.	-Developing Arguments	
4.24.a	Make text-based inferences to determine possible reasons for an author's stance.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
4.25	Explain how the form of a poem contributes to its meaning.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.26	Analyze how rhythm and rhyme in poetry contribute to meaning.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4.27	Identify the reasons and evidence a speaker provides to support particular points.		
4.28	Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.		
4.29	Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.		
4.30	Synthesize information on a topic in order to write or speak knowledgeably about the subject.	-Be an Expert: Use Multiple Texts	
4.30.a	Make complex inferences within and across texts to determine the importance of information.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
4.30.b	Use evidence to explain information across texts including different perspectives and/or points of view.		
4.31	Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.		
<b>Literacy Foundations: Writing</b>			
4.32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.		
4.33	Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
4.33.a	Introduce a research topic clearly and group related ideas.		
4.33.b	Integrate and cite evidence to present research findings in written form.		
4.33.c	Paraphrase portions of texts or information presented in diverse media and formats.		
4.34	Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.		
4.35	Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.36	Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.		
4.37	Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.		
4.38	Compose complete sentences with correct subject-verb agreement, punctuation, and usage.		
4.38.a	Order adjectives within sentences according to conventional patterns. Example: a small red bag rather than a red small bag		
4.38.b	Form and use prepositional phrases and conjunctions.		
4.38.c	Recognize and correct sentence fragments/run-on sentences.		
4.38.d	Use commas, apostrophes, and quotation marks correctly.		
4.38.e	Use correct capitalization, including familial relations and proper adjectives.		
4.38.f	Spell grade-appropriate words correctly, consulting references as needed.		
4.39	Demonstrate command of the conventions of standard English grammar and usage.		
4.39.a	Use relative pronouns who, whose, which, and that , relative adverbs where, when, and how, and irregular possessive nouns.		
4.39.b	Form and use the progressive verb tenses. Examples: I was walking, I am walking		
4.39.c	Use modal auxiliaries to convey various conditions. Examples: can, may, must		
4.40	Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.		
4.40.a	Write return address and mailing address in the proper locations on an envelope.		
4.41	Present an opinion orally, sequencing ideas logically and using relevant facts.		
4.41.a	Express appropriate and meaningful responses to questions posed by others.		
4.42	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.		
4.42.a	Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources/modalities to enhance listeners' understanding.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: Solve problems with whole numbers using the four operations.</b>			
4.1	Interpret and write equations for multiplicative comparisons.	-Multiplicative Comparisons	- Learn About Multiplicative Comparisons - Solve Multiplicative Comparisons
4.2	Solve word problems involving multiplicative comparison using drawings and write equations to represent the problem, using a symbol for the unknown number.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.3	Determine and justify solutions for multi-step word problems, including problems where remainders must be interpreted.	-Multistep Word Problems	- Solve Multi-step Word Problems
4.3.a	Write equations to show solutions for multi-step word problems with a letter standing for unknown quantity.	-Multistep Word Problems	- Solve Multi-step Word Problems
4.3.b	Determine reasonableness of answers for multi-step word problems, using mental computation and estimation strategies including rounding.	-Multistep Word Problems	- Solve Multi-step Word Problems
<b>Operations and Algebraic Thinking: Gain familiarity with factors and multiples.</b>			
4.4	For whole numbers in the range 1 to 100, find all factor pairs, identifying a number as a multiple of each of its factors.	-Factors and Multiples	- Find Factor Pairs for 1-100
4.4.a	Determine whether a whole number in the range 1 to 100 is a multiple of a given one-digit number.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Recognize Factors and Multiples for Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for 1-100
4.4.b	Determine whether a whole number in the range 1 to 100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Recognize Factors and Multiples for Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for 1-100
<b>Operations and Algebraic Thinking: Generate and analyze patterns.</b>			
4.5	Generate and analyze a number or shape pattern that follows a given rule.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Operations with Numbers: Base Ten - Generalize place value understanding for multi-digit whole numbers.</b>			
4.6	Using models and quantitative reasoning, explain that in a multi-digit whole number, a digit in any place represents ten times what it represents in the place to its right.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.7	Read and write multi-digit whole numbers using standard form, word form, and expanded form.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.8	Use place value understanding to compare two multi-digit numbers using $>$ , $=$ , and $<$ symbols.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.9	Round multi-digit whole numbers to any place using place value understanding.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
<b>Operations with Numbers: Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers.</b>			
4.10	Use place value strategies to fluently add and subtract multi-digit whole numbers and connect strategies to the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use Standard Algorithm to Subtract Large Numbers
4.11	Find the product of two factors (up to four digits by a one-digit number and two two-digit numbers), using strategies based on place value and the properties of operations.	-Multiply Multi-Digit Numbers	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.11.a	Illustrate and explain the product of two factors using equations, rectangular arrays, and area models.	-Multiply Multi-Digit Numbers	- Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers

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4.12	Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients/remainders with one-digit divisors and up to four-digit dividends.	-Find Whole Number Quotients	- Use Partial Quotients and Visual Models to Divide
4.12.a	Illustrate and/or explain quotients using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Use Partial Quotients and Visual Models to Divide

## Operations with Numbers: Fractions - Extend understanding of fraction equivalence and ordering.

4.13	Using area and length fraction models, explain why one fraction is equivalent to another, taking into account that the number and size of the parts differ even though the two fractions themselves are the same size.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.13.a	Apply principles of fraction equivalence to recognize and generate equivalent fractions. Example: $a / b$ is equivalent to $n \times a / n \times b$ .	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.14	Compare two fractions with different numerators and different denominators using concrete models, benchmarks (0, $\frac{1}{2}$ , 1), common denominators, and/or common numerators, recording the comparisons with symbols $>$ , $=$ , or $<$ , and justifying the conclusions.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.14.a	Explain that comparison of two fractions is valid only when the two fractions refer to the same whole.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models

## Operations with Numbers: Fractions - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.15	Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.15.a	Decompose a fraction as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models, equations.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.15.b	Add and subtract fractions and mixed numbers with like denominators using fraction equivalence, properties of operations, relationship between addition and subtraction.	-Add/Subtract Mixed Numbers	- Use Strategies to Add and Subtract Mixed Numbers

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4.15.c	Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.		
4.16	Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.16.a	Model and explain how a non-unit fraction can be represented by a whole number times the unit fraction. Example: $9/8 = 9 \times 1/8$	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.16.b	Extend previous understanding of multiplication to multiply a whole number times any fraction less than one. Example: $4 \times 2/3 = 4 \times 2/3 = 8/3$	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.16.c	Solve word problems involving multiplying a whole number times a fraction using visual fraction models and equations to represent the problem. Examples: $3 \times 1/2$ , $6 \times 1/8$		

## Operations with Numbers: Fractions - Understand decimal notation for fractions, and compare decimal fractions.

4.17	Express, model, and explain the equivalence between fractions with denominators of 10 and 100.		
4.17.a	Use fraction equivalency to add two fractions with denominators of 10 and 100.		
4.18	Use models and decimal notation to represent fractions with denominators of 10 and 100.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.19	Use visual models and reasoning to compare two decimals to hundredths, recording comparisons using symbols $>$ , $=$ , or $<$ , justifying the conclusions.		

## Data Analysis: Represent and interpret data.

4.20	Interpret data in graphs (picture, bar, and line plots) to solve problems using numbers and operations.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.20.a	Create a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ).	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.20.b	Solve problems involving addition and subtraction of fractions using information presented in line plots.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

## Measurement: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.21	Select and use an appropriate unit of measurement for a given attribute within one system of units: metric - km, m, cm; kg, g, l, ml; customary - lb, oz; time - hr, min, sec.	-Customary and Metric Measurement	- Convert Units of Time
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Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
4.21.a	Within one system of units, express measurements of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	-Customary and Metric Measurement	- Convert Units of Time
4.22	Use four operations to solve measurement word problem distance, intervals of time, liquid volume, mass of objects, money.	-Measurement Word Problems	
4.22.a	Solve measurement problems involving simple fractions or decimals.	-Measurement Word Problems	
4.22.b	Solve measurement problems that require expressing measurements given in a larger unit in terms of a smaller unit.	-Measurement Word Problems	
4.22.c	Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	-Measurement Word Problems	
4.23	Apply area and perimeter formulas for rectangles in real-world and mathematical situations.	-Area and Perimeter	- Use Formulas to Find Area/Perimeter of a Rectangle

## Measurement: Geometric Measurement - Understand concepts of angle and measure angles.

4.24	Identify an angle as a geometric shape formed wherever two rays share a common endpoint.	-Measuring Angles	
4.25	Use a protractor to measure angles in whole-number degrees and sketch angles of specified measure.	-Measuring Angles	
4.26	Decompose angle into non-overlapping parts to demonstrate angle measure of whole is sum of angle measures of parts.	-Additive Angles	
4.26.a	Solve addition and subtraction problems on a diagram to find unknown angles in real-world or mathematical problems.	-Additive Angles	

## Geometry: Draw and identify lines and angles, and identify shapes by properties of their lines and angles.

4.27	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.		
4.28	Identify 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.		
4.28.a	Describe right triangles as a category, identify right triangles.		
4.29	Define 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.		
4.29.a	Identify line-symmetric figures and draw lines of symmetry.		



Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For 4-5</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use context clues to determine meanings of unfamiliar spoken or written words.		
R3	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.		
R4	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.		
R5	Identify and explain literary devices in prose and poetry.		
R6	Assess the formality of occasions in order to speak or write using appropriate language and tone.		
<b>Literacy Foundations: Phonics</b>			
5.1	Apply phonics and word analysis skills to encode and decode words in grade-level texts.		
5.2	Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.		
5.3	Determine or clarify meaning of unknown/multiple-meaning words/phrases, choosing flexibly from a range of strategies.		
5.4	Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.		
<b>Literacy Foundations: Fluency</b>			
5.5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, cross-curricular texts.		
5.6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.		
5.7	Write routinely and independently for varied amounts of time.		
5.8	Orally present information and original ideas clearly.		
5.9	Express ideas clearly/effectively to diverse partners or groups.		
5.9.a	Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.		
5.9.b	Verbally summarize information read aloud or presented in diverse media and formats.		

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5.9.c	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts/relevant details.		
5.9.d	Speak clearly at an understandable rate.		
5.10	Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.		
5.10.a	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.		
<b>Literacy Foundations: Vocabulary</b>			
5.11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.		
5.12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.		
5.12.a	Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.		
5.12.b	Explain the meanings of common idioms, adages, proverbs.		
5.12.c	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.		
5.12.d	Explain how an author's vocabulary and style influence tone and mood of a text and support his/her purpose for writing.	-Narrator's Point of View	- Identify the Point of View of a Story
5.12.e	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.		
5.13	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
5.14	Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.		
5.15	Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.		
<b>Literacy Foundations: Comprehension</b>			
5.16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.		

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5.17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. Examples: theme, plot, point of view		
5.18	Explain relationships among events, people, or concepts in informational texts, supported by textual evidence.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
5.19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5.20	Explain how the author's use of character types throughout a narrative helps drive its plot. Examples: static, dynamic, and stock characters	-Narrator's Point of View	- Identify the Point of View of a Story
5.21	Compare and contrast characters, points of view, or events in two or more literary texts.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5.22	Determine the implied and/or explicit main idea in literary and informational texts.	-Identify Theme Through Characters -Summarizing a Text -Main Idea and Details	- 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 - Use Details to Find Two or More Main Ideas in an Informational Text
5.23	Determine/analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.		
5.23.a	Analyze common themes of diverse texts with support from textual evidence.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
5.23.b	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
5.24	Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.24.a	Identify various text features used in diverse forms of text.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.24.b	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.	-Comparing Similar Texts	
5.25	Determine credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in informational text.		
5.26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.	-Enhance Meaning and Tone with Multimedia	
5.26.a	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.	-Enhance Meaning and Tone with Multimedia	
5.26.b	Compare and contrast the approaches to theme in several stories within a genre.	-Comparing Similar Texts	
5.26.c	Locate information quickly within a text and apply information from multiple sources to analysis of the topics.	-Relating Pieces to the Whole -Comparing Text Structure	- Make Connections Between Stanzas in a Poem - Identify the Structure of a Text
5.26.d	Explain how an author uses reasons and evidence to support particular points in a text.		
5.26.e	Compare the approaches of several authors of articles about the same or similar topics.		
5.27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.28	Use audio and/or visual sources of information to obtain the answer to a question.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
5.29.a	Use textual evidence to support summarization.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
5.29.b	Cite appropriately when summarizing.		
5.30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.	-Explicit Meaning and Inferences -Quotes and Direct Evidence	- Make Inferences - Make Inferences Using Text Evidence - Use Quotes to Support Inferences About a Text
5.31	Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. Examples: graphics, sounds		
<b>Literacy Foundations: Writing</b>			
5.32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.		
5.33	Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page. Examples: headings, titles, paragraph indentions		
5.34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.		
5.35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.		
5.36	Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion. Examples: first, as a result, therefore, in addition		
5.37	Write about research findings independently over short and/or extended periods of time.		
5.38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.		
5.38.a	Locate information in print and digital sources.	-Using Text Features	- Use Text Features to Answer Questions About a Text

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5.38.b	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.		
5.38.c	Integrate information from several texts on the same topic into presentations of research.	-Integrate Information	
5.39	Demonstrate command of the conventions of standard English grammar and usage in writing.		
5.39.a	Evaluate the usage of pronouns for the proper case. Examples: subjective, objective, possessive		
5.39.b	Identify inappropriate shifts in pronoun number and person.		
5.39.c	Use varied pronouns and their antecedents correctly in composing and revising writing.		
5.39.d	Use subject-verb agreement correctly when composing and revising writing.		
5.39.e	Use verb tenses to convey various times, sequences, states, and conditions.		
5.39.g	Use perfect verb tenses to compose and revise writing.		
5.39.h	Use correlative conjunctions correctly when composing and revising writing.		
5.40	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
5.40.a	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.		
5.40.b	Use underlining, quotation marks, or italics to indicate the titles of different types of works.		
5.40.c	Spell grade-level words correctly, consulting references as needed.		
5.41	Write using grade-appropriate general academic/domain-specific words/phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.		
5.42	Consult print and digital reference materials to find the pronunciation to determine or clarify the precise meaning of key words and phrases. Examples: dictionaries, glossaries		

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<b>Operations and Algebraic Thinking: Write and interpret numerical expressions.</b>			
5.1	Write, explain, and evaluate simple numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving parentheses, brackets, or braces, using commutative, associative, and distributive properties.	-Order of Operations -Words to Numbers	- Solve Problems Using Order of Operations - Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
<b>Operations and Algebraic Thinking: Analyze patterns and relationships.</b>			
5.2	Generate two numerical patterns using two given rules and complete an input/output table for the data.	-Understand Patterns	- Complete a Function Table Based on Identified Pattern
5.2.a	Use data from an input/output table to identify apparent relationships between corresponding terms.	-Understand Patterns	- Complete a Function Table Based on Identified Pattern
5.2.b	Form ordered pairs from values in an input/output table.	-Understand Patterns	- Complete a Function Table Based on Identified Pattern
5.2.c	Graph ordered pairs from an input/output table on a coordinate plane.	-Understand Patterns	- Complete a Function Table Based on Identified Pattern
<b>Operations with Numbers: Base Ten - Understand the place value system.</b>			
5.3	Using models and quantitative reasoning, explain that in a multi-digit number, including decimals, a digit in any place represents ten times what it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.3.a	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, using whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.3.b	Explain patterns in placement of the decimal point when a decimal is multiplied or divided by a power of 10, using whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.4	Read, write, and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Read and Identify Expanded Form of Decimals to Thousandths - Read/Write Decimals - Compare Two Decimals

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5.4.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. Example: $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	-Read/Write Decimals: Thousandths	- Read and Identify Expanded Form of Decimals to Thousandths - Read/Write Decimals - Compare Two Decimals
5.4.b	Compare two decimals to thousandths based on the meaning of the digits in each place, using $>$ , $=$ , and $<$ to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.5	Use place value understanding to round decimals to thousandths.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
<b>Operations with Numbers: Base Ten - Perform operations with multi-digit whole numbers and decimals to hundredths.</b>			
5.6	Fluently multiply multi-digit whole numbers using the standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.7	Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm and Area Model
5.8	Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationships between addition/subtraction and multiplication/division; 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
5.8.a	Use concrete models and drawings to solve problems with decimals to hundredths.	-Solving Decimal Equations	- Divide Decimals Using Base Ten Models
5.8.b	Solve problems in a real-world context with decimals to hundredths.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models



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<b>Operations with Numbers: Fractions - Use equivalent fractions as a strategy to add and subtract fractions.</b>			
5.9	Model and solve real-world problems involving addition and subtraction of fractions referring to same whole, including cases of unlike denominators, 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.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.10	Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators.	-Word Problems: Basic Fractions	- Solve Word Problems Involving Addition/Subtraction of Fractions
<b>Operations with Numbers: Fractions - Apply and extend previous understandings of multiplication and division to multiply/divide fractions.</b>			
5.11	Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.11.a	Model and interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ )	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.11.b	Use visual fraction models, drawings, or equations to represent word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.12	Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.12.a	Use a visual fraction model (area model, set model, or linear model) to show $(a/b) \times q$ and create a story context for this equation to interpret the product as a parts of a partition of $q$ into $b$ equal parts.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.12.b	Use a visual fraction model (area model, set model, or linear model) to show $(a/b) \times (c/d)$ and create a story context for this equation to interpret the product.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.12.c	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.12.d	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.		

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5.13	Interpret multiplication as scaling (resizing).		
5.13.a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example: Use reasoning to determine which expression is greater? $225$ or $3/4 \times 225$ ; $11/50$ or $3/2 \times 11/50$		
5.13.b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and relate the principle of fraction equivalence.		
5.13.c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number and relate the principle of fraction equivalence.		
5.14	Model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings, or equations to represent the problem.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.15	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.15.a	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions and illustrate using visual fraction models, drawings, and equations to represent the problem.		
5.15.b	Create a story context for a unit fraction divided by a whole number, and use a visual fraction model to show the quotient.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.15.c	Create a story context for a whole number divided by a unit fraction, and use a visual fraction model to show the quotient.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
<b>Data Analysis: Represent and interpret data.</b>			
5.16	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ).		
5.16.a	Add, subtract, multiply, and divide fractions to solve problems involving information presented in line plots.		
<b>Measurement: Convert like measurement units within a given measurement system.</b>			
5.17	Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems.	-Converting Measurements	- Convert Units of Metric Length

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<b>Measurement: Geometric Measurement - Understand concepts of volume and relate volume to multiplication and to addition.</b>			
5.18	Identify volume as an attribute of solid figures, and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	-Concepts of Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism
5.18.a	Pack a solid figure without gaps or overlaps using n unit cubes to demonstrate volume as n cubic units.	-Concepts of Volume	- Use Strategies to Find Volume of a Rectangular Prism
5.19	Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.	-Volume of Rectangular Prisms	
5.19.a	Use the associative property of multiplication to find the volume of a right rectangular prism and relate it to packing the prism with unit cubes. Show that the volume can be determined by multiplying the three edge lengths or by multiplying the height by the area of the base.	-Volume of Rectangular Prisms	
5.19.b	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.	-Volume of Rectangular Prisms	
5.19.c	Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the two parts, applying this technique to solve real-world problems.	-Volume of Rectangular Prisms	
<b>Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.</b>			
5.20	Graph points in the first quadrant of the coordinate plane, and interpret coordinate values of points to represent real-world and mathematical problems.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
<b>Geometry: Classify two-dimensional figures into categories based on their properties.</b>			
5.21	Classify triangles according to side length (isosceles, equilateral, scalene) and angle measure (acute, obtuse, right, equiangular).		
5.22	Classify quadrilaterals in a hierarchy based on properties.	-Classifying Quadrilaterals	
5.23	Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. Example: All rectangles have four right angles, and squares have four right angles, so squares are rectangles.	-Classifying Quadrilaterals	

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<b>Recurring Standards For 6-8</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use context clues to determine meanings of unfamiliar spoken or written words.		
R3	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.		
R4	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.		
R5	Assess the formality of occasions in order to speak or write using appropriate language and tone.		
R6	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.</b>			
6.1	Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.	-Central Idea of a Text -Author's Argument	- Use Key Details to Determine the Central Idea of a Text
6.2	Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.	-Textual Evidence -Development of an Idea or Event -Text Structure -Author's Argument -Compare and Contrast	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
6.3	Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.	-Textual Evidence and Inferences -Introduction to Text Structure -Point of View	- Use Text Evidence to Make Inferences - Use the Structure of a Text to Identify the Theme - Analyze the Point of View of a Poem
6.4	Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.		

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6.5	Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.	-Introduction to Theme -Plot Development -Compare a Text with a Performance -Compare and Contrast Genres	- Use Key Details From the Text to Determine Theme or Main Idea of the Story - Describe the Plot and How Characters Respond to It
6.6	Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.		
6.7	Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.		
6.7.a	Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.		
6.7.b	Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.		
6.7.c	Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.		
6.8	Participate in collaborative discussions using information from a source.		
6.9	Participate in collaborative discussions about literary devices and elements found in prose and poetry.		
<p><b>Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b></p>			
6.10	Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. Examples: online academic journals, social media, blogs, podcasts		
6.11	Utilize written, visual, digital, and interactive texts to generate/answer literal, interpretive, applied questions.		

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6.12	Interpret language to determine subject, occasion, audience, purpose, credibility of digital sources, with guidance/support.		
6.13	Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. Examples: social media posts, blog posts, podcast episodes, infographics.		
6.14	Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. Examples: speaking to defend or explain a digital poster, multimedia presentation, or video.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
<b>Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>			
6.15	Identify the conventions of standard English grammar and usage in published texts.		
6.15.a	Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.		
6.15.b	Evaluate pronoun usage for number and case. Examples: subjective, objective, possessive		
6.15.c	Identify common errors in pronoun usage. Examples: person, number, ambiguous antecedents		
6.16	Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.		
6.16.a	Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. Examples: poetry, informational texts, narratives		
6.17	Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness.		
6.18	Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.		
6.19	Demonstrate command of standard English grammar, usage, and mechanics when writing.		
6.19.a	Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.		
6.19.b	Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.		

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6.19.c	Compose and revise writing by using various pronouns and their antecedents correctly. Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite		
6.20	Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.		

**Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.**

6.21	Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.		
6.22	Assess the relevance, reliability, and validity of information from printed and/or digital texts.		
6.23	Use an audio or audio-visual source of information to obtain the answer to a question.		
6.24	Write about research findings independently over short and/or extended periods of time.		
6.25	Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. Example: MLA, APA		
6.26	Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations.		
6.26.a	Answer questions in discussions about their research findings.		

**Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.**

6.27	Discover word meanings by analyzing word parts, examining connotation/denotation, or using print or digital reference tools.		
6.28	Discover word meanings through active listening in various contexts. Examples: classroom discussion, oral presentations, digital formats		
6.29	Use academic vocabulary in writing to communicate effectively.		
6.30	Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.		

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<b>Proportional Reasoning: Develop an understanding of ratio concepts and use reasoning about ratios to solve problems.</b>			
6.1	Use appropriate notations [a/b, a to b, a:b] to represent a proportional relationship between quantities and use ratio language to describe the relationship between quantities.	-Introduction to Ratios	- Complete a Ratio Table
6.2	Use unit rates to represent and describe ratio relationships.	-Introduction to Unit Rates	
6.3	Use ratio and rate reasoning to solve mathematical and real-world problems using a variety of models, including tables of equivalent ratios, tape diagrams, double number lines, and equations.	-Ratio Tables - Quantity Percent -Using Ratios to Convert Units	
<b>Number Systems and Operations: Use prior knowledge of multiplication and division to divide fractions.</b>			
6.4	Interpret and compute quotients of fractions using visual models and equations to represent problems.	-Dividing Fractions	
6.4.a	Use quotients of fractions to analyze and solve problems.	-Dividing Fractions	
<b>Number Systems and Operations: Compute multi-digit numbers fluently and determine common factors and multiples.</b>			
6.5	Fluently divide multi-digit whole numbers using a standard algorithm to solve real-world and mathematical problems.	-Divide Multi-Digit Numbers	
6.6	Add, subtract, multiply, and divide decimals using a standard algorithm.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.7	Use the distributive property to express the sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.8	Find the greatest common factor (GCF) and least common multiple (LCM) of two or more whole numbers.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.8.a	Use factors and multiples to determine prime factorization.		
<b>Number Systems and Operations: Apply knowledge of the number system to represent and use rational numbers in a variety of forms.</b>			
6.9	Use signed numbers to describe quantities that have opposite directions or values and to represent quantities in real-world contexts.	-Positive and Negative Numbers	
6.10	Locate integers and other rational numbers on a horizontal or vertical line diagram.	-Graphing in the Coordinate Plane	
6.10.a	Define opposites as numbers located on opposite sides of 0 and the same distance from 0 on a number line.	-Opposites of Numbers	



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6.10.b	Use rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.	-Graphing in the Coordinate Plane	
6.11	Find the position of pairs of integers and other rational numbers on the coordinate plane.	-Opposites of Numbers	
6.11.a	Identify quadrant locations of ordered pairs on the coordinate plane based on the signs of the x and y coordinates.	-Graphing in the Coordinate Plane	- Graph Points in All Quadrants on a Coordinate Plane
6.11.b	Identify (a,b) and (a,-b) as reflections across the x-axis.		
6.11.c	Identify (a,b) and (-a,b) as reflections across the y-axis.		
6.11.d	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including finding distances between points with the same first or second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in All Quadrants on a Coordinate Plane
6.12	Explain the meaning of absolute value and determine the absolute value of rational numbers in real-world contexts.	-Absolute Value	
6.13	Compare and order rational numbers and absolute value of rational numbers with and without a number line in order to solve real-world and mathematical problems.		

## Algebra and Functions: Apply knowledge of arithmetic to read, write, and evaluate algebraic expressions.

6.14	Write, evaluate, and compare expressions involving whole number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.15	Write, read, and evaluate expressions in which letters represent numbers in real-world contexts.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.15.a	Interpret a variable as an unknown value for any number in a specified set, depending on the context.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.15.b	Write expressions to represent verbal statements and real-world scenarios.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.15.c	Identify parts of an expression using mathematical terms such as sum, term, product, factor, quotient, and coefficient.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations

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6.15.d	Evaluate expressions (which may include absolute value and whole number exponents) with respect to order of operations.	-Evaluating Expressions with Exponents	- Evaluate Exponential Expressions
6.16	Generate equivalent algebraic expressions using the properties of operations, including inverse, identity, commutative, associative, and distributive.	-Equivalent Expressions	
6.17	Determine whether two expressions are equivalent and justify the reasoning.	-Equivalent Expressions	
<b>Algebra and Functions: Use equations and inequalities to represent and solve real-world or mathematical problems.</b>			
6.18	Determine whether a value is a solution to an equation or inequality by using substitution to conclude whether a given value makes the equation or inequality true.		
6.19	Write and solve an equation in the form of $x+p=q$ or $px=q$ for cases in which $p$ , $q$ , and $x$ are all non-negative rational numbers to solve real-world and mathematical problems.	-Solve One Variable Equations	
6.19.a	Interpret the solution of an equation in the context of the problem.	-Solve One Variable Equations	
6.20	Write and solve inequalities in the form of $x>c$ , $x<c$ , $x\geq c$ , or $x\leq c$ to represent a constraint or condition in a real-world or mathematical problem.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.20.a	Interpret solution of an inequality in context of a problem.		
6.20.b	Represent solutions of inequalities on a number line, explain that solution set may contain infinitely many solutions.		
<b>Algebra and Functions: Identify and analyze relationships between independent and dependent variables.</b>			
6.21	Identify, represent, analyze two quantities, change in relationship to one another in real-world/mathematical situations.		
6.21.a	Use tables, graphs, equations to represent relationship between independent and dependent variables.		
<b>Data Analysis Statistics, and Probability: Use real-world and mathematical problems to analyze data and demonstrate an understanding of statistical variability and measures of center.</b>			
6.22	Write examples and non-examples of statistical questions, explaining that a statistical question anticipates variability in the data related to the question.	-Introduction to Statistics -Center, Spread, Shape	

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6.23	Calculate, interpret, and compare measures of center (mean, median, mode) and variability (range and interquartile range) in real-world data sets.	-Summarizing Data Sets	
6.23.a	Determine which measure of center best represents a real-world data set.	-Summarizing Data Sets	
6.23.b	Interpret the measures of center and variability in the context of a problem.	-Measures of Center and Variation	
6.24	Represent numerical data graphically, using dot plots, line plots, histograms, stem and leaf plots, and box plots.	-Displaying Data	
6.24.a	Analyze the graphical representation of data by describing the center, spread, shape (including approximately symmetric or skewed), and unusual features (including gaps, peaks, clusters, and extreme values).	-Summarizing Data Sets	
6.24.b	Use graphical representations of real-world data to describe the context from which they were collected.	-Summarizing Data Sets	

## Geometry and Measurement: Graph polygons in the coordinate plane to solve real-world and mathematical problems.

6.25	Graph polygons in the coordinate plane given coordinates of the vertices to solve real-world and mathematical problems.		
6.25.a	Determine missing vertices of a rectangle with same x-coordinate/y-coordinate when graphed in coordinate plane.		
6.25.b	Use coordinates to find the length of a side between points having the same x-coordinate or the same y-coordinate.		
6.25.c	Calculate perimeter and area of a polygon graphed in the coordinate plane (limiting to polygons in which consecutive vertices have the same x-coordinate or the same y-coordinate).		

## Geometry and Measurement: Solve real-world and mathematical problems to determine area, surface area, and volume.

6.26	Calculate the area of triangles, special quadrilaterals, and other polygons by composing/decomposing them into known shapes.		
6.26.a	Apply techniques of composing/decomposing polygons to find area in context of solving real-world and mathematical problems.		
6.27	Determine the surface area of three-dimensional figures by representing them with nets composed of rectangles and triangles to solve real-world and mathematical problems.		
6.28	Apply previous understanding of volume of right rectangular prisms to those with fractional edge lengths to solve real-world and mathematical problems.		
6.28.a	Use models and the volume formulas ( $V = lwh$ and $V = Bh$ ) to find and compare volumes of right rectangular prisms.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For 6-8</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use context clues to determine meanings of unfamiliar spoken or written words.		
R3	Use digital and electronic tools appropriately, safely, ethically when researching and writing, both individually/collaboratively.		
R4	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.		
R5	Assess the formality of occasions in order to speak or write using appropriate language and tone.		
R6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.</b>			
7.1	Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.	-How Ideas Are Related	
7.2	Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.	-Text Structure -Author's Point of View and Goal	
7.3	Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.	-Cite Textual Evidence -Thematic Development -Elements of a Short Story -Text Structure -Contrasting Point of View	
7.4	Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.	-Figurative Language	
7.5	Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, word meanings (figurative, connotative, and technical).	-Compare Text and Multimedia -Print vs. Multimedia Text	

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
7.6	Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	-Figurative Language	
7.7	Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.		
7.7.a	Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).		
7.7.b	Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.		
7.7.c	Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.		
7.8	Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.	-Compare Texts, Analyze Arguments	
7.9	Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.		
<b>Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>			
7.10	Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. Examples: online academic journals, social media, blogs		
7.11	Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions, create new understandings.	-Print vs. Multimedia Text	
7.12	Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.		
7.13	Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.		
7.14	Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
7.15	Utilize digital tools and/or products to enhance meaning. Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms		
7.16	Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.		
<b>Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>			
7.17	Identify the conventions of standard English grammar and usage in writing.		
7.17.a	Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence.		
7.17.b	Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text.		
7.17.c	Evaluate the functions of phrases and clauses in general and their function in specific sentences.		
7.18	Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.		
7.18.a	Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.		
7.19	Evaluate a speaker's organizational choices to determine point of view, purpose, and effectiveness.		
7.20	Identify a speaker's formality of language in order to comprehend, interpret, and respond appropriately.		
7.21	Create written work using standard English grammar, usage, and mechanics.		
7.21.a	Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.		
7.21.b	Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.		
7.21.c	Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.		
7.22	Choose language that expresses ideas precisely and concisely.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>			
7.23	Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.		
7.24	Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.		
7.25	Use active listening to acquire information and assess its relevance and credibility.		
7.26	Produce research writings over extended periods with time for research, reflection, revision and within shorter time frames, with minimal guidance. Examples: a day/two, a single sitting		
7.27	Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. Example: MLA, APA		
7.28	Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.		
7.28.a	Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.		
<b>Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>			
7.29	Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary		
7.30	Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.		
7.31	Infer word meaning through active listening in various contexts for purposeful, effective communication. Examples: classroom discussion, oral presentations, digital formats		
7.32	Apply vocabulary in writing to convey and enhance meaning.		
7.33	Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Proportional Reasoning: Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>			
7.1	Calculate unit rates of length, area, and other quantities measured in like or different units that include ratios or fractions.	-Compute Unit Rates	
7.2	Represent a relationship between two quantities and determine whether the two quantities are related proportionally.	-Find, Show Proportional Amounts -Represent Proportions	
7.2.a	Use equivalent ratios displayed in a table or in a graph of the relationship in coordinate plane to determine whether a relationship between two quantities is proportional.	-Find, Show Proportional Amounts	
7.2.b	Identify the constant of proportionality (unit rate) and express the proportional relationship using multiple representations including tables, graphs, equations, diagrams, and verbal descriptions.	-Find, Show Proportional Amounts	
7.2.c	Explain in context the meaning of a point (x,y) on the graph of a proportional relationship, with special attention to the points (0,0) and (1, r) where r is the unit rate.	-Represent Proportions	
7.3	Solve multi-step percent problems in context using proportional reasoning, including simple interest, tax, gratuities, commissions, fees, markups and markdowns, percent increase, and percent decrease.	-Ratio, Proportion Word Problems	
<b>Number Systems and Operations: Apply and extend prior knowledge of addition, subtraction, multiplication, and division to operations with rational numbers.</b>			
7.4	Apply and extend knowledge of operations of whole numbers, fractions, and decimals to add, subtract, multiply, and divide rational numbers including integers, signed fractions, and decimals.	-Add Rational Numbers -Subtract Rational Numbers	
7.4.a	Identify and explain situations where the sum of opposite quantities is 0 and opposite quantities are defined as additive inverses.	-Add Rational Numbers	
7.4.b	Interpret the sum of two or more rational numbers, by using a number line and in real-world contexts.	-Subtract Rational Numbers	
7.4.c	Explain subtraction of rational numbers as addition of additive inverses.	-Subtract Rational Numbers	
7.4.d	Use a number line to demonstrate 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.	-Add Rational Numbers	



Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
7.4.e	Extend strategies of multiplication to rational numbers to develop rules for multiplying signed numbers, showing that the properties of the operations are preserved.	-Multiply Rational Numbers	
7.4.f	Divide integers and explain that division by zero is undefined. Interpret the quotient of integers (with a non-zero divisor) as a rational number.	-Division of Rational Numbers	
7.4.g	Convert a rational number to a decimal using long division, explaining that the decimal form of a rational number terminates or eventually repeats.	-Convert Numbers to Decimals	
7.5	Solve real-world and mathematical problems involving the four operations of rational numbers, including complex fractions. Apply properties of operations as strategies where applicable.	-Four Operations with Numbers	

## Algebra and Functions: Create equivalent expressions using the properties of operations.

7.6	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
7.7	Generate expressions in equivalent forms based on context and explain how the quantities are related.	-Generate Equivalent Expressions	

## Algebra and Functions: Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

7.8	Solve multi-step real-world and mathematical problems involving rational numbers (integers, signed fractions and decimals), converting between forms as needed. Assess the reasonableness of answers using mental computation and estimation strategies.	-Multi-Step, Real-World Problems	
7.9	Use variables to represent quantities in real-world or mathematical problems and construct algebraic expressions, equations, and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
7.9.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.	-Solving Equations	
7.9.b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality, and interpret it in the context of the problem.	-Solving Inequalities	

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Data Analysis Statistics, and Probability: Make inferences about a population using random sampling.</b>			
7.10	Examine a sample of a population to generalize information about the population.	-Inferential Statistics	
7.10.a	Differentiate between a sample and a population.		
7.10.b	Compare sampling techniques to determine whether a sample is random, thus representative of a population, explaining that random sampling tends to produce representative samples, support valid inferences.		
7.10.c	Determine whether conclusions and generalizations can be made about a population based on a sample.	-Inferential Statistics	
7.10.d	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest, generating multiple samples to gauge variation and making predictions or conclusions about the population.	-Inferential Statistics	
7.10.e	Informally explain situations in which statistical bias may exist.	-Inferential Statistics	
<b>Data Analysis Statistics, and Probability: Make inferences from an informal comparison of two populations.</b>			
7.11	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.		
7.12	Make informal comparative inferences about two populations using measures of center and variability and/or mean absolute deviation in context.	-Measures of Central Tendency	
<b>Data Analysis Statistics, and Probability: Investigate probability models.</b>			
7.13	Use a number from 0 to 1 to represent the probability of a chance event occurring, explaining that larger numbers indicate greater likelihood of the event occurring, while a number near zero indicates an unlikely event.	-Probability of a Chance Event	
7.14	Define and develop a probability model, including models that may or may not be uniform, where uniform models assign equal probability to all outcomes and non-uniform models involve events that are not equally likely.	-Predict and Compare Probability	
7.14.a	Collect and use data to predict probabilities of events.	-Predict and Compare Probability	
7.14.b	Compare probabilities from a model to observed frequencies, explaining possible sources of discrepancy.	-Predict and Compare Probability	

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
7.15	Approximate the probability of an event using data generated by a simulation (experimental probability) and compare it to the theoretical probability.	-Predict and Compare Probability	
7.15.a	Observe the relative frequency of an event over the long run, using simulation or technology, and use those results to predict approximate relative frequency.	-Predict and Compare Probability	
7.16	Find probabilities of simple and compound events through experimentation/simulation and by analyzing sample space, representing probabilities as percents, decimals, or fractions.	-Probabilities of Compound Events	
7.16.a	Represent sample spaces for compound events using: organized lists, tables, tree diagrams. Determine probability of event finding fraction of outcomes in sample space for compound event.	-Probabilities of Compound Events	
7.16.b	Design and use a simulation to generate frequencies for compound events.		
7.16.c	Represent events described in everyday language in terms of outcomes in the sample space which composed the event.		

**Geometry and Measurement: Construct and describe geometric figures, analyzing relationships among them.**

7.17	Solve problems involving scale drawings of geometric figures, including computation of actual lengths and areas from a scale drawing/reproduction of a scale drawing at a different scale.		
7.18	Construct geometric shapes, given a written description and measurement constraints with an emphasis on constructing triangles from three measures of angles/sides, noticing when: a unique triangle, more than one triangle, or no triangle.		
7.19	Describe the two-dimensional figures created by slicing three-dimensional figures into plane sections.		

**Geometry and Measurement: Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.**

7.20	Explain the relationships among circumference, diameter, area, and radius of a circle to demonstrate understanding of formulas for the area and circumference of a circle.		
7.20.a	Informally derive the formula for area of a circle.		
7.20.b	Solve area and circumference problems in real-world and mathematical situations involving circles.		
7.21	Use facts about supplementary, complementary, vertical, and adjacent angles in multi-step problems to write and solve simple equations for an unknown angle in a figure.		
7.22	Solve real-world/mathematical problems: area, volume, surface area of two-/three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, right rectangular prisms.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Recurring Standards For 6-8</b>			
R1	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.		
R2	Use context clues to determine meanings of unfamiliar spoken or written words.		
R3	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.		
R4	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.		
R5	Assess the formality of occasions in order to speak or write using appropriate language and tone.		
R6	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Critical Literacy: Process and employ information for a variety of academic, occupational, and personal purposes.</b>			
8.1	Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.	-Text Development	
8.2	Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.	-Textual Evidence and Inferencing -Central Idea -Author's Point of View and Goal	
8.3	Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.	-Evidence and Inferences -Theme -Analyze Incidents in a Story -Point of View -Fiction: Themes and Patterns	
8.4	Analyze use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, allusion, to support interpretations of literary texts, using textual evidence to support analysis.	-Word Choice and Meaning	
8.5	Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, global viewpoints.	-Comparing Text Structure	

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
8.6	Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.		
8.7	Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.		
8.8	Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.		
8.8.c	Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.		
8.9	Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.		
8.10	Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.		
<b>Digital Literacy: Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>			
8.11	Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.		
8.12	Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.		
8.13	Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.		
8.14	Utilize digital tools and/or products to enhance meaning. Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, clips from social media		
8.15	Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Language Literacy: Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>			
8.16	Examine the use of conventions of standard English grammar and usage in writing.		
8.16.a	Identify gerunds, participles, infinitives, and clauses.		
8.16.b	Analyze the effects of active and passive voice and shifts in verb tense.		
8.16.c	Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.	-Text Structure	
8.17	Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.	-Text Structure	
8.17.a	Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.		
8.18	Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately. Examples: active/passive voice, diction, syntax		
8.19	Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.		
8.20	Produce writing that shows a command of standard English grammar, usage, and mechanics.		
8.20.a	Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.		
8.20.b	Compose writing using verbs in active and passive voice to establish mood.		
8.20.c	Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.		
8.20.d	Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
8.20.e	Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.		
8.20.f	Recognize and correct inappropriate shifts in verb tense.		
8.21	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Research Literacy: Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>			
8.22	Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.	-Comparing Film and Literature -Understand Conflicting Texts	
8.23	Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.	-Multi-Media and Expository Text -Understand Conflicting Texts	
8.24	Assess relevance/credibility of orally-presented information to answer a question, solve a problem, or defend a position.		
8.25	Produce research writings independently over extended periods of time which encompass research, reflection, revision over shorter time frames. Examples: a day/two, a single sitting		
8.26	Quote, paraphrase, summarize, present findings, following a recognized citation style, avoiding plagiarism to demonstrate responsible/ethical research practices. Examples: MLA, APA		
8.27	Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.		
<b>Vocabulary Literacy: Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>			
8.28	Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools. Examples: affixes, stems, Greek/Latin roots		
8.29	Read, analyze, evaluate texts from science, social studies, other academic disciplines to determine how those disciplines treat domain-specific vocabulary/content organization.		
8.30	Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication. Examples: classroom discussion, oral presentation, digital formats		
8.31	Integrate effective vocabulary into writing to create specific effects and communicate purposefully.		
8.32	Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Number Systems and Operations: Understand that the real number system is composed of rational and irrational numbers.</b>			
8.1	Define the real number system as composed of rational and irrational numbers.	-Convert to Rational Numbers	
8.1.a	Explain that every number has a decimal expansion; for rational numbers, decimal expansion repeats or terminates.	-Convert to Rational Numbers	
8.1.b	Convert a decimal expansion that repeats into a rational number.	-Convert to Rational Numbers	
8.2	Locate rational approximations of irrational numbers on a number line, compare their sizes, and estimate the values of the irrational numbers.	-Estimate Irrational Numbers	
<b>Algebra and Functions: Apply concepts of integer exponents and radicals.</b>			
8.3	Develop and apply properties of integer exponents to generate equivalent numerical and algebraic expressions.	-Integer Exponents	
8.4	Use square root and cube root symbols to represent solutions to equations.	-Square and Cube Roots	
8.4.a	Evaluate square roots of perfect squares (less than or equal to 225) and cube roots of perfect cubes (less than or equal to 1000).	-Square and Cube Roots	
8.4.b	Explain that the square root of a non-perfect square is irrational.	-Square and Cube Roots	
8.5	Estimate and compare very large or very small numbers in scientific notation.	-Scientific Notation	
8.6	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.	-Scientific Notation: Operations	
8.6.a	Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.	-Scientific Notation: Operations	
8.6.b	Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	
<b>Algebra and Functions: Analyze the relationship between proportional and non-proportional situations.</b>			
8.7	Determine whether a relationship between two variables is proportional or non-proportional.		
8.8	Graph proportional relationships.	-Relationships and Slope	
8.8.a	Interpret unit rate of a proportional relationship, describing the constant of proportionality as slope of the graph which goes through the origin, has the equation $y = mx$ where $m$ is the slope.	-Relationships and Slope	



Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
8.9	Interpret $y = mx + b$ as defining a linear equation whose graph is a line with $m$ as the slope and $b$ as the $y$ -intercept.	-Slope Intercept Form, Triangles	
8.9.a	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in a coordinate plane.	-Slope Intercept Form, Triangles	
8.9.b	Given two distinct points in a coordinate plane, find the slope of the line containing the two points and explain why it will be the same for any two distinct points on the line.		
8.9.c	Graph linear relationships, interpreting the slope as the rate of change of the graph and the $y$ -intercept as the initial value.		
8.9.d	Given that the slopes for two different sets of points are equal, demonstrate that the linear equations that include those two sets of points may have different $y$ -intercepts.		
8.10	Compare proportional and non-proportional linear relationships represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions) to solve real-world problems.		

## Algebra and Functions: Analyze and solve linear equations and systems of two linear equations.

8.11	Solve multi-step linear equations in one variable, including rational number coefficients, and equations that require using the distributive property and combining like terms.	-Solutions to Linear Equations	
8.11.a	Determine whether linear equations in one variable have one solution, no solution, or infinitely many solutions of the form $x = a$ , $a = a$ , or $a = b$ (where $a$ and $b$ are different numbers).	-Solutions to Linear Equations	
8.11.b	Represent and solve real-world and mathematical problems with equations and interpret each solution in the context of the problem.	-Solutions to Linear Equations	
8.12	Solve systems of two linear equations in two variables by graphing and substitution.	-Solutions to Linear Equations	
8.12.a	Explain that the solution(s) of systems of two linear equations in two variables corresponds to points of intersection on their graphs because points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
8.12.b	Interpret and justify the results of systems of two linear equations in two variables (one solution, no solution, or infinitely many solutions) when applied to real-world and mathematical problems.		

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Algebra and Functions: Explain, evaluate, and compare functions.</b>			
8.13	Determine whether a relation is a function, defining a function as a rule that assigns to each input (independent value) exactly one output (dependent value), and given a graph, table, mapping, or set of ordered pairs.		
8.14	Evaluate functions defined by a rule or an equation, given values for the independent variable.		
8.15	Compare properties of functions represented algebraically, graphically, numerically in tables, or by verbal descriptions.		
8.15.a	Distinguish between linear and non-linear functions.		
<b>Algebra and Functions: Use functions to model relationships between quantities.</b>			
8.16	Construct a function to model a linear relationship between two variables.		
8.16.a	Interpret the rate of change (slope) and initial value of the linear function from a description of a relationship or from two points in a table or graph.		
8.17	Analyze the relationship (increasing or decreasing, linear or non-linear) between two quantities represented in a graph.		
<b>Data Analysis Statistics, and Probability: Investigate patterns of association in bivariate data.</b>			
8.18	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities, describing patterns in terms of positive, negative, or no association, linear and nonlinear association, clustering, and outliers.	-Construct, Explain Scatter Plots	
8.19	Given a scatter plot that suggests a linear association, informally draw a line to fit the data, and assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
8.20	Use a linear model of a real-world situation to solve problems and make predictions.		
8.20.a	Describe the rate of change and y-intercept in the context of a problem using a linear model of a real-world situation.		
8.21	Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects, using relative frequencies calculated for rows or columns to describe possible associations between the two variables.	-Two-Way Table	- Test Apps

Alabama Code	Alabama Standard	Quest Title	Small Group Skill Lessons
<b>Geometry and Measurement: Understand congruence and similarity using physical models or technology.</b>			
8.22	Verify experimentally the properties of rigid motions (rotations, reflections, and translations): lines are taken to lines, and line segments are taken to line segments of the same length; angles are taken to angles of the same measure; and parallel lines are taken to parallel lines.		
8.22.a	Given a pair of two-dimensional figures, determine if a series of rigid motions maps one figure onto the other, recognizing that if such a sequence exists the figures are congruent; describe the transformation sequence that verifies a congruence relationship.		
8.23	Use coordinates to describe the effect of transformations (dilations, translations, rotations, and reflections) on two dimensional figures.		
8.24	Given a pair of two-dimensional figures, determine if a series of dilations and rigid motions maps one figure onto the other, recognizing that if such a sequence exists the figures are similar; describe the transformation sequence that exhibits the similarity between them.		
<b>Geometry and Measurement: Analyze parallel lines cut by a transversal.</b>			
8.25	Analyze and apply properties of parallel lines cut by a transversal to determine missing angle measures.		
8.25.a	Use informal arguments to establish that the sum of the interior angles of a triangle is 180 degrees.		
<b>Geometry and Measurement: Understand and apply the Pythagorean Theorem.</b>			
8.26	Informally justify the Pythagorean Theorem and its converse.		
8.27	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.		
8.28	Apply the Pythagorean Theorem to determine unknown side lengths of right triangles, including real-world applications		
<b>Geometry and Measurement: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b>			
8.29	Informally derive the formulas for the volume of cones and spheres by experimentally comparing the volumes of cones and spheres with the same radius and height to a cylinder with the same dimensions.		
8.30	Use formulas to calculate volumes of three-dimensional figures (cylinders, cones, and spheres) to solve real world problems.		