



# eSpark Learning Alignment with the Arizona Department of Education's High Academic Standards For Students (2016)

eSpark Learning is aligned to the Arizona Department of Education's High Academic Standards For Students (2016). You'll be able to sort your student progress reports by the Arizona standards mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which Arizona 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 Arizona standard codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Key Ideas and Details</b>			
<b>K.RL.1</b>	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions about a Story
<b>K.RL.2</b>	With prompting and support, retell familiar stories, including key details.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
<b>K.RL.3</b>	With prompting and support, identify characters, settings, and major events in a story.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
<b>Reading Standards for Literature: Craft and Structure</b>			
<b>K.RL.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
<b>K.RL.5</b>	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
<b>K.RL.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
<b>K.RL.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	-Using Pictures in Stories	
<b>K.RL.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	

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<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
K.RL.10	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
K.RI.2	With prompting and support, identify the main topic and retell key details of a 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.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
<b>Reading Standards for Informational Text: Craft and Structure</b>			
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators

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<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-Pictures Help You Read	
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
K.RI.9	With prompting and support, identify the reasons an author gives to support points in a text.	-Same and Different	- Note Similarities and Differences Between Texts
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
K.RI.10	With prompting and support, engage in group reading activities with purpose and understanding.		
<b>Foundational Skills: Print Concepts</b>			
K.RF.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	<ul style="list-style-type: none"> <li>- Follow Text from Left to Right and Top to Bottom</li> <li>- Identify Where Spaces Should Be Between Words in a Sentence</li> <li>- Identify Letters in the Alphabet</li> <li>- Recognize Uppercase and Lowercase Letters</li> </ul>
K.RF.1.a	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.RF.1.b	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K.RF.1.c	Identify that a sentence is made up of a group of words.		
K.RF.1.d	Recognize the difference between a letter and a printed word.	-Read Stories	- Follow Text from Left to Right and Top to Bottom

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K.RF.1.e	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.RF.1.f	Recognize and name all upper and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
<b>Foundational Skills: Phonological Awareness</b>			
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count the Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
K.RF.2.a	Identify and produce sounds (phonemes) in a spoken word.	-Count Syllables	- Count the Syllables in a Word
K.RF.2.b	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K.RF.2.c	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).		

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K.RF.2.d	Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs ending with //, /r/, or /x/.)	-Letters Make Words	<ul style="list-style-type: none"> <li>- Blend Three Sounds to Make a Word</li> <li>- Segment the Initial, Middle, and Final Sound in a Word</li> <li>- Make CVC Words</li> </ul>
K.RF.2.e	Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.	-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>
<b>Foundational Skills: Phonics and Word Recognition</b>			
K.RF.3	Know and apply phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>-Letter Sounds</li> <li>-Sight Words</li> <li>-Word Families</li> </ul>	<ul style="list-style-type: none"> <li>- Make all the Letter Sounds</li> <li>- Recognize Sight Words</li> <li>- Change the First Letter to Make New Words</li> <li>- Identify the Missing Sounds in Words</li> <li>- Make New Words Based On Word Families</li> </ul>
K.RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.	-Letter Sounds	- Make all the Letter Sounds
K.RF.3.b	Decode regularly spelled closed-syllable words.		
K.RF.3.c	Read 50 common high-frequency words by sight from a research-based word list.	-Sight Words	- Recognize Sight Words
K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	<ul style="list-style-type: none"> <li>- Change the First Letter to Make New Words</li> <li>- Identify the Missing Sounds in Words</li> <li>- Make New Words Based On Word Families</li> </ul>

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<b>Foundational Skills: Fluency</b>			
K.RF.4	Read emergent-reader texts with purpose and understanding.		
<b>Writing: Text Types and Purposes</b>			
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.		
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
<b>Writing: Production and Distribution of Writing</b>			
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
K.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author.)		

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K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
K.WF.1	Demonstrate and apply handwriting skills.		
K.WF.1.a	Match upper and lowercase manuscript letters.		
K.WF.1.b	Write upper and lower manuscript letters, with reference to a model.		
K.WF.1.c	Write left to right using appropriate spacing between words.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.WF.2	Demonstrate and apply sound-letter concepts when writing.	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count the Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
K.WF.2.a	Orally segment the phonemes in any single-syllable, spoken word.	-Count Syllables	- Count the Syllables in a Word



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K.WF.2.b	Demonstrate and understand that each syllable is organized around a vowel sound.	-Identify Syllables	<ul style="list-style-type: none"> <li>- Divide Words into Syllables</li> <li>- Identify the Number of Syllables in a Word</li> <li>- Find the Number of Syllables in a Word</li> </ul>

## Writing Foundational Skills: Spelling

K.WF.3	Know and apply phonics and word analysis skills when encoding words.		
K.WF.3.a	Represent phonemes in simple words, using letter-sound relationships.		
K.WF.3.b	Write or select an initial or final consonant when a medial vowel is provided.		
K.WF.3.c	Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (e.g., pet, mud) words with short vowel sounds.		
K.WF.3.d	Accurately write grade-level appropriate words, as found in a research-based word list.		
K.WF.3.e	Attempt phonetic spelling of unknown words.		

## Speaking and Listening: Comprehension and Collaboration

K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
K.SL.1.a	Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).		
K.SL.1.b	Continue a conversation through multiple exchanges.		
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		

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K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
K.SL.4	Describe familiar people, places, things, events and, with prompting and support, provide additional detail.		
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.		
<b>Language: Conventions of Standard English</b>			
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
K.L.1.a	Use frequently occurring nouns and verbs.		
K.L.1.b	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		
K.L.1.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
K.L.1.d	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
K.L.1.e	Produce and expand complete sentences in shared language activities.		
K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
K.L.2.a	Capitalize the first word in a sentence and pronoun I.		
K.L.2.b	Recognize and name end punctuation.		

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<b>Language: Conventions of Standard English</b>			
<b>K.L.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
<b>K.L.5.a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
<b>K.L.5.b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.	-Opposites!	
<b>K.L.5.c</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
<b>K.L.5.d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-Similar Action Words	
<b>K.L.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

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<b>Counting and Cardinality: K.CC - Know number names and the count sequence.</b>			
<b>K.CC.1</b>	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
<b>K.CC.2</b>	Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").	-Let's Count	- Count Large Numbers
<b>K.CC.3</b>	Write numbers from 0 to 20. Represent a number of objects with a written numeral 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>Counting and Cardinality: K.CC - Count to tell the number of objects.</b>			
<b>K.CC.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are - Count a Set of Objects to Determine How Many when Adding One More
<b>K.CC.4.a</b>	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are
<b>K.CC.4.b</b>	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are
<b>K.CC.4.c</b>	Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).	-Add One	- Count a Set of Objects to Determine How Many When Adding One More

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K.CC.5	Count to answer questions about “How many?” when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.	-Count How Many	<ul style="list-style-type: none"> <li>- Count a Set of Objects within Ten</li> <li>- Count a Set of Objects within Twenty</li> </ul>
<b>Counting and Cardinality: K.CC - Compare numbers.</b>			
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)	-More or Less?	<ul style="list-style-type: none"> <li>- Compare Groups of Objects Using More and Fewer</li> </ul>
K.CC.7	Compare two numbers between 0 and 10 presented as written numerals.	-Compare Two Numbers	<ul style="list-style-type: none"> <li>- Compare Numbers within 10</li> </ul>
<b>Operations and Algebraic Thinking: K.OA - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
K.OA.1	Represent addition and subtraction concretely.	-Use Pictures to Add and Subtract	<ul style="list-style-type: none"> <li>- Use Pictures to Add</li> <li>- Use Pictures to Subtract</li> <li>- Add Using Pictures</li> <li>- Subtract Using Pictures</li> </ul>
K.OA.2	Solve addition and subtraction word problems and add and subtract within 10.	-Let's Add and Subtract	<ul style="list-style-type: none"> <li>- Solve Addition and Subtraction Story Problems</li> <li>- Solve Subtraction Word Problems</li> <li>- Solve Addition Word Problems</li> </ul>
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).	-Make Bigger Numbers	<ul style="list-style-type: none"> <li>- Decompose Numbers within 10</li> <li>- Decompose Numbers Using Number Bonds</li> <li>- Decompose Numbers within 10 Two Different Ways</li> </ul>

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K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, 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.OA.5	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>Number and Operations in Base Ten: K.NBT - Work with numbers 11 to 19 to gain foundations for place value.</b>			
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., $18 = 10 + 8$ ).	-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> <li>- Make Numbers Up to 20 Using Base Ten Blocks</li> </ul>
<b>Number and Operations in Base Ten: K.NBT - Use place value understanding and properties of operations to add and subtract.</b>			
K.NBT.2	Demonstrate understanding of addition and subtraction within 10 using place value.		
<b>Measurement and Data: K.MD - Describe and compare measurable attributes.</b>			
K.MD.1	Describe measurable attributes of a single object (e.g., length and weight).		
K.MD.2	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 (e.g., compare the length of 10 cubes to a pencil and describe one as longer or shorter).	<ul style="list-style-type: none"> <li>-Longer or Shorter?</li> <li>-Heavy or Light?</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the Weight of Two Objects by Their Attributes</li> <li>- Compare Objects by Size</li> </ul>

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<b>Measurement and Data: K.MD - Classify objects and count the number of objects in each category.</b>			
<b>K.MD.3</b>	Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)	-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 and Count Them</li> <li>- Sort Objects Given a Predetermined Category</li> </ul>
<b>Geometry: K.G - Identify and describe shapes.</b>			
<b>K.G.1</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	-Shape Names	<ul style="list-style-type: none"> <li>- Put Objects in Different Locations</li> <li>- Identify Shapes in the Real World</li> <li>- Identify an Objects Position and Location</li> </ul>
<b>K.G.2</b>	Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder).	-Different Shapes	
<b>K.G.3</b>	Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).	-Flat or Solid?	
<b>Geometry: K.G - Analyze, compare, create, and compose shapes.</b>			
<b>K.G.4</b>	Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes.	-Square or Cube?	
<b>K.G.5</b>	Model shapes in the world by building shapes from components and drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
<b>K.G.6</b>	Use simple shapes to form composite shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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<b>Reading Standards for Literature: Key Ideas and Details</b>			
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	-Questions About Stories	- Answer Questions about a Story - Ask Questions about a Story
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	-Retell Stories	- Identify the Lesson in a Story - Identify the Parts of a Story - Retell a Story
1.RL.3	Describe characters, settings, and major events in a story, using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
<b>Reading Standards for Literature: Craft and Structure</b>			
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.RL.6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions about Characters - Use Illustrations to Answer Questions about Events



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1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
1.RI.2	Identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	-Make Connections	
<b>Reading Standards for Informational Text: Craft and Structure</b>			
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-Find Meaning of Words	
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
1.RI.7	Use the illustrations and details in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text

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1.RI.8	Identify the reasons an author gives to support points in a text.	-Identify Author's Purpose	
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Compare and Contrast Texts	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts.		
<b>Foundational Skills: Print Concepts</b>			
1.RF.1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
1.RF.1.a	Recognize the distinguishing features of a sentence (e.g., capitalizing first word and ending punctuation).	-Sentences	
<b>Foundational Skills: Phonological Awareness</b>			
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
1.RF.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds
1.RF.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
1.RF.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
1.RF.2.d	Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p//a/t/).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.RF.2.e	Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /b//, /st//, /tr/).	-Words That Rhyme	- Find Words that Rhyme
1.RF.2.f	Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.	-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>
<b>Foundational Skills: Phonics and Word Recognition</b>			
1.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	<ul style="list-style-type: none"> <li>-Blend Sounds to Make Words</li> <li>- "Sh" and "Ch"</li> <li>- "Wh," "Th," and "Ck"</li> <li>-Blend Sounds to Make Words</li> <li>-Silent 'e'</li> <li>-Vowel Teams</li> <li>-Identify Syllables</li> <li>-Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of the Sh Digraph</li> <li>- Read Words with the Sh Digraph</li> <li>- Read Words with the Wh Digraph</li> <li>- Blend Sounds to Read CVC Words</li> <li>- Identify Common Vowel Teams</li> <li>- Read Words with a Silent E</li> <li>- Understand How Silent E Changes the Vowel Sound in a Word</li> <li>- Divide Words into Syllables</li> <li>- Identify the Number of Syllables in a Word</li> <li>- Find the Number of Syllables in a Word</li> <li>- Divide Words into Syllables</li> <li>- Find the Number of Syllables in a Word</li> <li>- Read Sight Words</li> <li>- Read Irregular Words</li> </ul>

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
1.RF.3.a	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words -"Sh" and "Ch" -"Wh," "Th,"and "Ck"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
1.RF.3.b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.RF.3.c	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
1.RF.3.d	Recognize and apply all six syllable types when decoding grade level texts.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.RF.3.e	Read words with inflectional endings.		
1.RF.3.f	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
<b>Foundational Skills: Fluency</b>			
1.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
1.RF.4.a	Read on-level text with purpose and understanding.		
1.RF.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
1.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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<b>Writing: Text Types and Purposes</b>			
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details, use temporal words to signal event order, and provide some sense of closure.		
<b>Writing: Production and Distribution of Writing</b>			
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.		
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
1.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and write a sequence of instructions).		
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
1.WF.1	Demonstrate and apply handwriting skills.		

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1.WF.1.a	Write upper and lower case manuscript alphabet from memory using correct letter formation.		
1.WF.1.b	Write the common grapheme (letter or letter group) for each phoneme.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.WF.1.c	Write with spacing between letters and words.	-Sentences	
1.WF.2	Demonstrate and apply sound-letter concepts.		
1.WF.2.a	Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.WF.2.b	Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word
<b>Writing Foundational Skills: Spelling</b>			
1.WF.3	Know and apply phonics and word analysis skills when encoding words.		
1.WF.3.a	Spell common, regular, single-syllable words using:		
1.WF.3.a.i	Short vowels and single consonants.		
1.WF.3.a.ii	Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).		
1.WF.3.a.iii	Initial and final consonant blends (e.g., must, slab).		
1.WF.3.a.iv	Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
1.WF.3.a.v	Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).		
1.WF.3.b	With prompting and support, spell on-level words with inflectional endings:		
1.WF.3.b.i	Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).		
1.WF.3.b.ii	Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).		
1.WF.3.b.iii	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).		
1.WF.3.c	With prompting and support, spell on-level two-syllable words, including:		
1.WF.3.c.i	Words that end in -y or -ly (e.g., smelly, gladly).		
1.WF.3.c.ii	Common compound words (e.g., hotdog, mailbox).		
1.WF.3.c.iii	Words with two closed syllables (e.g., rabbit, wagon).		
1.WF.3.d	Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:		
1.WF.3.d.i	Irregular words (e.g., said, what, are, they, was).		
1.WF.3.d.ii	Pattern based words (e.g., he, him, for, in, by, like).		
1.WF.3.e	Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
1.SL.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
1.SL.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
1.SL.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or media.		
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
1.SL.6	Produce complete sentences when appropriate to task.		
<b>Language: Conventions of Standard English</b>			
1.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
1.L.1.a	Use common, proper, and possessive nouns.		
1.L.1.b	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).		
1.L.1.c	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		
1.L.1.d	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
1.L.1.e	Use frequently occurring adjectives.		
1.L.1.f	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
1.L.1.g	Use determiners (e.g., articles, demonstratives).		
1.L.1.h	Use frequently occurring prepositions (e.g., during, beyond, toward).		
1.L.1.i	Produce and expand complete simple and compound sentences.		
1.L.1.j	In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.		
1.L.1.k	Write multiple sentences in an order that supports a main idea or story.		
1.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
1.L.2.a	Capitalize dates and names of people.		
1.L.2.b	Use end punctuation for sentences.		
1.L.2.c	Use commas in dates and to separate single words in a series.		
<b>Language: Vocabulary Acquisition and Use</b>			
1.L.4	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	-Context Clues -Prefixes and Suffixes	
1.L.4.a	Use frequently occurring affixes as a clue to the meaning of a word.	-Prefixes and Suffixes	
1.L.4.b	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		
1.L.4.c	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	

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1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
1.L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	-Sorting Words	
1.L.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		
1.L.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	-Words and Their Use	
1.L.5.d	With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (eg. large, gigantic) by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 1.OA - Represent and solve problems involving addition and subtraction.</b>			
<b>1.OA.1</b>	Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or 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
<b>1.OA.2</b>	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (by using objects, drawings, or equations with a symbol for the unknown number).		
<b>Operations and Algebraic Thinking: 1.OA - Understand and apply properties of operations and the relationship between addition and subtraction.</b>			
<b>1.OA.3</b>	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20.	-Number Families	- Learn about Fact Families - Understand Properties of Addition
<b>1.OA.4</b>	Understand subtraction as an unknown-addend problem within 20 (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8).	-Number Families	- Understand Properties of Addition
<b>Operations and Algebraic Thinking: 1.OA - Add and subtract within 10.</b>			
<b>1.OA.5</b>	Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).	-Use Counting to Add and Subtract	- Add By Counting On - Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
<b>1.OA.6</b>	Fluently add and subtract within 10.	-Add and Subtract Up to 20	- Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20

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<b>Operations and Algebraic Thinking: 1.OA - Work with addition and subtraction equations.</b>			
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 + 1 = 6 - 1$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ ).	-What is Equal?	
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 + \quad = 11$ , $5 = \quad - 3$ , $6 + 6 = \quad$ ).	-Find the Missing Number	<ul style="list-style-type: none"> <li>- Identify the Missing Addend</li> <li>- Find the Missing Addend</li> </ul>
<b>Number and Operations in Base Ten: 1.NBT - Extend the counting sequence.</b>			
1.NBT.1	Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this range, read and write numerals and represent a number of objects.		
<b>Number and Operations in Base Ten: 1.NBT - Understand place value.</b>			
1.NBT.2	Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>
1.NBT.2.a	10 can be thought of as a group of ten ones — called a “ten.”	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>
1.NBT.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>

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1.NBT.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify the How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	-Compare Numbers	<ul style="list-style-type: none"> <li>- Compare Two-Digit Numbers</li> </ul>
<b>Number and Operations in Base Ten: 1.NBT - Use place value understanding and properties of operations to add and subtract.</b>			
1.NBT.4	Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. See Table 1.	-Add Two-Digit Numbers	<ul style="list-style-type: none"> <li>- Add Using Place Value Strategies</li> <li>- Add Two-Digit Numbers Using Base Ten Blocks</li> </ul>
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.	-Add and Subtract	<ul style="list-style-type: none"> <li>- Find Ten More and Ten Less</li> <li>- Add One or Ten More to a Given Number</li> </ul>
1.NBT.6	Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects 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 form.		
<b>Measurement and Data: 1.MD - Measure lengths indirectly and by iterating length units.</b>			
1.MD.1	Order three objects by length. Compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	<ul style="list-style-type: none"> <li>- Order Objects by Length</li> <li>- Compare Lengths of Objects</li> <li>- Compare Lengths Using a Third Object</li> </ul>

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1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
<b>Measurement and Data: 1.MD - Work with time and money.</b>			
1.MD.3.a	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MD.3.b	Identify coins by name and value (pennies, nickels, dimes and quarters).	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
<b>Measurement and Data: 1.MD - Represent and interpret data.</b>			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
<b>Geometry: 1.G - Reason with shapes and their attributes.</b>			
1.G.1	Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes for two-dimensional shapes; build and draw shapes that possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.2	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.	-Build With Shapes	- Create 3D Shapes
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Key Ideas and Details</b>			
<b>2.RL.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Ask and Answer Questions	- Answer Questions about a Story
<b>2.RL.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	- Retell a Story
<b>2.RL.3</b>	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
<b>Reading Standards for Literature: Craft and Structure</b>			
<b>2.RL.4</b>	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
<b>2.RL.5</b>	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
<b>2.RL.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	-Discover Points of View	
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
<b>2.RL.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.	-Compare and Contrast Stories	
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Answer Questions about Texts	- Answer Questions about a Text - Learn the 5 W's and Practice Answering Questions about Nonfiction Text
2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-Main Topic	- Find the Main Topic of an Informational Text
2.RI.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
<b>Reading Standards for Informational Text: Craft and Structure</b>			
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find the Meaning of New Words	
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
2.RI.8	Describe how reasons support specific points the author makes in a text.	-Find Evidence in the Text	
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined.		
<b>Foundational Skills: Phonics and Word Recognition</b>			
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.	<ul style="list-style-type: none"> <li>-Long and Short Vowels</li> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," and "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 and Suffixes</li> <li>- Identify Words with Soft and Hard C</li> <li>- Identify Sight Words</li> <li>- Read Sight Words</li> </ul>
2.RF.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
2.RF.3.b	Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," and "ow"</li> </ul>	<ul style="list-style-type: none"> <li>- Read Words with R-controlled Vowels</li> <li>- Spell Words with Common Vowel Teams</li> </ul>

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.RF.3.c	Identify and apply all six syllable types to decode appropriate grade-level text.		
2.RF.3.d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
2.RF.3.e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
2.RF.3.f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
<b>Foundational Skills: Fluency</b>			
2.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
2.RF.4.a	Read on-level text with purpose and understanding.		
2.RF.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
2.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Writing: Text Types and Purposes</b>			
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement.		
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.		
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Production and Distribution of Writing</b>			
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
2.WF.1	Demonstrate and apply handwriting skills.		
2.WF.1.a	Write legibly in manuscript using correct letter formation.		
2.WF.1.b	Transcribe ideas in manuscript with automaticity and proper spacing.		
2.WF.2	Demonstrate and apply sound-letter concepts.		
2.WF.2.a	Write the most common graphemes (letters or letter groups) for each phoneme. For example:		
2.WF.2.a.i	Consonants: /s/= s, ss, ce, ci, cy - /f/= f, ff, ph - /k/= c, k, ck		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.WF.2.a.ii	Vowels: /o/= o, o_e, oa, ow (long o) - /a/= a, a_e, ai, ay, eigh (long a)	-R-Controlled Vowels -"ai," "ay," and "ow"	- Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
<b>Writing Foundational Skills: Spelling</b>			
2.WF.3	Know and apply phonics and word analysis skills when encoding words.		
2.WF.3.a	Spell on-level, regular, single-syllable words that include:		
2.WF.3.a.i	Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).		
2.WF.3.a.ii	Complex consonant blends (e.g., scr, str, squ).		
2.WF.3.a.iii	Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).		
2.WF.3.a.iv	Vowel-r combinations (e.g., turn, star, third, four, for).	-R-Controlled Vowels -"ai," "ay," and "ow"	- Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
2.WF.3.a.v	Contractions (e.g., we'll, I'm, they've, don't).		
2.WF.3.a.vi	Homophones (e.g., bear, bare; past, passed).		
2.WF.3.a.vii	Plurals and possessives (e.g., its, it's).		
2.WF.3.b	With prompting and support, spell two- and three-syllable words that:		
2.WF.3.b.i	Combine closed, open, vowel teams, vowel-r, and CVe (Consonant- Vowel-silent e) syllables (e.g., compete, robot, violet, understand).		
2.WF.3.b.ii	Include familiar compound words (e.g., houseboat, yellowtail).		
2.WF.3.b.iii	Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).	-Decode Words	- Identify Prefixes and Suffixes

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.WF.3.c	With prompting and support, spell words with suffixes that require:		
2.WF.3.c.i	Consonant doubling (e.g., running, slipped).		
2.WF.3.c.ii	Dropping silent e (e.g., smiled, paving).	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word
2.WF.3.c.iii	Changing y to i (e.g., cried, babies).		
2.WF.3.d	Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
2.WF.3.d.i	Irregular words (e.g., against, many, enough, does).	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
2.WF.3.d.ii	Pattern-based words (e.g., which, kind, have).		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
2.SL.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
2.SL.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		
2.SL.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<b>Language: Conventions of Standard English</b>			
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
2.L.1.a	Use collective nouns		
2.L.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice).		
2.L.1.c	Use reflexive pronouns (e.g., myself, ourselves).		
2.L.1.d	Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).		
2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
2.L.1.f	Use interjections (e.g., Yes! That is mine; Yes, that is mine!)		

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2.L.1.g	Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).		
2.L.1.h	Identify and use declarative, interrogative, imperative, and exclamatory sentences.		
2.L.1.i	With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.		
2.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.		
2.L.2.a	Capitalize holidays, product names, and geographic names.		
2.L.2.b	Use commas in greetings and closings of letters.		
2.L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.		
2.L.2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
2.L.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>Language: Knowledge of Language</b>			
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
2.L.3.a	Compare formal and informal uses of English.		
<b>Language: Vocabulary Acquisition and Use</b>			
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<ul style="list-style-type: none"> <li>-Multiple Meaning Words</li> <li>-Adding Prefixes</li> <li>-Root Words</li> <li>-Compound Words</li> </ul>	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.L.4.a	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	-Adding Prefixes	
2.L.4.b	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	-Root Words	
2.L.4.c	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf).	-Compound Words	
2.L.4.d	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
2.L.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.		
2.L.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
2.L.5.b	Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 2.OA - Represent and solve problems involving addition and subtraction.</b>			
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.	-Word Problems	<ul style="list-style-type: none"> <li>- Solve Addition Word Problems</li> <li>- Add and Subtract Word Problems within 100</li> <li>- Solve Word Problems with Addition and Subtraction</li> </ul>
<b>Operations and Algebraic Thinking: 2.OA - Add and subtract within 20.</b>			
2.OA.2	Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> <li>- Fluently Subtract Using Math Facts to 20</li> <li>- Add and Subtract within 20 with Fluency</li> <li>- Add and Subtract within 20</li> </ul>
<b>Operations and Algebraic Thinking: 2.OA - Work with equal groups of objects to gain foundations for multiplication.</b>			
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's).	-Odds and Evens	<ul style="list-style-type: none"> <li>- Practice Identifying Odd and Even Numbers with Automaticity</li> <li>- Make Pairs to See If a Number is Odd or Even</li> <li>- Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs</li> <li>- Identify Odd or Even with Automaticity</li> </ul>
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays (with up to 5 rows and 5 columns). Write an equation to express the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> <li>- Create and Label an Array</li> <li>- Make an Array and Count How Many Objects Are in It</li> <li>- Write Repeated Addition Sentences to Match Arrays</li> <li>- Write an Addition Sentence to Describe an Array</li> </ul>

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 2.NBT - Understand place value.</b>			
<b>2.NBT.1</b>	Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones).	-Place Value	- Identify the Place Values of Three Digit Numbers
<b>2.NBT.1.a</b>	100 can be thought of as a group of ten tens—called a “hundred.”	-Place Value	
<b>2.NBT.1.b</b>	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	-Place Value	
<b>2.NBT.2</b>	Count within 1000; skip count by 5's, 10's and 100's.	-Skip-Count to 1000	- Skip Count by Tens
<b>2.NBT.3</b>	Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.	-Numbers to 1000	<ul style="list-style-type: none"> <li>- Read Numbers to 1000 in Different Forms</li> <li>- Use Visuals to Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 Using Number Names</li> <li>- Write Numbers in Word Form</li> </ul>
<b>2.NBT.4</b>	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Compare 3-digit Numbers	<ul style="list-style-type: none"> <li>- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols</li> <li>- Use Place Value Understanding to Compare 3-Digit Numbers</li> </ul>

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 2.NBT - Use place value understanding and properties of operations to add and subtract.</b>			
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 By Decomposing the Subtrahend - Add 2-Digit Numbers
2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.		
2.NBT.7	Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.		
2.NBT.8	Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900.		
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)		
<b>Measurement and Data: 2.MD - Measure and estimate lengths in standard units.</b>			
2.MD.1	Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).	-Measure Length	- Measure Length Using a Ruler
2.MD.2	Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
<b>Measurement and Data: 2.MD - Relate addition and subtraction to length.</b>			
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.		
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		
<b>Measurement and Data: 2.MD - Work with time and money.</b>			
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.MD.8	Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using \$ and ¢ appropriately.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
<b>Measurement and Data: 2.MD - Represent and interpret data.</b>			
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		

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2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.	-Using Bar Graphs	<ul style="list-style-type: none"> <li>- Sort Items, Create a Picture Graph, and Answer Questions about Their Graph</li> <li>- Read Bar Graphs and Answer "How Many" Questions about the Data</li> <li>- Sort and Graph Objects</li> </ul>
<b>Geometry: 2.G.A - Reason with shapes and their attributes.</b>			
2.G.1	Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).	-Name and Draw Shapes	- Identify 3D Shapes
2.G.2	Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of rectangles.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Key Ideas and Details</b>			
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Understanding the Text	- Ask and Answer Questions about a Story
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
<b>Reading Standards for Literature: Craft and Structure</b>			
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.	-Point of View	
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	-Compare, Contrast Series Books	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Asking and Answering Questions	<ul style="list-style-type: none"> <li>- Find Text Evidence to Answer Questions about Informational Text</li> <li>- Refer to Text Evidence to Answer Questions about Informational Text</li> </ul>
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	-Main Idea and Key Details	<ul style="list-style-type: none"> <li>- Use Details to Find the Main Idea of an Informational Text</li> </ul>
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	<ul style="list-style-type: none"> <li>- Make Connections Between the Details in a Text</li> <li>- Identify Cause and Effect Relationships</li> </ul>
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	-Context Clues	
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-Text Features	<ul style="list-style-type: none"> <li>- Identify the Type of Information Provided by Different Nonfiction Text Features</li> <li>- Identify Nonfiction Text Features</li> </ul>
3.RI.6	Distinguish one's own point of view from that of the author of a text.	-Point of View	<ul style="list-style-type: none"> <li>- Identify the Author's Point of View</li> <li>- Identify the Author's Intent</li> </ul>



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	-Use Pictures to Understand Words	<ul style="list-style-type: none"> <li>- Answer Questions about the Images in a Text</li> <li>- Explain the Images in a Text</li> </ul>
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	-Logical Connections	
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	<ul style="list-style-type: none"> <li>- Compare and Contrast Texts on the Same Topic</li> </ul>
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.		
<b>Foundational Skills: Phonics and Word Recognition</b>			
3.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.	<ul style="list-style-type: none"> <li>-Common Prefixes and Suffixes</li> <li>-Reading Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>- Make Words with Suffixes</li> <li>- Identify the Meaning of Prefixes</li> <li>- Identify the Meaning of Suffixes</li> <li>- Identify Prefixes and Suffixes</li> <li>- Identify Sight Words</li> <li>- Read and Write High Frequency and Irregularly Spelled Words</li> </ul>



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3.RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	<ul style="list-style-type: none"> <li>- Make Words with Suffixes</li> <li>- Identify the Meaning of Prefixes</li> <li>- Identify the Meaning of Suffixes</li> <li>- Identify Prefixes and Suffixes</li> </ul>
3.RF.3.b	Decode words with common Latin suffixes.		
3.RF.3.c	Apply knowledge of the six syllable types to read grade-level words accurately.		
3.RF.3.d	Read grade-level appropriate irregularly spelled words.	-Reading Sight Words	<ul style="list-style-type: none"> <li>- Identify Sight Words</li> <li>- Read and Write High Frequency and Irregularly Spelled Words</li> </ul>
<b>Foundational Skills: Fluency</b>			
3.RF.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
3.RF.4.a	Read grade-level text with purpose and understanding.		
3.RF.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-Read with Fluency	- Read with Fluency
3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Writing: Text Types and Purposes</b>			
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view.		
3.W.1.a	Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.		
3.W.1.b	Provide reasons that support the opinion.		

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3.W.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
3.W.1.d	Provide a concluding statement or section.		
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
3.W.2.b	Develop the topic with facts, definitions, and details.		
3.W.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
3.W.2.d	Provide a concluding statement or section.		
3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
3.W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence.		
3.W.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
3.W.3.c	Use temporal words and phrases to signal event order.		
3.W.3.d	Provide a sense of closure.		
<b>Writing: Production and Distribution of Writing</b>			
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		
<b>Writing: Research to Build and Present Knowledge</b>			
3.W.7	Conduct short research projects that build knowledge.		
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence.		
<b>Writing: Range of Writing</b>			
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
3.WF.1	Demonstrate and apply handwriting skills.		
3.WF.1.a	Read and write cursive letters, upper and lower case.		
3.WF.1.b	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.		
<b>Writing Foundational Skills: Spelling</b>			
3.WF.3	Know and apply spelling conventions and patterns.		
3.WF.3.a	Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).		
3.WF.3.b	Identify language of origin for words, found in dictionaries.		

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3.WF.3.c	Spell singular and plural possessives (e.g., teacher's, teachers').		
3.WF.3.d	Spell regular two-and three-syllable words that:		
3.WF.3.d.i	Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.		
3.WF.3.d.ii	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).		
3.WF.3.e	Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:		
3.WF.3.e.i	Irregular words.		
3.WF.3.e.ii	Pattern-based words.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
3.SL.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
3.SL.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
3.SL.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		

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3.SL.1.d	Explain their own ideas and understanding based on the discussion.		
3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
3.SL.5	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		
<b>Language: Conventions of Standard English</b>			
3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
3.L.1.b	Form and use regular and irregular plural nouns.		
3.L.1.c	Use abstract nouns (e.g., childhood).		
3.L.1.d	Form and use regular and irregular verbs.		

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3.L.1.e	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).		
3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.		
3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
3.L.1.h	Use coordinating and subordinating conjunctions.		
3.L.1.i	Produce simple, compound, and complex sentences.		
3.L.1.j	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.		
3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
3.L.2.a	Capitalize appropriate words in titles.		
3.L.2.b	Use commas in addresses.		
3.L.2.c	Use commas and quotation marks in dialogue.		
3.L.2.d	Form and use possessives.		
<b>Language: Knowledge of Language</b>			
3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
3.L.3.a	Choose words and phrases for effect.		
3.L.3.b	Recognize and observe differences between the conventions of spoken and written Standard English.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Language: Vocabulary Acquisition and Use</b>			
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
3.L.4.a	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
3.L.4.b	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
3.L.4.c	Use sentence-level context as a clue to the meaning of a word or phrases.		
3.L.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.		
3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
3.L.5.b	Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).		
3.L.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).		
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).		

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<b>Operations and Algebraic Thinking: 3.OA - Represent and solve problems involving whole number multiplication and division.</b>			
<b>3.OA.1</b>	Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each).	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
<b>3.OA.2</b>	Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
<b>3.OA.3</b>	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
<b>3.OA.4</b>	Determine the unknown whole number in a multiplication or division equation relating three whole numbers For example, determine the unknown number that makes the equation true in each of the equations $8 \times \quad = 48$ , $5 = \quad \div 3$ , $6 \times 6 = \quad$ .	-Unknown Number Equations	
<b>Operations and Algebraic Thinking: 3.OA - Understand properties of multiplication and the relationship between multiplication and division.</b>			
<b>3.OA.5</b>	Apply properties of operations as strategies to multiply and divide. Properties include commutative and associative properties of multiplication and the distributive property. (Students do not need to use the formal terms for these properties.)	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
<b>3.OA.6</b>	Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).	-Division as an Unknown Factor	



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 3.OA - Multiply and divide within 100.</b>			
3.OA.7	Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.	-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: 3.OA - Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>			
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.9	Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).		
3.OA.10	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.		
<b>Number and Operations in Base Ten: 3.NBT - Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>			
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100

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3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	<ul style="list-style-type: none"> <li>- Add within 1000 Using the Standard Algorithm</li> <li>- Add within 1000 Using the Expanded Form Strategy</li> <li>- Add within 1000 Using a Number Line</li> <li>- Add within 1000 Using any Method</li> <li>- Subtract within 1000 Using a Number Line</li> <li>- Subtract within 1000 Using the Standard Algorithm</li> <li>- Subtract within 1000 Using the Expanded Form Strategy</li> </ul>
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., $9 \times 80$ ).		
<b>Number and Operations – Fractions: 3.NF - Understand fractions as numbers.</b>			
3.NF.1	Understand a fraction ( $1/b$ ) as the quantity formed by one part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	-Getting Started with Fractions	<ul style="list-style-type: none"> <li>- Recognize Visual Representations of Fractions</li> <li>- Identify Equal Parts to Make Fractions</li> <li>- Identify Unit Fractions</li> <li>- Identify Fractions</li> </ul>
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	<ul style="list-style-type: none"> <li>- Label Fractions on a Number Line</li> <li>- Identify Fractions on a Number Line</li> </ul>
3.NF.2.a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on number line.	-Fractions on a Number Line	<ul style="list-style-type: none"> <li>- Label Fractions on a Number Line</li> <li>- Identify Fractions on a Number Line</li> </ul>

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3.NF.2.b	Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line including values greater than 1.	-Fractions on a Number Line	<ul style="list-style-type: none"> <li>- Label Fractions on a Number Line</li> <li>- Identify Fractions on a Number Line</li> </ul>
3.NF.2.c	Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$ , $1/4$ ).		
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	<ul style="list-style-type: none"> <li>-Identifying Equivalent Fractions</li> <li>-Generating Equivalent Fractions</li> <li>-Whole Numbers as Fractions</li> <li>-Comparing Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Use Strategies to Identify Equivalent Fractions</li> <li>- Identify Equivalent Fractions Using Visual Models</li> <li>- Use a Number Line to Identify Equivalent Fractions</li> <li>- Compare Fractions Using Visual Models</li> </ul>
3.NF.3.a	Understand two fractions as equivalent if they have the same relative size compared to 1 whole.	-Identifying Equivalent Fractions	<ul style="list-style-type: none"> <li>- Use Strategies to Identify Equivalent Fractions</li> <li>- Identify Equivalent Fractions Using Visual Models</li> <li>- Use a Number Line to Identify Equivalent Fractions</li> </ul>
3.NF.3.b	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.	-Generating Equivalent Fractions	
3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	-Whole Numbers as Fractions	
3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models

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<b>Measurement and Data: 3.MD - Solve problems involving measurement.</b>			
3.MD.1.a	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram).	-Tell and Write Time in Minutes	<ul style="list-style-type: none"> <li>- Solve Elapsed Time Word Problems Using a Number Line</li> <li>- Tell Time to the Nearest Minute</li> </ul>
3.MD.1.b	Solve word problems involving money through \$20.00, using symbols \$, ".", ¢.	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>
3.MD.2	Measure and estimate liquid volumes and masses of objects using metric units. (Excludes compound units such as cm <sup>3</sup> and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of “times as much”).		
<b>Measurement and Data: 3.MD - Represent and interpret data.</b>			
3.MD.3	Create a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	-Represent and Interpret Data	<ul style="list-style-type: none"> <li>- Solve One and Two Step Comparative Problems about Bar Graphs</li> <li>- Solve One and Two Step Comparative Problems about Pictographs Graphs</li> <li>- Create Bar Graphs with a Scale Larger Than 1 to Represent Data</li> </ul>
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.		

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<b>Measurement and Data: 3.MD - (Geometric Measurement): Understand concepts of area and perimeter.</b>			
<b>3.MD.5</b>	Understand area as an attribute of plane figures and understand concepts of area measurement.		
<b>3.MD.5.a</b>	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.		
<b>3.MD.5.b</b>	A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.		
<b>3.MD.6</b>	Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
<b>3.MD.7</b>	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
<b>3.MD.7.a</b>	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
<b>3.MD.7.b</b>	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
<b>3.MD.7.c</b>	Use tiling to show that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle

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3.MD.7.d	Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.		
3.MD.8	Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.	-Perimeter of Polygons	
<b>Geometry: 3.G - Reason with shapes and their attributes.</b>			
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples quadrilaterals that do not belong to any of these subcategories.		
3.G.2	Partition shapes into b parts with equal areas. Express the area of each part as a unit fraction $1/b$ of the whole. (Grade 3 expectations are limited to fractions with denominators $b = 2,3,4,6,8$ .)		

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<b>Reading Standards for Literature: Key Ideas and Details</b>			
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference about a Story
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify the Theme of a Poem
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).	-Describing Characters	- Describe a Character, Setting, or Event
<b>Reading Standards for Literature: Craft and Structure</b>			
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.	-Meaning of Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
4.RL.5	Explain the overall structure and major differences between poetry, drama, and prose.	-Poems, Drama, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	-Compare a Story and Visuals	
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	



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<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
<b>4.RL.10</b>	By the end of the year, proficiently and read and comprehend literature, including stories, dramas, and poetry, in a text complexity range.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
<b>4.RI.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	<ul style="list-style-type: none"> <li>- Use Evidence From a Text to Answer Questions</li> <li>- Make Inferences about a Text</li> </ul>
<b>4.RI.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	<ul style="list-style-type: none"> <li>- Use Details to Find the Main Idea of an Informational Text</li> <li>- Find the Main Idea and Supporting Details in an Informational Text</li> </ul>
<b>4.RI.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-Science Texts: Events and Steps	<ul style="list-style-type: none"> <li>- Identify the Cause and Effect in a Text</li> <li>- Identify Cause and Effect Text Structure</li> </ul>
<b>Reading Standards for Informational Text: Craft and Structure</b>			
<b>4.RI.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
<b>4.RI.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	<ul style="list-style-type: none"> <li>- Describe the Structure of a Text</li> <li>- Answer Questions about Cause and Effect Text Structure</li> </ul>
<b>4.RI.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	-Compare and Contrast Two Views	



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<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	<ul style="list-style-type: none"> <li>- Interpret the Visuals in a Text</li> <li>- Analyze the Visuals in a Text</li> </ul>
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-Be an Expert: Use multiple texts	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
4.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.		
<b>Foundational Skills: Phonics and Word Recognition</b>			
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.		
4.RF.3.a	Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.		
4.RF.3.b	Apply knowledge of the six syllable patterns to read grade level words accurately.		
4.RF.3.c	Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.		

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<b>Foundational Skills: Fluency</b>			
4.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
4.RF.4.a	Read grade-level text with purpose and understanding.		
4.RF.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
4.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Writing: Text Types and Purposes</b>			
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
4.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
4.W.1.b	Provide reasons that are supported by facts and details.		
4.W.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		
4.W.1.d	Provide a concluding statement or section related to the opinion presented.		
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		

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4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		
4.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.		
4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
4.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
4.W.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
4.W.3.c	Use a variety of transitional words and phrases to manage the sequence of events.		
4.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
4.W.3.e	Provide a conclusion that follows from the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		

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4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.		
<b>Writing: Research to Build and Present Knowledge</b>			
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.		
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
4.W.9.a	Apply grade 4 Reading standards to literature.		
4.W.9.b	Apply grade 4 Reading standards to informational texts.		
<b>Writing: Range of Writing</b>			
4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
4.WF.1	Demonstrate and apply handwriting skills.		
4.WF.1.a	Read and write cursive letters, upper and lower case.		
4.WF.1.b	Transcribe ideas legibly and fluently with appropriate spacing and indentation.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Comprehension and Collaboration</b>			
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own.		
4.SL.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
4.SL.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
4.SL.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
4.SL.1.d	Review the key ideas expressed and explain their own ideas and understanding based on the discussion.		
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		

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4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
<b>Language: Conventions of Standard English</b>			
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when).		
4.L.1.b	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).		
4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		
4.L.1.e	Form and use prepositional phrases.		
4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
4.L.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).		
4.L.1.h	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)		
4.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
4.L.2.a	Use correct capitalization.		

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4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.		
4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.		
4.L.2.d	Spell grade-appropriate words correctly, consulting references as needed.		
<b>Language: Knowledge of Language</b>			
4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
4.L.3.a	Choose words and phrases to convey ideas precisely.		
4.L.3.b	Choose punctuation for effect.		
4.L.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
<b>Language: Vocabulary Acquisition and Use</b>			
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
4.L.4.a	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
4.L.4.b	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
4.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		

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4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
4.L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
4.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
4.L.5.c	Demonstrate understanding of words by relating them to their synonyms and antonyms.		
4.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		



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<b>Operations and Algebraic Thinking: 4.OA - Use the four operations with whole numbers to solve problems.</b>			
4.OA.1	Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (e.g., 35 is the number of objects in 5 groups, each containing 7 objects, and is also the number of objects in 7 groups, each containing 5 objects).	-Multiplicative Comparisons	<ul style="list-style-type: none"> <li>- Solve Multiplicative Comparisons</li> <li>- Learn about Multiplicative Comparisons</li> </ul>
4.OA.2	Multiply or divide within 1000 to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison).	-Multiply with Word Problems	<ul style="list-style-type: none"> <li>- Solve Word Problems with Multiplicative Comparisons</li> <li>- Solve Multiplication Word Problems</li> </ul>
4.OA.3	Solve multistep word problems using the four operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.	-Multistep Word Problems	<ul style="list-style-type: none"> <li>- Solve Multistep Word Problems</li> </ul>
<b>Operations and Algebraic Thinking: 4.OA - Gain familiarity with factors and multiples.</b>			
4.OA.4	Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.	<ul style="list-style-type: none"> <li>-Prime and Composite Numbers</li> <li>-Factors and Multiples</li> </ul>	<ul style="list-style-type: none"> <li>- Identify Numbers 1 Through 100 as Prime or Composite</li> <li>- Identify which Numbers Between 1 and 100 Are Prime</li> <li>- Recognize Factors and Multiples for the Numbers 1 Through 100</li> <li>- Determine Multiples for the Numbers 1 Through 100</li> <li>- Find Factor Pairs for Numbers 1 Through 100</li> </ul>

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<b>Operations and Algebraic Thinking: 4.OA - Generate and analyze patterns.</b>			
4.OA.5	Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., given the rule “add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers).	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
4.OA.6	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Multistep Word Problems	- Solve Multistep Word Problems
<b>Number and Operations in Base Ten: 4.NBT - Generalize place value understanding for multi-digit whole numbers.</b>			
4.NBT.1	Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	-Place Value and Division	<ul style="list-style-type: none"> <li>- Learn How Multiplying by Ten Relates to Place Value</li> <li>- Understand the Value of Digits as Multiples of Tens</li> <li>- Identify the Patterns Between Digits Using Place Value Knowledge</li> </ul>
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers

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<b>Number and Operations in Base Ten: 4.NBT - Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>			
4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> <li>- Add Multi-Digit Whole Numbers Using the Standard Algorithm</li> <li>- Use the Standard Algorithm to Subtract Large Numbers</li> </ul>
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> <li>- Multiply 3-Digit Numbers By 1-Digit Numbers</li> <li>- Use Partial Products to Multiply</li> <li>- Multiply Multi-Digit Numbers By 1-Digit Numbers</li> </ul>
4.NBT.6	Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.	-Find Whole Number Quotients	<ul style="list-style-type: none"> <li>- Use Partial Quotients to Divide</li> <li>- Use Visual Models to Divide</li> </ul>
<b>Number and Operations – Fractions: 4.NF - Extend understanding of fraction equivalence and ordering.</b>			
4.NF.1	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to understand and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.2	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction).	-Comparing Fractions	<ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>

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4.NF.2.a	Understand that comparisons are valid only when the two fractions refer to the same size whole.	-Comparing Fractions	<ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>
4.NF.2.b	Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions.	-Comparing Fractions	<ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>
<b>Number and Operations – Fractions: 4.NF - Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</b>			
4.NF.3	Understand a fraction $a/b$ with $a > 1$ as a sum of unit fractions ( $1/b$ ).	<ul style="list-style-type: none"> <li>-Add and Subtract Fractions</li> <li>-Add and Subtract Mixed Numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Add and Subtract Fractions with Common Denominators</li> <li>- Add Fractions with a Common Denominator</li> </ul>
4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	<ul style="list-style-type: none"> <li>- Add and Subtract Fractions with Common Denominators</li> <li>- Add Fractions with a Common Denominator</li> </ul>
4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 2/8 + 1/8$ ; $2\ 1/8 = 1 + 1 + 1/8$ or $2\ 1/8 = 8/8 + 8/8 + 1/8$ ).	-Add and Subtract Fractions	<ul style="list-style-type: none"> <li>- Add and Subtract Fractions with Common Denominators</li> <li>- Add Fractions with a Common Denominator</li> </ul>
4.NF.3.c	Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction).	-Add and Subtract Mixed Numbers	<ul style="list-style-type: none"> <li>- Use Strategies to Subtract Mixed Numbers</li> <li>- Use Strategies to Add Mixed Numbers</li> </ul>

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4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.		
4.NF.4	Build fractions from unit fractions.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.a	Understand a fraction $a/b$ as a multiple of a unit fraction $1/b$ . In general, $a/b = a \times 1/b$ .	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.b	Understand a multiple of $a/b$ as a multiple of a unit fraction $1/b$ , and use this understanding to multiply a whole number by a fraction. In general, $n \times a/b = (n \times a)/b$ .	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.c	Solve word problems involving multiplication of a whole number by a fraction. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
<b>Number and Operations – Fractions: 4.NF - Understand decimal notation for fractions, and compare decimal fractions.</b>			
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 (tenths) and 100 (hundredths). For example, express $3/10$ as $30/100$ , and $3/10 + 4/100 = 34/100$ .		
4.NF.6	Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ .		

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<b>Measurement and Data: 4.MD - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>			
4.MD.1	Know relative sizes of measurement units within one system of units which could include km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit and in a smaller unit in terms of a larger unit. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), 2,24).	-Customary and Metric Measurement	- Convert Units of Time
4.MD.2	Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.	-Measurement Word Problems	
4.MD.3	Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown sides.	-Area and Perimeter	- Will Use Formulas to Find the Area and Perimeter of a Rectangle
<b>Measurement and Data: 4.MD - Represent and interpret data.</b>			
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
<b>Measurement and Data: 4.MD – (Geometric Measurement): Understand concepts of angle and measure angles.</b>			
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	-Measuring Angles	

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4.MD.5.a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	-Measuring Angles	
4.MD.5.b	An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	-Measuring Angles	
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
4.MD.7	Understand angle measures as additive. (When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.) Solve addition and subtraction problems to find unknown angles on a diagram within mathematical problems as well as problems in real-world contexts.	-Additive Angles	

## Geometry: 4.G - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size (e.g., understand right triangles as a category, and identify right triangles).		
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		



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<b>Reading Standards for Literature: Key Ideas and Details</b>			
<b>5.RL.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
<b>5.RL.2</b>	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem - Identify the Theme of a Story
<b>5.RL.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	-Comparing Story Elements	- Compare and Contrast Elements in a Story
<b>Reading Standards for Literature: Craft and Structure</b>			
<b>5.RL.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
<b>5.RL.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
<b>5.RL.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
<b>5.RL.7</b>	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	



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5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	-Comparing Similar Texts	
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences about a Text
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
<b>Reading Standards for Literature: Craft and Structure</b>			
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		

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<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem.	-Using Text Features	- Use Text Features to Answer Questions about a Text
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined.		
<b>Foundational Skills: Phonics and Word Recognition</b>			
5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.		
5.RF.3.a	Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.		
5.RF.3.b	Apply knowledge of the six syllable patterns to read grade level words accurately.		
5.RF.3.c	Use combined knowledge of morphology to read grade level words accurately.		
5.RF.3.d	Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.		

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<b>Foundational Skills: Fluency</b>			
5.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
5.RF.4.a	Read grade-level text with purpose and understanding.		
5.RF.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
5.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Writing: Text Types and Purposes</b>			
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
5.W.1.b	Provide logically ordered reasons that are supported by facts and details.		
5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
5.W.1.d	Provide a concluding statement or section related to the opinion presented.		
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
5.W.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		

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5.W.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast).		
5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
5.W.2.e	Provide a concluding statement or section related to the information or explanation presented.		
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
5.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
5.W.3.b	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.		
5.W.3.c	Use a variety of transitional words and phrases to manage the sequence of events.		
5.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
5.W.3.e	Provide a conclusion that follows from the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.		

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<b>Writing: Research to Build and Present Knowledge</b>			
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.		
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
5.W.9.a	Apply grade 5 Reading standards to literature.		
5.W.9.b	Apply grade 5 Reading standards to informational texts.		
<b>Writing: Range of Writing</b>			
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Writing Foundational Skills: Sound-letter Basics and Handwriting</b>			
5.WF.1	Demonstrate and apply handwriting skills.		
5.WF.1.a	Read and write cursive letters, upper and lower case.		
5.WF.1.b	Transcribe ideas legibly and fluently with appropriate spacing and indentation.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
5.SL.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
5.SL.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
5.SL.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
5.SL.1.d	Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.		
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task.		
<b>Language: Conventions of Standard English</b>			
5.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		

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5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		
5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.		
5.L.1.d	Recognize and correct inappropriate shifts in verb tense.		
5.L.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).		
5.L.1.f	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.		
5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
5.L.2.a	Use punctuation to separate items in a series.		
5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.		
5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		
5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.		
5.L.2.e	Spell grade-appropriate words correctly, consulting references as needed.		
<b>Language: Knowledge of Language</b>			
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

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5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
5.L.3.b	Compare and contrast the varieties of English (e.g., dialects) used in stories, dramas, or poems.		
<b>Language: Vocabulary Acquisition and Use</b>			
5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
5.L.4.a	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
5.L.4.b	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
5.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5.L.5.a	Interpret figurative language, including similes and metaphors, in context.		
5.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
5.L.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 5.OA - Write and interpret numerical expressions.</b>			
5.OA.1	Use parentheses and brackets in numerical expressions, and evaluate expressions with these symbols (Order of Operations).	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$ ). Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$ , without having to calculate the indicated sum).	-Words to Numbers	<ul style="list-style-type: none"> <li>- Write Expressions Using Words and Symbols</li> <li>- Write Expressions to Represent Different Situations</li> </ul>
<b>Operations and Algebraic Thinking: 5.OA - Analyze patterns and relationships.</b>			
5.OA.3	Generate two numerical patterns using two given rules (e.g., generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane (e.g., given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence).	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.OA.4	Understand primes have only two factors and decompose numbers into prime factors.	<ul style="list-style-type: none"> <li>-Prime and Composite Numbers</li> <li>-Factors and Multiples</li> </ul>	<ul style="list-style-type: none"> <li>- Identify Numbers 1 Through 100 as Prime or Composite</li> <li>- Identify Numbers Between 1 and 100 that are Prime</li> <li>- Recognize Factors and Multiples for the Numbers 1 Through 100</li> <li>- Determine Multiples for the Numbers 1 Through 100</li> <li>- Find Factor Pairs for Numbers 1 Through 100</li> </ul>

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 5.NBT - Understand the place value system.</b>			
<b>5.NBT.1</b>	Apply concepts of place value, multiplication, and division to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
<b>5.NBT.2</b>	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
<b>5.NBT.3</b>	Read, write, and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals - Compare Two Decimals
<b>5.NBT.3.a</b>	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals
<b>5.NBT.3.b</b>	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
<b>5.NBT.4</b>	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 5.NBT - Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>			
5.NBT.5	Fluently multiply multi-digit whole numbers using a standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.6	Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	-Find Whole-Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
<b>Number and Operations – Fractions: 5.NF - Use equivalent fractions to add and subtract fractions.</b>			
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ ).	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that $\frac{3}{7} < \frac{1}{2}$ ).	-Word Problems: Basic Fractions	- Solve Word Problems involving the Addition and Subtraction of Fractions

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations – Fractions: 5.NF - Use previous understandings of multiplication and division to multiply and divide fractions.</b>			
5.NF.3	Interpret a fraction as the number that results from dividing the whole number numerator by the whole number denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size $3/4$ .	-Word Problems: Divide Fractions	<ul style="list-style-type: none"> <li>- Use Fractions to Solve Word Problems</li> <li>- Turn Fractions into Division Problems</li> </ul>
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.4.a	Interpret the product $(a/b) \times q$ as a parts of a partition of $q$ into $b$ equal parts. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.4.b	Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$ . Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(2/3) \times (4/5) = 8/15$ , and create a story context for this equation. In general, $(a/b) \times (c/d) = ac/bd$ .	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.4.c	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.NF.5	Interpret multiplication as scaling (resizing), by:		
5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		

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5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.		
5.NF.6	Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to justify conclusions (e.g., $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ ).	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7.c	Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.		
<b>Measurement and Data: 5.MD - Convert like measurement units within a given measurement system.</b>			
5.MD.1	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

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Measurement and Data: 5.MD - Represent and interpret data.</b>			
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{8}$ , $\frac{1}{2}$ , $\frac{3}{4}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
<b>Measurement and Data: 5.MD - (Geometric Measurement): Understand concepts of volume and relate volume to multiplication and to addition.</b>			
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3.b	A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.5	Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.	-Volume of Rectangular Prisms	
5.MD.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes.	-Volume of Rectangular Prisms	



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5.MD.5.b	Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$ , where in this case $B$ is the area of the base ( $B = l \times w$ ), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.	-Volume of Rectangular Prisms	
5.MD.5.c	Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.		

## Geometry: 5.G - Graph points on the coordinate plane to solve mathematical problems as well as problems in real-world context.

5.G.1	Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0 , 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane

## Geometry: 5.G - Classify two-dimensional figures into categories based on their properties.

5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	-Classifying Quadrilaterals	
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Key Ideas and Details</b>			
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	- Use Key Details From the Text to Determine the Theme or Main Idea of the Story
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
<b>Reading Standards for Literature: Craft and Structure</b>			
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	-Compare a Text with a Performance	
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions about Informational Texts
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	-Development of an Idea or Event	
<b>Reading Standards for Informational Text: Craft and Structure</b>			
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	-Text Structure	
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	-Author's Argument	
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
6.RI.9	Compare and contrast one author's presentation of events with that of another author.	-Compare and Contrast	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.		
<b>Writing: Text Types and Purposes</b>			
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
6.W.1.a	Introduce claim(s) and organize the reasons and evidence clearly.		
6.W.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
6.W.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
6.W.1.d	Establish and maintain a formal style.		
6.W.1.e	Provide a concluding statement or section that follows from the argument presented.		
6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

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6.W.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.		
6.W.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
6.W.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.		
6.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
6.W.2.e	Establish and maintain a formal style.		
6.W.2.f	Provide a concluding statement or section that follows from the information or explanation presented.		
6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
6.W.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
6.W.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
6.W.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
6.W.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
6.W.3.e	Provide a conclusion that follows from the narrated experiences or events.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Production and Distribution of Writing</b>			
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.		
<b>Writing: Research to Build and Present Knowledge</b>			
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
6.W.9.a	Apply grade 6 Reading standards to literature.		
6.W.9.b	Apply grade 6 Reading standards to informational text and nonfiction.		
<b>Writing: Range of Writing</b>			
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Comprehension and Collaboration</b>			
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
6.SL.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas.		
6.SL.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
6.SL.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
6.SL.1.d	Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		
<b>Language: Conventions of Standard English</b>			
6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
6.L.1.a	Ensure that pronouns are in the proper case (subjective, objective, and possessive).		
6.L.1.b	Use intensive pronouns (e.g., myself, ourselves).		
6.L.1.c	Recognize and correct inappropriate shifts in pronoun number and person.		
6.L.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.L.1.e	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
6.L.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
6.L.2.b	Use correct spelling.		
<b>Language: Knowledge of Language</b>			
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
6.L.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		

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6.L.3.b	Maintain consistent style and tone.		
<b>Language: Vocabulary Acquisition and Use</b>			
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
6.L.4.a	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
6.L.4.b	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word/phrase.		
6.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase.		
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
6.L.5.a	Interpret figures of speech (e.g., personification).		
6.L.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
6.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		
6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Ratio and Proportion: 6.RP - Understand ratio concepts and use ratio reasoning to solve problems.</b>			
6.RP.1	Understand the concept of a ratio as comparing two quantities multiplicatively or joining/composing the two quantities in a way that preserves a multiplicative relationship. Use ratio language to describe a ratio relationship between two quantities. For example, "There were $\frac{2}{3}$ as many men as women at the concert."	-Intro. to Ratios	- Complete a Ratio Table
6.RP.2	Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a : b$ with $b \neq 0$ , and use rate language (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. (Complex fraction notation is not an expectation for unit rates in this grade level.)	-Intro. to Unit Rates	
6.RP.3	Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	-Ratio Tables -Intro. to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.RP.3.b	Solve unit rate problems including those involving unit pricing and constant speed.	-Intro. to Unit Rates	
6.RP.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity). Solve percent problems with the unknown in all positions of the equation.	-Percent of a Quantity	
6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>The Number System: 6.NS - Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</b>			
6.NS.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem. For example, create a story context for $2/3 \div 3/4$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $2/3 \div 3/4 = 8/9$ because $3/4$ of $8/9$ is $2/3$ . In general, $a/b \div c/d = ad/bc$ .	-Dividing Fractions	
<b>The Number System: 6.NS - Compute fluently with multi-digit numbers and find common factors and multiples.</b>			
6.NS.2	Fluently divide multi-digit numbers using a standard algorithm.	-Divide Multi-Digit Numbers	
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.4	Use previous understanding of factors to find the greatest common factor and the least common multiple.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4.a	Find the greatest common factor of two whole numbers less than or equal to 100.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4.b	Find the least common multiple of two whole numbers less than or equal to 12.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4.c	Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$ .	-Common Multiples & Factors	- Find the Greatest Common Factor

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>The Number System: 6.NS - Apply and extend previous understanding of numbers to the system of rational numbers.</b>			
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world context, explaining the meaning of 0.	-Positive and Negative Numbers	
6.NS.6	Understand a rational number can be represented as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.6.a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number and that 0 is its own opposite.	-Opposites of Numbers	
6.NS.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
6.NS.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line.		
6.NS.7.b	Write, interpret, and explain statements of order for rational numbers in real-world context.		

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6.NS.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world context.	-Absolute Value	
6.NS.7.d	Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.		
6.NS.8	Solve mathematical problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
<b>Expressions and Equations: 6.EE - Apply and extend previous understanding of arithmetic to algebraic expressions.</b>			
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.2	Write, read, and evaluate algebraic expressions.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2.a	Write expressions that record operations with numbers and variables.	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations

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6.EE.2.c	Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order.	-Evaluating Expressions with Exponents	<ul style="list-style-type: none"> <li>- Solve Problems Using Order of Operations</li> <li>- Evaluate Exponential Expressions</li> </ul>
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ .	-Equivalent Expressions	
6.EE.4	Identify when two expressions are equivalent. For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ stands for.	-Equivalent Expressions	
<b>Expressions and Equations: 6.EE - Reason about and solve one-variable equations and inequalities.</b>			
6.EE.5	Understand solving an equation or inequality as a process of reasoning to find the value(s) of the variables that make that equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
6.EE.6	Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.	-Writing Expressions	<ul style="list-style-type: none"> <li>- Construct Expressions to Represent Word Problems</li> </ul>
6.EE.7	Solve mathematical problems and problems in real-world context by writing and solving equations of the form $x + p = q$ , $x - p = q$ , $px = q$ , and $x/p = q$ for cases in which $p$ , $q$ and $x$ are all non-negative rational numbers.	-Solve One Variable Equations	
6.EE.8	Write an inequality of the form $x > c$ , $x < c$ , $x \geq c$ , or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.		

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<b>Expressions and Equations: 6.EE - Represent and analyze quantitative relationships between dependent and independent variables.</b>			
6.EE.9	Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables.		
<b>Geometry: 6.G - Solve mathematical problems and problems in real-world context involving area, surface area, and volume.</b>			
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve math problems and problems in real-world context.		
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Understand and use the formula $V = B \cdot h$ , where in this case, $B$ is the area of the base ( $B = l \times w$ ) to find volumes of right rectangular prisms with fractional edge lengths in mathematical problems and problems in context.		
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques to solve mathematical problems and problems in a real-world context.		
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Statistics and Probability: 6.SP - Develop understanding of statistical variability.</b>			
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in ages.	-Intro. to Statistics	
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation uses a single number to describe the spread of the data set.	-Measures of Center and Variation	
<b>Statistics and Probability: 6.SP - Develop understanding of statistical variability.</b>			
6.SP.4	Display and interpret numerical data by creating plots on a number line including: histograms/dot plots/box plots.	-Displaying Data	
6.SP.5	Summarize numerical data sets in relation to their context by:	-Summarizing Data Sets	
6.SP.5.a	Reporting the number of observations.	-Summarizing Data Sets	
6.SP.5.b	Describing the nature of the attribute under investigation including how it was measured and its units.	-Summarizing Data Sets	
6.SP.5.c	Giving quantitative measures of center (median/mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to context in which the data were gathered.	-Summarizing Data Sets	
6.SP.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Reading Standards for Literature: Key Ideas and Details</b>			
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Cite Textual Evidence	
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	-Thematic Development	
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	-Elements of a Short Story	
<b>Reading Standards for Literature: Craft and Structure</b>			
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	-Figurative Language	
7.RL.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.	-Text Structure	
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators.	-Contrasting Point of View	
<b>Reading Standards for Literature: Integration of Knowledge and Ideas</b>			
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	-Compare Text and Multimedia	
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	-Historical Fiction	



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<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	-Central Ideas in a Text	
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	-How Ideas Are Related	
<b>Reading Standards for Informational Text: Craft and Structure</b>			
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.		
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	-Text Structure	
7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her development of ideas.	-Author's Point of View and Goal	



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<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	-Print vs. Multimedia Text	
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures.		
<b>Writing: Text Types and Purposes</b>			
7.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
7.W.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
7.W.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
7.W.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims/reasons/evidence.		
7.W.1.d	Establish and maintain a formal style.		

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7.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis.		
7.W.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts), and multimedia.		
7.W.2.b	Develop the topic with relevant facts, definitions, details, quotations, or other information and examples.		
7.W.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
7.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
7.W.2.e	Establish and maintain a formal style.		
7.W.2.f	Provide a concluding statement or section that follows from and supports the information/explanation presented.		
7.W.3	Write narratives to develop real or experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
7.W.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
7.W.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, characters.		
7.W.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		

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7.W.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
7.W.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how purpose/audience have been addressed.		
7.W.6	Use technology, including the internet, to produce and publish writing as well as to collaborate with others.		
<b>Writing: Research to Build and Present Knowledge</b>			
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research.		
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
7.W.9.a	Apply grade 7 Reading standards to literature.		
7.W.9.b	Apply grade 7 Reading standards to informational text and nonfiction.		

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<b>Writing: Range of Writing</b>			
7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
7.SL.1.a	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
7.SL.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
7.SL.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
7.SL.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.		
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.		
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		

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<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Language: Conventions of Standard English</b>			
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
7.L.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.		
7.L.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
7.L.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced modifiers.		
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
7.L.2.a	Use a comma to separate coordinate adjectives.		
7.L.2.b	Use correct spelling.		
<b>Language: Knowledge of Language</b>			
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
7.L.3.a	Choose language that expresses ideas precisely, recognizing/eliminating wordiness and redundancy.		
<b>Language: Vocabulary Acquisition and Use</b>			
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly.		
7.L.4.a	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
7.L.4.b	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
7.L.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
7.L.4.d	Verify the preliminary determination of the meaning of a word or phrase.		
7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
7.L.5.a	Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.		
7.L.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
7.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).		
7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>Ratio and Proportion: 7.RP - Analyze proportional relationships and use them to solve mathematical problems and problems in real-world context.</b>			
7.RP.1	Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units.	-Compute Unit Rates	
7.RP.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.2.a	Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	-Find, Show Proportional Amounts	
7.RP.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
7.RP.2.c	Represent proportional relationships by equations. For example, if total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$ , the relationship between the total cost and the number of items can be expressed as $t = pn$ .	-Represent Proportions	
7.RP.2.d	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	-Represent Proportions	
7.RP.3	Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).	-Ratio, Proportion Word Problems	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>The Number System: 7.NS - Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers except division by zero.</b>			
7.NS.1	Add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
7.NS.1.a	Describe situations in which opposite quantities combine to make 0.	-Add Rational Numbers	
7.NS.1.b	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world context.	-Add Rational Numbers	
7.NS.1.c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in context.	-Subtract Rational Numbers	
7.NS.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.2	Multiply and divide integers and other rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NS.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers.	-Multiply Rational Numbers	



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
7.NS.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers.	-Division of Rational Numbers	
7.NS.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
7.NS.2.d	Convert a rational number to decimal form using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.	-Convert Numbers to Decimals	
7.NS.3	Solve mathematical problems and problems in real-world context involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions where $a/b \div c/d$ when $a, b, c,$ and $d$ are all integers and $b, c,$ and $d \neq 0$ .	-Four Operations with Numbers	
<b>Expressions and Equations: 7.EE - Use properties of operations to generate equivalent expressions.</b>			
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
7.EE.2	Rewrite an expression in different forms, and understand the relationship between the different forms and their meanings in a problem context. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	-Generate Equivalent Expressions	
<b>Expressions and Equations: 7.EE - Solve math problems and problems in real-world context using numerical/algebraic expressions and equations.</b>			
7.EE.3	Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50.	-Multi-Step, Real-World Problems	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
7.EE.4	Use variables to represent quantities in mathematical problems and problems in real-world context, and construct simple equations and inequalities to solve problems.	-Solving Equations -Solving Inequalities	
7.EE.4.a	Solve word problems leading to equations of the form $px+q = r$ and $p(x+q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	-Solving Equations	
7.EE.4.b	Solve word problems leading to inequalities of the form $px+q > r$ or $px+q < r$ , where $p$ , $q$ , and $r$ are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	-Solving Inequalities	
<b>Geometry: 7.G - Draw, construct, and describe geometrical figures, and describe the relationships between them.</b>			
7.G.1	Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		
7.G.2	Draw geometric shapes with given conditions using a variety of methods. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures.		
<b>Geometry: 7.G - Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume.</b>			
7.G.4	Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in problems to write and solve simple equations for an unknown angle.		
7.G.6	Solve mathematical problems and problems in a real-world context involving area of two-dimensional objects composed of triangles, quadrilaterals, and other polygons. Solve mathematical problems and problems in real-world context involving volume and surface area of three-dimensional objects composed of cubes and right prisms.		
<b>Statistics and Probability: 7.SP - Use random sampling to draw inferences about a population.</b>			
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words. Gauge how far off the estimate might be.	-Inferential Statistics	
<b>Statistics and Probability: 7.SP - Draw informal comparative inferences about two populations.</b>			
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	-Measures of Central Tendency	
<b>Statistics and Probability: 7.SP - Investigate chance processes and develop, use and evaluate probability models.</b>			
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a 1/2 indicates an event that is neither unlikely/likely, and a probability near 1 indicates a likely event.	-Probability of a Chance Event	
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	-Predict and Compare Probability	
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies. If the agreement is not good, explain possible sources of the discrepancy.	-Predict and Compare Probability	
7.SP.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	-Predict and Compare Probability	
7.SP.7.b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the frequencies?	-Predict and Compare Probability	

## Reading Standards for Literature: Key Ideas and Details

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
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## Reading Standards for Literature: Key Ideas and Details

8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	-Theme	
8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	

## Reading Standards for Literature: Craft and Structure

8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	-Point of View	

## Reading Standards for Literature: Integration of Knowledge and Ideas

8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	-Comparing Film and Literature	
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Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, by describing how the material is rendered new.	-Fiction: Themes and Patterns	
<b>Reading Standards for Literature: Range of Reading and Level of Text Complexity</b>			
8.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.		
<b>Reading Standards for Informational Text: Key Ideas and Details</b>			
8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	-Central Idea	
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or analogies).	-Text Development	
<b>Reading Standards for Informational Text: Craft and Structure</b>			
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word Choice and Meaning	
8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Text Structure	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
8.RI.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
<b>Reading Standards for Informational Text: Integration of Knowledge and Ideas</b>			
8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/idea.	-Multi-Media and Expository Text	
8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Understand Conflicting Texts	
<b>Reading Standards for Informational Text: Range of Reading and Level of Text Complexity</b>			
8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.		
<b>Writing: Text Types and Purposes</b>			
8.W.1	Write arguments to support claims with clear reasons and relevant evidence.		
8.W.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
8.W.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		



Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
8.W.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
8.W.1.d	Establish and maintain a formal style.		
8.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
8.W.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
8.W.2.b	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.		
8.W.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
8.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
8.W.2.e	Establish and maintain a formal style.		
8.W.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		



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8.W.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
8.W.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
8.W.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
8.W.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
8.W.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
8.W.6	Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
<b>Writing: Research to Build and Present Knowledge</b>			
8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, questions that allow for multiple avenues of exploration.		

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8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
8.W.9.a	Apply grade 8 Reading standards to literature.		
8.W.9.b	Apply grade 8 Reading standards to informational text and nonfiction.		
<b>Writing: Range of Writing</b>			
8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas.		
8.SL.1.a	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas.		
8.SL.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
8.SL.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with evidence, observations, and ideas.		
8.SL.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.		

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8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
8.SL.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Language: Conventions of Standard English</b>			
8.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
8.L.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
8.L.1.b	Form and use verbs in the active and passive voice.		
8.L.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
8.L.1.d	Recognize and correct inappropriate shifts in verbals, voice, and mood.		

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8.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
8.L.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
8.L.2.b	Use an ellipsis to indicate an omission.		
8.L.2.c	Use correct spelling.		
<b>Language: Knowledge of Language</b>			
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
8.L.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
<b>Language: Vocabulary Acquisition and Use</b>			
8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
8.L.4.a	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).		
8.L.4.b	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position/function in a sentence) as a clue to the meaning of a word or phrase.		
8.L.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		

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8.L.4.d	Verify the preliminary determination of the meaning of a word or phrase.		
8.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
8.L.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.		
8.L.5.b	Use the relationship between particular words to better understand each of the words.		
8.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>The Number System: 8.NS - Understand that there are irrational numbers, and approximate them using rational numbers.</b>			
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion. Know that numbers whose decimal expansions do not terminate in zeros or in a repeating sequence of fixed digits are called irrational.	-Convert to Rational Numbers	
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers. Locate them approximately on a number line diagram, and estimate their values.	-Estimate Irrational Numbers	
8.NS.3	Understand that given any two distinct rational numbers, $a < b$ , there exist a rational number $c$ and an irrational number $d$ such that $a < c < b$ and $a < d < b$ . Given any two distinct irrational numbers, $a < b$ , there exist a rational number $c$ and an irrational number $d$ such that $a < c < b$ and $a < d < b$ .	-Estimate Irrational Numbers	
<b>Expressions and Equations: 8.EE - Work with radicals and integer exponents.</b>			
8.EE.1	Understand and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
8.EE.2.a	Evaluate square roots of perfect squares less than or equal to 225.		
8.EE.2.b	Evaluate cube roots of perfect cubes less than or equal to 1000.		

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
<b>The Number System: 8.NS - Understand that there are irrational numbers, and approximate them using rational numbers.</b>			
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and express how many times larger or smaller one is than the other.	-Scientific Notation	
8.EE.4	Perform operations with numbers expressed in scientific notation including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.	-Scientific Notation: Operations	
<b>Expressions and Equations: 8.EE - Understand the connections between proportional relationships, lines, and linear equations.</b>			
8.EE.5	Graph proportional relationships interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance- time graph to a distance-time equation to determine which of two moving objects has greater speed.	-Relationships and Slope	
8.EE.6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $(0, b)$ .	-Slope Intercept Form, Triangles	
<b>Expressions and Equations: 8.EE - Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations.</b>			
8.EE.7	Fluently solve linear equations and inequalities in one variable.	-Solutions to Linear Equations	
8.EE.7.a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results..	-Solutions to Linear Equations	

Arizona Standard Code	Arizona Standard	Quest Title	Small Group Skill Lessons
8.EE.7.b	Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	
8.EE.8	Analyze and solve pairs of simultaneous linear equations.	-Solutions to Linear Equations	
8.EE.8.a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
8.EE.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations including cases of no solution and infinite number of solutions. Solve simple cases by inspection.	-Solutions to Linear Equations	
8.EE.8.c	Solve mathematical problems and problems in real-world context leading to two linear equations in two variables.		
<b>Functions: 8.F - Define, evaluate, and compare functions.</b>			
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9) which are not on a straight line.		



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<b>Functions: 8.F - Use functions to model relationships between quantities.</b>			
8.F.4	Given a description of a situation, generate a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or a graph. Track how the values of the two quantities change together. Interpret the rate of change and initial value of a linear function in terms of the situation it models, its graph, or its table of values.		
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		
<b>Geometry: 8.G - Understand congruence and similarity.</b>			
8.G.1	Verify experimentally the properties of rotations, reflections, and translations. Properties include: lines are taken to lines, line segments are taken to line segments of the same length, angles are taken to angles of the same measure, parallel lines are taken to parallel lines.		
8.G.2	Understand that a two-dimensional figure is congruent to another if one can be obtained from the other by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that demonstrates congruence.		
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		
8.G.4	Understand that a two-dimensional figure is similar to another if, and only if, one can be obtained from the other by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that demonstrates similarity.		

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8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
<b>Geometry: 8.G - Understand and apply the Pythagorean Theorem.</b>			
8.G.6	Understand the Pythagorean Theorem and its converse.		
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world context and mathematical problems in two and three dimensions.		
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
<b>Geometry: 8.G - Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b>			
8.G.9	Understand and use formulas for volumes of cones, cylinders and spheres and use them to solve real-world context and mathematical problems.		
<b>Statistics and Probability: 8.SP - Investigate patterns of association in bivariate data.</b>			
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	

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8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.		
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	-Two-Way Table	- Test Apps
<b>Statistics and Probability: 8.SP - Investigate patterns of association in bivariate data.</b>			
8.SP.5	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
8.SP.5.a	Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
8.SP.5.b	Represent sample spaces for compound events using organized lists, tables, tree diagrams and other methods. Identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
8.SP.5.c	Design and use a simulation to generate frequencies for compound events.		