



eSpark Learning Alignment with the Colorado Academic Standards (2020)

eSpark Learning is aligned to the Colorado Academic Standards (2020). You'll be able to sort your student progress reports by standard mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which standards-aligned Quests your students are currently working on at a glance. You'll be able to search for Small Group Skills by the aligned Colorado codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.K.1.1	Communicate using verbal and nonverbal language.		
RW.K.1.1.a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
RW.K.1.1.a.i	Follow agreed-upon rules for discussions		
RW.K.1.1.a.ii	Continue a conversation through multiple exchanges.		
RW.K.1.1.b	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.		
RW.K.1.1.c	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
RW.K.1.1.d	Listen with comprehension to follow two-step directions.		
RW.K.1.1.e	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.K.1.2	Develop oral communication skills through language-rich environment.		
RW.K.1.2.a	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
RW.K.1.2.b	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
RW.K.1.2.c	Speak audibly, express thoughts, feelings, ideas clearly.		
RW.K.1.2.d	Sort common objects into categories to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
RW.K.1.2.e	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	-Opposites!	
RW.K.1.2.f	Identify real-life connections between words and their use (for example: note places at school that are colorful).	-How to Use Words	
RW.K.1.2.g	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	-Similar Action Words	
RW.K.1.2.h	Use new vocabulary that is directly taught through reading, speaking, and listening.		
RW.K.1.2.i	Relate new vocabulary to prior knowledge.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.K.2.1	Develop and apply the concepts of print and comprehension of literary texts.		
RW.K.2.1.a	Use Key Ideas and Details to:		
RW.K.2.1.a.i	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
RW.K.2.1.a.ii	With prompting and support, retell familiar stories, including key details.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
RW.K.2.1.a.iii	With prompting and support, identify characters, settings, and major events in a story.	-Tell What Happened	- Identify Major Events in a Story - Identify Characters in a Story
RW.K.2.1.b	Use Craft and Structure to:		
RW.K.2.1.b.i	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
RW.K.2.1.b.ii	Recognize common types of texts (for example: storybooks, poems).	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
RW.K.2.1.b.iii	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
RW.K.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.K.2.1.c.i	With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts).	-Using Pictures in Stories	
RW.K.2.1.c.ii	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
RW.K.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.K.2.1.d.i	Actively engage in group reading activities with purpose and understanding.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.K.2.2	Develop and apply the concepts of print and comprehension of informational texts.		
RW.K.2.2.a	Use Key Ideas and Details to:		
RW.K.2.2.a.i	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
RW.K.2.2.a.ii	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
RW.K.2.2.a.iii	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
RW.K.2.2.b	Use Craft and Structure to:		
RW.K.2.2.b.i	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
RW.K.2.2.b.ii	Identify the front cover, back cover, and title page of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, Back Cover of a Book - Identify the Front and Back Cover of a Book
RW.K.2.2.b.iii	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
RW.K.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.K.2.2.c.i	With prompting and support, describe the relationship between illustrations and the text in which they appear	-Pictures Help You Read	
RW.K.2.2.c.ii	With prompting and support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
RW.K.2.2.c.iii	With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, procedures).	-Same and Different	- Note Similarities and Differences Between Texts
RW.K.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.K.2.2.d.i	Actively engage in group reading activities with purpose and understanding.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.K.2.3	Develop basic reading skills through the use of foundational skills.		
RW.K.2.3.a	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	<ul style="list-style-type: none"> - Follow Text from Left to Right, Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
RW.K.2.3.a.i	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right, Top to Bottom
RW.K.2.3.a.ii	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right, Top to Bottom
RW.K.2.3.a.iii	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
RW.K.2.3.a.iv	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	<ul style="list-style-type: none"> - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
RW.K.2.3.b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> -Words That Rhyme -Count Syllables -Letters Make Words -Word Families 	<ul style="list-style-type: none"> - Find Rhyming Words - Count 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

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RW.K.2.3.b.i	Recognize and produce rhyming words.	-Words That Rhyme	- Find Rhyming Words
RW.K.2.3.b.ii	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
RW.K.2.3.b.iii	Blend and segment onsets and rimes of single-syllable spoken words.		
RW.K.2.3.b.iv	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
RW.K.2.3.b.v	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
RW.K.2.3.b.vi	Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words.		
RW.K.2.3.b.vii	Identify phonemes for letters.		
RW.K.2.3.c	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	- Make All the Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
RW.K.2.3.c.i	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	-Letter Sounds	- Make All the Letter Sounds
RW.K.2.3.c.ii	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
RW.K.2.3.c.iii	Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does).	-Sight Words	- Recognize Sight Words

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RW.K.2.3.c.iv	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
RW.K.2.3.d	Read emergent-reader texts with purpose and understanding.		
RW.K.2.3.e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
RW.K.2.3.e.i	Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck).		
RW.K.2.3.e.ii	Use the most frequently occurring inflections and affixes (for example: -ed, -s, re-, un-, pre-, -ful, -less) as a clue to meaning of an unknown word.	-Adding Word Parts	
RW.K.2.3.f	Identify and manipulate sounds.		
RW.K.2.3.f.i	Identify and produce groups of words that begin with the same sound (alliteration).		
RW.K.2.3.f.ii	Identify the initial, medial, and final phoneme (speech sound) of spoken words.		
Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.			
RW.K.3.1	Write opinions using labels, dictation, and drawing.		
RW.K.3.1.a	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 (for example: My favorite book is...).		
RW.K.3.1.b	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
RW.K.3.1.c	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		

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Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.K.3.2	Write informative/explanatory texts on a topic using labels, dictation, and drawing.		
RW.K.3.2.a	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.		
RW.K.3.2.b	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
RW.K.3.2.c	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.K.3.3	Write real or imagined narratives using labels, dictation, and drawing.		
RW.K.3.3.a	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.		
RW.K.3.3.b	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
RW.K.3.3.c	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.K.3.4	Use appropriate mechanics and conventions when creating simple texts.		
RW.K.3.4.a	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
RW.K.3.4.a.i	Print many upper- and lowercase letters.		
RW.K.3.4.a.ii	Use frequently occurring nouns and verbs.		
RW.K.3.4.a.iii	Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes).		

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RW.K.3.4.a.iv	Understand and use question words (interrogatives) (for example: who, what, where, when, why, how).		
RW.K.3.4.a.v	Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by, with).		
RW.K.3.4.a.vi	Produce and expand complete sentences in shared language activities.		
RW.K.3.4.b	Demonstrate command of the conventions of Standard English capitalization, punctuation, spelling when writing.		
RW.K.3.4.b.i	Capitalize the first word in a sentence and pronoun I.		
RW.K.3.4.b.ii	Recognize and name end punctuation.		
RW.K.3.4.b.iii	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		
RW.K.3.4.b.iv	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.K.4.1	Explore the purposes for research and inquiry by accessing resources in collaborative settings.		
RW.K.4.1.a	Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them).		
RW.K.4.1.b	Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?).		
RW.K.4.1.c	Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.		
RW.K.4.1.d	Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.		
RW.K.4.1.e	Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).		
RW.K.4.1.f	Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).		
RW.K.4.1.g	With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.		

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

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Standard 1. Number and Quantity - K.NBT.A. Number & Operations in Base Ten: Work with numbers 11-19 to gain foundations for place value.			
MA.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	<ul style="list-style-type: none"> - Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Numbers Up to 20 Using Base Ten Blocks
Standard 2. Algebra and Functions - K.OA.A. Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.			
MA.K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add and Subtract
MA.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	-Let's Add and Subtract	<ul style="list-style-type: none"> - Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems
MA.K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	-Make Bigger Numbers	<ul style="list-style-type: none"> - Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
MA.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	-Friends of Ten	<ul style="list-style-type: none"> - Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
MA.K.OA.A.5	Fluently add and subtract within 5.	-Add and Subtract Within 5	<ul style="list-style-type: none"> - Subtract within 5 - Add Up to 5

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Standard 3. Data, Statistics, and Probability - K.MD.A. Measurement & Data: Describe and compare measurable attributes.			
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes.		
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	-Longer or Shorter? -Heavy or Light?	- Compare Weight of Two Objects by Their Attributes - Compare Objects by Size
Standard 3. Data, Statistics, and Probability - K.MD.B. Measurement & Data: Classify objects and count the number of objects in categories.			
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category
Standard 4. Geometry - K.G.A. Geometry: Identify and describe shapes			
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position/Location
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	-Flat or Solid?	
Standard 4. Geometry - K.G.B. Geometry: Analyze, compare, create, and compose shapes.			
MA.K.G.B.4	Analyze and compare 2/3-dimensional shapes, in different sizes/orientations, using informal language to describe their similarities, differences, parts and other attributes.	-Square or Cube?	
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
MA.K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.1.1.1	Communicate using verbal and nonverbal language to express and receive information.		
RW.1.1.1.a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
RW.1.1.1.a.i	Follow agreed-upon rules for discussions.		
RW.1.1.1.a.ii	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
RW.1.1.1.a.iii	Ask questions to clear up any confusion about the topics and texts under discussion.		
RW.1.1.1.b	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
RW.1.1.1.c	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.1.1.2	Use multiple strategies to develop/expand oral communication.		
RW.1.1.2.a	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
RW.1.1.2.b	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, feelings.		
RW.1.1.2.c	Produce complete sentences when appropriate to task and situation.		
RW.1.1.2.d	Give and follow simple two-step directions.		
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.1.2.1	Apply foundational reading strategies to fluently read and comprehend literary texts.		
RW.1.2.1.a	Use Key Ideas and Details to:		
RW.1.2.1.a.i	Ask and answer questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions About a Story

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RW.1.2.1.a.ii	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
RW.1.2.1.a.iii	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
RW.1.2.1.a.iv	Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.		
RW.1.2.1.b	Use Craft and Structure to:		
RW.1.2.1.b.i	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
RW.1.2.1.b.ii	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
RW.1.2.1.b.iii	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
RW.1.2.1.b.iv	Follow and replicate patterns in predictable poems.		
RW.1.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.1.2.1.c.i	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
RW.1.2.1.c.ii	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
RW.1.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.1.2.1.d.i	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		

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Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.1.2.2	Apply foundational reading strategies to fluently read and comprehend informational texts.		
RW.1.2.2.a	Use Key Ideas and Details to:		
RW.1.2.2.a.i	Ask and answer questions about key details in a text.	-Answer Questions About Stories	- Ask and Answer Question About Informational Texts
RW.1.2.2.a.ii	Identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
RW.1.2.2.a.iii	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
RW.1.2.2.a.iv	Activate schema and background knowledge to construct meaning.		
RW.1.2.2.b	Use Craft and Structure to:		
RW.1.2.2.b.i	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-Find Meaning of Words	
RW.1.2.2.b.ii	Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
RW.1.2.2.b.iii	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
RW.1.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.1.2.2.c.i	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
RW.1.2.2.c.ii	Identify the reasons an author gives to support points in a text.	-Identify Author's Purpose	
RW.1.2.2.c.iii	Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures).	-Compare and Contrast Texts	
RW.1.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.1.2.2.d.i	With prompting and support, read informational texts appropriately complex for grade 1.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.1.2.3	Refine foundational reading skills through understanding word structure, word relationships, and word families.		
RW.1.2.3.a	Demonstrate understanding of the organization and basic features of print.	-Sentences	
RW.1.2.3.a.i	Recognize distinguishing features of a sentence (for example: first word, capitalization, ending punctuation).	-Sentences	
RW.1.2.3.b	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 Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
RW.1.2.3.b.i	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
RW.1.2.3.b.ii	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RW.1.2.3.b.iii	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
RW.1.2.3.b.iv	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
RW.1.2.3.c	Know and apply grade-level phonics and word analysis skills in decoding words.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Vowel Teams - Read Words with Silent e - Understand How Silent e Changes Vowel Sounds - Divide Words into Syllables - Identify Syllables in a Word - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.1.2.3.c.i	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
RW.1.2.3.c.ii	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
RW.1.2.3.c.iii	Know final -e and common vowel team conventions for representing long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
RW.1.2.3.c.iv	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
RW.1.2.3.c.v	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
RW.1.2.3.c.vi	Read words with inflectional endings.		
RW.1.2.3.c.vii	Read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
RW.1.2.3.c.viii	Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship).		
RW.1.2.3.c.ix	Accurately decode unknown words that follow a predictable letter/sound relationship.		
RW.1.2.3.d	Read with sufficient accuracy and fluency to support comprehension.		
RW.1.2.3.d.i	Read grade-level text with purpose/understanding.		
RW.1.2.3.d.ii	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RW.1.2.3.d.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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RW.1.2.3.e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading/content, choosing from array of strategies.	-Context Clues -Prefixes and Suffixes	
RW.1.2.3.e.i	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
RW.1.2.3.e.ii	Use frequently occurring affixes as a clue to the meaning of a word.	-Prefixes and Suffixes	
RW.1.2.3.e.iii	Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking).		
RW.1.2.3.e.iv	Identify and understand compound words.		
RW.1.2.3.f	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
RW.1.2.3.f.i	Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent.	-Sorting Words	
RW.1.2.3.f.ii	Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes).		
RW.1.2.3.f.iii	Identify real-life connections between words and their use (for example: note places at home that are cozy).	-Words and Their Use	
RW.1.2.3.f.iv	Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
RW.1.2.3.g	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 (for example: because).		

Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.

RW.1.3.1	Write an opinion supported by reasons.		
RW.1.3.1.a	Introduce topic or name the book they are writing about.		
RW.1.3.1.b	State an opinion.		
RW.1.3.1.c	Supply a reason for the opinion.		
RW.1.3.1.d	Provide some sense of closure.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.1.3.2	Write informative/explanatory texts by naming a topic, providing related details, giving audience a sense of closure.		
RW.1.3.2.a	Name a topic.		
RW.1.3.2.b	Supply some facts about the topic.		
RW.1.3.2.c	Provide some sense of closure.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.1.3.3	Recount real or imagined, sequenced events that include details and a sense of closure.		
RW.1.3.3.a	Recount two or more appropriately sequenced events.		
RW.1.3.3.b	Include some details regarding what happened.		
RW.1.3.3.c	Provide some sense of closure.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.1.3.4	Use appropriate grammar, spelling, capitalization, punctuation.		
RW.1.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.1.3.4.a.i	Print all upper- and lowercase letters.		
RW.1.3.4.a.ii	Use common, proper, and possessive nouns.		
RW.1.3.4.a.iii	Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop).		
RW.1.3.4.a.iv	Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything).		
RW.1.3.4.a.v	Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
RW.1.3.4.a.vi	Use frequently occurring adjectives.		
RW.1.3.4.a.vii	Use frequently occurring conjunctions (for example: and, but, or, so, because).		
RW.1.3.4.a.viii	Use determiners (for example: articles, demonstratives).		
RW.1.3.4.a.ix	Use frequently occurring prepositions (for example: during, beyond, toward).		

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RW.1.3.4.a.x	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
RW.1.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.1.3.4.b.i	Write complete simple sentences.		
RW.1.3.4.b.ii	Capitalize dates and names of people.		
RW.1.3.4.b.iii	Use end punctuation for sentences.		
RW.1.3.4.b.iv	Use commas in dates, to separate single words in a series.		
RW.1.3.4.b.v	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
RW.1.3.4.b.vi	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
RW.1.3.4.c	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
RW.1.3.4.d	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.1.4.1	Participate in shared research and inquiry projects, writing, recalling, gathering information to answer questions.		
RW.1.4.1.a	Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.		
RW.1.4.1.b	Write/dictate questions for inquiry that arise during instruction.		
RW.1.4.1.c	With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud/viewed) to answer questions of interest through guided inquiry.		
RW.1.4.1.d	Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, use information.		
RW.1.4.1.e	Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)		
RW.1.4.1.f	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 1.NBT.A. Number & Operations in Base Ten: Extend the counting sequence.			
MA.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		
Standard 1. Number and Quantity - 1.NBT.B. Number & Operations in Base Ten: Understand place value.			
MA.1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones Are in a Number - Count by Tens - Visually Make Tens Out of Ones
MA.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a "ten."	-Tens and Ones	<ul style="list-style-type: none"> - Count by Tens - Visually Make Tens Out of Ones
MA.1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones Are in a Number - Visually Make Tens Out of Ones
MA.1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	<ul style="list-style-type: none"> - Count by Tens
MA.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	-Compare Numbers	<ul style="list-style-type: none"> - Compare Two-Digit Numbers
Standard 1. Number and Quantity - 1.NBT.C. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of 10, using concrete models/drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method; explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it's necessary to compose a ten.	-Add Two-Digit Numbers	<ul style="list-style-type: none"> - Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One/Ten More to a Given Number
MA.1.NBT.C.6	Subtract multiples of 10 in range 10-90 from multiples of 10 in range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
Standard 2. Algebra and Functions - 1.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions, e.g., using objects, drawings, equations with a symbol for unknown number to represent problem.	-Word Problems	- Solve Addition and Subtraction Word Problems With and Without Pictures
MA.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent problem.		
Standard 2. Algebra and Functions - 1.OA.B. Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.			
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.	-Number Families	- Learn About Fact Families - Understand Properties of Addition
MA.1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	-Number Families	- Understand Properties of Addition
Standard 2. Algebra and Functions - 1.OA.C. Operations & Algebraic Thinking: Add and subtract within 20.			
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back

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MA.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 and 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
Standard 2. Algebra and Functions - 1.OA.D. Operations & Algebraic Thinking: Work with addition and subtraction equations.			
MA.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	-What is Equal?	
MA.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	-Find the Missing Number	<ul style="list-style-type: none"> - Identify the Missing Addend - Find the Missing Addend
Standard 3. Data, Statistics, and Probability - 1.MD.A. Measurement & Data: Measure lengths indirectly and by iterating length units.			
MA.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	<ul style="list-style-type: none"> - Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
MA.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps/overlaps.	-Measure Without a Ruler	<ul style="list-style-type: none"> - Measure Using Nonstandard Units - Measure Length Using Nonstandard Units

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Standard 3. Data, Statistics, and Probability - 1.MD.B. Measurement & Data: Tell and write time.			
MA.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
Standard 3. Data, Statistics, and Probability - 1.MD.C. Measurement & Data: Represent and interpret data.			
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort/Chart Objects
Standard 4. Geometry - 1.G.A. Geometry: Reason with shapes and their attributes.			
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed/three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build/draw shapes to possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	-Build With Shapes	- Create 3D Shapes
MA.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

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Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.2.1.1	Engage in dialogue and learn new information through active listening.		
RW.2.1.1.a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
RW.2.1.1.a.i	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
RW.2.1.1.a.ii	Build on others' talk in conversations by linking their comments to the remarks of others.		
RW.2.1.1.a.iii	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
RW.2.1.1.b	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
RW.2.1.1.c	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic/issue.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.2.1.2	Deliver presentations while maintaining focus on topic and be prepared to discuss.		
RW.2.1.2.a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
RW.2.1.2.b	Contribute knowledge to a small group or class discussion to develop a topic.		
RW.2.1.2.c	Maintain focus on the topic.		
RW.2.1.2.d	Create audio recordings of stories/poems; add drawings or other visual displays to stories/recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
RW.2.1.2.e	Produce complete sentences when appropriate to task, situation in order to provide requested detail/clarification.		
RW.2.1.2.f	Use content-specific vocabulary to ask questions and provide information.		

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Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.2.2.1	Apply specific skills to comprehend and fluently read literary texts.		
RW.2.2.1.a	Use Key Ideas and Details to:		
RW.2.2.1.a.i	Demonstrate use of self-monitoring comprehension strategies: rereading, context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.		
RW.2.2.1.a.ii	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
RW.2.2.1.a.iii	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	- Retell a Story
RW.2.2.1.a.iv	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	- Identify Problems, Solutions in a Story - Identify Character Responses to Events in Fiction Stories
RW.2.2.1.b	Use Craft and Structure to:		
RW.2.2.1.b.i	Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify Meaning of Rhymes and Alliterations in a Text
RW.2.2.1.b.ii	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe Structure of a Story in Terms of Beginning, Middle, End - Describe Problem, Solution in a Story - Identify the Elements in a Story
RW.2.2.1.b.iii	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	
RW.2.2.1.b.iv	Read text to perform a specific task such as follow a recipe or play a game.		
RW.2.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.2.2.1.c.i	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 Illustrations in a Story - Explain How Illustrations Contribute to a Story

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RW.2.2.1.c.ii	Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures.	-Compare and Contrast Stories	
RW.2.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.2.2.1.d.i	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.2.2.2	Apply specific skills to comprehend and fluently read informational texts.		
RW.2.2.2.a	Use Key Ideas and Details to:		
RW.2.2.2.a.i	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 - Practice Answering Questions About Nonfiction Text
RW.2.2.2.a.ii	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	-Main Topic	- Find the Main Topic of an Informational Text
RW.2.2.2.a.iii	Summarize the main idea using relevant and significant details in a variety of texts.		
RW.2.2.2.a.iv	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
RW.2.2.2.b	Use Craft and Structure to:		
RW.2.2.2.b.i	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	
RW.2.2.2.b.ii	Know and use various text features (for example: 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
RW.2.2.2.b.iii	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	
RW.2.2.2.b.iv	Read text to perform a specific task such as follow a recipe or play a game.		
RW.2.2.2.c	Use Integration of Knowledge and Ideas to:		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.2.2.2.c.i	Explain how specific images (for example: 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
RW.2.2.2.c.ii	Describe how reasons support specific points the author makes in a text.	-Find Evidence in the Text	
RW.2.2.2.c.iii	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
RW.2.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.2.2.2.d.i	Adjust reading rate according to type of text and purpose for reading.		
RW.2.2.2.d.ii	By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts, in grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.2.2.3	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.		
RW.2.2.3.a	Know and apply grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
RW.2.2.3.a.i	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RW.2.2.3.a.ii	Know spelling-sound correspondences for additional common vowel teams.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.2.2.3.a.iii	Read multisyllabic words accurately and fluently.		
RW.2.2.3.a.iv	Decode regularly spelled two-syllable words with long vowels.		
RW.2.2.3.a.v	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
RW.2.2.3.a.vi	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
RW.2.2.3.a.vii	Read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
RW.2.2.3.b	Read with sufficient accuracy and fluency to support comprehension.		
RW.2.2.3.b.i	Read grade-level text with purpose and understanding.		
RW.2.2.3.b.ii	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RW.2.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
RW.2.2.3.b.iv	Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation.		
RW.2.2.3.c	Compare formal and informal uses of English.		
RW.2.2.3.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
RW.2.2.3.d.i	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
RW.2.2.3.d.ii	Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell).	-Adding Prefixes	
RW.2.2.3.d.iii	Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional).	-Root Words	
RW.2.2.3.d.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook).	-Compound Words	
RW.2.2.3.d.v	Create new words by combining base words with affixes to connect known words to new words.		
RW.2.2.3.d.vi	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.2.2.3.e	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
RW.2.2.3.e.i	Identify real-life connections between words and their use (for example: describe foods that are spicy/juicy).		
RW.2.2.3.e.ii	Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny).		
RW.2.2.3.f	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy).		
RW.2.2.3.g	Determine which strategies should be used to decode multisyllabic words.		

Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.

RW.2.3.1	Write pieces on a topic or book that state opinions and give supporting reasons.		
RW.2.3.1.a	Introduce the topic or book they are writing about.		
RW.2.3.1.b	State an opinion.		
RW.2.3.1.c	Supply reasons that support the opinion.		
RW.2.3.1.d	Use linking words (for example: because, and, also) to connect opinion and reasons.		
RW.2.3.1.e	Provide a concluding statement or section.		

Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.

RW.2.3.2	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.		
RW.2.3.2.a	Introduce a topic.		
RW.2.3.2.b	Use facts and definitions to develop points, including relevant details when writing to questions about texts.		
RW.2.3.2.c	Provide a concluding statement or section.		
RW.2.3.2.d	Write letters and “how-to’s” (for example: procedures, directions, recipes) that follow a logical order and appropriate format.		
RW.2.3.2.e	Organize informational texts using main ideas and specific supporting details.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.2.3.2.f	Apply appropriate transition words to writing.		
RW.2.3.2.g	Writers use technology to support the writing process.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.2.3.3	Write real or imagined narratives that describe events in sequence and provide a sense of closure.		
RW.2.3.3.a	Include details to describe actions, thoughts, feelings.		
RW.2.3.3.b	Use temporal words to signal event order.		
RW.2.3.3.c	Provide a sense of closure.		
RW.2.3.3.d	Write simple, descriptive poems.		
RW.2.3.3.e	Write with precise nouns, active verbs, and descriptive adjectives.		
RW.2.3.3.f	Apply knowledge about structure and craft gained from mentor text to narrative writing.		
RW.2.3.3.g	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.2.3.4	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.		
RW.2.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.2.3.4.a.i	Use collective nouns (for example: group).		
RW.2.3.4.a.ii	Form and use frequently occurring irregular plural nouns (for example: feet, children, teeth, mice, fish).		
RW.2.3.4.a.iii	Use reflexive pronouns (for example: myself, ourselves).		
RW.2.3.4.a.iv	Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told).		
RW.2.3.4.a.v	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
RW.2.3.4.a.vi	Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
RW.2.3.4.a.vii	Vary sentence beginnings.		
RW.2.3.4.a.viii	Spell high-frequency words correctly.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.2.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.2.3.4.b.i	Capitalize holidays, product names, geographic names.		
RW.2.3.4.b.ii	Use commas in greetings and closings of letters.		
RW.2.3.4.b.iii	Use an apostrophe to form contractions and frequently occurring possessives.		
RW.2.3.4.b.iv	Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil).		
RW.2.3.4.b.v	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
RW.2.3.4.c	With guidance and support from adults and peers, focus on a topic; strengthen writing as needed (revising/editing).		
RW.2.3.4.d	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.2.4.1	Participate in shared research and inquiry, gathering information from variety of resources to answer questions.		
RW.2.4.1.a	Participate in shared research and writing projects (for example: read a number of books on a single topic to produce a report; record science observations).		
RW.2.4.1.b	Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).		
RW.2.4.1.c	Identify a specific question and gather information for purposeful investigation and inquiry.		
RW.2.4.1.d	Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.		
RW.2.4.1.e	Use a variety of multimedia sources to answer questions of interest.		
RW.2.4.1.f	Ask primary questions of depth and breadth.		
RW.2.4.1.g	Recall information from experiences or gather information from provided sources to answer a question.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 2.NBT.A. Number & Operations in Base Ten: Understand place value.			
MA.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, 6 ones.	-Place Value	- Identify the Place Values of Three Digit Numbers
MA.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”	-Place Value	
MA.2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	-Place Value	
MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	-Skip-Count to 1000	- Skip Count by Tens
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
MA.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	-Compare 3-digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, Equal to Symbols - Use Place Value to Compare 3-Digit Numbers
Standard 1. Number and Quantity - 2.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
MA.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100-900, mentally subtract 10 or 100 from a given number.		
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		

Standard 2. Algebra and Functions - 2.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.

MA.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
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Standard 2. Algebra and Functions - 2.OA.B. Operations & Algebraic Thinking: Add and subtract within 20.

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
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Standard 2. Algebra and Functions - 2.OA.C. Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.

MA.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
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Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> - Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array

Standard 3. Data, Statistics, and Probability - 2.MD.A. Measurement & Data: Measure and estimate lengths in standard units.

MA.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
MA.2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
MA.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
MA.2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		

Standard 3. Data, Statistics, and Probability - 2.MD.B. Measurement & Data: Relate addition and subtraction to length.

MA.2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
MA.2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Data, Statistics, and Probability - 2.MD.C. Measurement & Data: Work with time and money.			
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify Differences Between a.m./p.m. - Tell Time to the Nearest 5 Minutes
MA.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Standard 3. Data, Statistics, and Probability - 2.MD.D. Measurement & Data: Represent and interpret data.			
MA.2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
MA.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort/Graph Objects
Standard 4. Geometry - 2.G.A. Geometry: Reason with shapes and their attributes.			
MA.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	-Name and Draw Shapes	- Identify 3D Shapes
MA.2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	-Divide Rectangles	- Partition Rectangles and Count the Squares
MA.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourth

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.3.1.1	Participate cooperatively in group activities.		
RW.3.1.1.a	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics/texts, building on others' ideas and expressing their own clearly.		
RW.3.1.1.a.i	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other info. known about topic to explore ideas.		
RW.3.1.1.a.ii	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics/texts).		
RW.3.1.1.a.iii	Ask questions to check understanding of info. presented, stay on topic, link comments to the remarks of others.		
RW.3.1.1.a.iv	Explain own ideas/understanding in light of discussion.		
RW.3.1.1.b	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.		
RW.3.1.1.c	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.3.1.2	Communicate using appropriate language in informal and formal situations.		
RW.3.1.2.a	Report on a topic/text, tell a story, recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
RW.3.1.2.b	Distinguish different levels of formality.		
RW.3.1.2.c	Speak clearly, using appropriate volume and pitch for the purpose and audience.		
RW.3.1.2.d	Select and organize ideas sequentially or around major points of information that relate to formality of audience.		
RW.3.1.2.e	Create engaging 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.		
RW.3.1.2.f	Speak in complete sentences when appropriate to task, situation in order to provide requested detail/clarification.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.		
RW.3.2.1.a	Use Key Ideas and Details to:		
RW.3.2.1.a.i	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
RW.3.2.1.a.ii	Use a variety of comprehension strategies to interpret text (attending, searching, predicting, self-correcting).		
RW.3.2.1.a.iii	Recount stories, including fables, folktales, myths from diverse cultures; determine central message, lesson, or moral; explain how it is conveyed through key details.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RW.3.2.1.a.iv	Summarize central ideas/important details from a text.		
RW.3.2.1.a.v	Describe/draw inferences about the elements of plot, character, setting in literary pieces, poems, and plays.		
RW.3.2.1.a.vi	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
RW.3.2.1.b	Use Craft and Structure to:		
RW.3.2.1.b.i	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 Meaning of Common Idioms
RW.3.2.1.b.ii	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.		
RW.3.2.1.b.iii	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 Elements of a Drama - Identify Structure of a Poem
RW.3.2.1.b.iv	Distinguish their own point of view from that of the narrator or those of the characters.	-Point of View	
RW.3.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.3.2.1.c.i	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting).	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.3.2.1.c.ii	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series).	-Compare, Contrast Series Books	
RW.3.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.3.2.1.d.i	By the end of the year, read and comprehend literature, including stories, dramas, poetry, at high end of grades 2–3 text complexity band independently/proficiently.		
RW.3.2.1.e	Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.		
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.		
RW.3.2.2.a	Use Key Ideas and Details to:		
RW.3.2.2.a.i	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	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
RW.3.2.2.a.ii	Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RW.3.2.2.a.iii	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
RW.3.2.2.a.iv	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
RW.3.2.2.b	Use Craft and Structure to:		
RW.3.2.2.b.i	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	
RW.3.2.2.b.ii	Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-Text Features	- Identify the Type of Info. Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.3.2.2.b.iii	Distinguish their own point of view from that of the author of a text.	-Point of View	- Identify Author's Point of View - Identify the Author's Intent
RW.3.2.2.b.iv	Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships.		
RW.3.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.3.2.2.c.i	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur).	-Use Pictures to Understand Words	- Answer Questions About the Images in a Text - Explain the Images in a Text
RW.3.2.2.c.ii	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third sequence).	-Logical Connections	
RW.3.2.2.c.iii	Compare and contrast the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
RW.3.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.3.2.2.d.i	By the end of the year, read/comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.		
RW.3.2.3.a	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.3.2.3.a.i	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
RW.3.2.3.a.ii	Decode words with common Latin suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
RW.3.2.3.a.iii	Decode multisyllable words.		
RW.3.2.3.a.iv	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
RW.3.2.3.b	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
RW.3.2.3.b.i	Read grade-level text with purpose and understanding.		
RW.3.2.3.b.ii	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	-Read with Fluency	- Read with Fluency
RW.3.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
RW.3.2.3.c	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
RW.3.2.3.c.i	Use sentence-level context as a clue to the meaning of a word or phrase.		
RW.3.2.3.c.ii	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
RW.3.2.3.c.iii	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.		
RW.3.2.3.c.iv	Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion).		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.3.2.3.c.v	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
RW.3.2.3.c.vi	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
RW.3.2.3.d	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
RW.3.2.3.d.i	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps).		
RW.3.2.3.d.ii	Identify real-life connections between words and their use (for example: describe people who are friendly or helpful).		
RW.3.2.3.d.iii	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered).		
RW.3.2.3.e	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them).		

Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.

RW.3.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
RW.3.3.1.a	Introduce the topic or text they are writing about, state an opinion, create an organizational structure that lists reasons.		
RW.3.3.1.b	Provide reasons that support the opinion.		
RW.3.3.1.c	Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion/reasons.		
RW.3.3.1.d	Provide a concluding statement or section.		

Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.

RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, details, ending with a concluding statement.		
RW.3.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
RW.3.3.2.b	Develop the topic with facts, definitions, and details.		
RW.3.3.2.c	Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of info.		
RW.3.3.2.d	Provide a concluding statement or section.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, provide closure.		
RW.3.3.3.a	Establish a situation and introduce a narrator, characters; organize an event sequence that unfolds naturally.		
RW.3.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
RW.3.3.3.c	Use temporal words and phrases to signal event order.		
RW.3.3.3.d	Provide a sense of closure.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.3.3.4	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.		
RW.3.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.3.3.4.a.i	Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and functions in particular sentences.		
RW.3.3.4.a.ii	Use abstract nouns (for example: childhood).		
RW.3.3.4.a.iii	Form and use regular and irregular verbs.		
RW.3.3.4.a.iv	Form and use the simple (for example: I walked; I walk; I will walk) verb tenses.		
RW.3.3.4.a.v	Ensure pronoun-antecedent agreement.		
RW.3.3.4.a.vi	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
RW.3.3.4.a.vii	Use coordinating and subordinating conjunctions.		
RW.3.3.4.a.viii	Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions.		
RW.3.3.4.a.ix	Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.		
RW.3.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.3.3.4.b.i	Capitalize appropriate words in titles.		
RW.3.3.4.b.ii	Use commas in addresses.		
RW.3.3.4.b.iii	Use commas and quotation marks in dialogue.		
RW.3.3.4.b.iv	Form and use possessives.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.3.3.4.b.v	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness).		
RW.3.3.4.b.vi	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
RW.3.3.4.b.vii	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
RW.3.3.4.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RW.3.3.4.c.i	Choose words and phrases for effect.		
RW.3.3.4.c.ii	Recognize and observe differences between the conventions of spoken and written standard English.		
RW.3.3.4.d	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
RW.3.3.4.e	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
RW.3.3.4.f	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.		
RW.3.3.4.g	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.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.3.4.1	Gather, interpret, and communicate information discovered during short research projects.		
RW.3.4.1.a	Conduct short research projects that build knowledge about a topic.		
RW.3.4.1.b	Interpret and communicate the information learned by developing a brief summary with supporting details.		
RW.3.4.1.c	Develop supporting visual information (for example: charts, maps, illustrations, models).		
RW.3.4.1.d	Present a brief report of research findings to an audience.		
RW.3.4.1.e	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 3.NBT.A. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.			
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
MA.3.NBT.A.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. (A range of algorithms may be used.)	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm - Add/Subtract within 1000 Using Expanded Form Strategy - Add and Subtract within 1000 Using a Number Line - Add within 1000 Using Any Method
MA.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.		
Standard 1. Number and Quantity - 3.NF.A. Number & Operations—Fractions: Develop understanding of fractions as numbers.			
MA.3.NF.A.1	Describe a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
MA.3.NF.A.2	Describe a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
MA.3.NF.A.2.a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
MA.3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
MA.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
MA.3.NF.A.3.b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	-Generating Equivalent Fractions	
MA.3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.	-Whole Numbers as Fractions	
MA.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions Using Visual Models
Standard 2. Algebra and Functions - 3.OA.A. Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.			
MA.3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
MA.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
MA.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	-Unknown Number Equations	

Standard 2. Algebra and Functions - 3.OA.B. Operations & Algebraic Thinking: Apply properties of multiplication and the relationship between multiplication and division.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
MA.3.OA.B.6	Interpret division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	

Standard 2. Algebra and Functions - 3.OA.C. Operations & Algebraic Thinking: Multiply and divide within 100.

MA.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
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Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Algebra and Functions - 3.OA.D. Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		
Standard 3. Data, Statistics, and Probability - 3.MD.A. Measurement & Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
MA.3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of “times as much.”))		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Data, Statistics, and Probability - 3.MD.B. Measurement & Data: Represent and interpret data.			
MA.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	-Represent and Interpret Data	<ul style="list-style-type: none"> - Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
MA.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.		
Standard 3. Data, Statistics, and Probability - 3.MD.C. Measurement & Data: Geometric Measurement: Use concepts of area and relate area to multiplication and to addition.			
MA.3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
MA.3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
MA.3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
MA.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
MA.3.MD.C.7	Use concepts of area and relate area to the operations of multiplication and addition.	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
MA.3.MD.C.7.b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
MA.3.MD.C.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is sum of $a \times b$ and $a \times c$. Use area models to represent distributive property in reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
MA.3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.		
Standard 3. Data, Statistics, and Probability - 3.MD.D. Measurement & Data: Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.			
MA.3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area/with same area and different perimeters.	-Perimeter of Polygons	
Standard 4. Geometry - 3.G.A. Geometry: Reason with shapes and their attributes.			
MA.3.G.A.1	Explain that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is $\frac{1}{4}$ of the area of the shape.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.4.1.1	Pose thoughtful questions after actively listening to others.		
RW.4.1.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
RW.4.1.1.a.i	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.		
RW.4.1.1.a.ii	Follow agreed-upon rules for discussions and carry out assigned roles.		
RW.4.1.1.a.iii	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.		
RW.4.1.1.a.iv	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
RW.4.1.1.b	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
RW.4.1.1.c	Identify the reasons and evidence a speaker provides to support particular points.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.4.1.2	Create a plan to effectively present information both informally and formally.		
RW.4.1.2.a	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 understandable pace.		
RW.4.1.2.b	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
RW.4.1.2.c	Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.4.2.1	Apply strategies to comprehend/interpret literary texts.		
RW.4.2.1.a	Use Key Ideas and Details to:		
RW.4.2.1.a.i	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
RW.4.2.1.a.ii	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 Theme of a Poem
RW.4.2.1.a.iii	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).	-Describing Characters	- Describe a Character, Setting, or Event
RW.4.2.1.a.iv	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).		
RW.4.2.1.b	Use Craft and Structure to:		
RW.4.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean).	-Meaning of Words and Phrases	- Use Context Clues to Determine Meaning of Unknown Words and Phrases
RW.4.2.1.b.ii	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example: casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
RW.4.2.1.b.iii	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
RW.4.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.4.2.1.c.i	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	
RW.4.2.1.c.ii	Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.4.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.4.2.1.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RW.4.2.1.d.ii	Read familiar texts orally with fluency, accuracy, prosody.		
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.4.2.2	Apply strategies to comprehend and interpret informational texts.		
RW.4.2.2.a	Use Key Ideas and Details to:		
RW.4.2.2.a.i	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	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
RW.4.2.2.a.ii	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
RW.4.2.2.a.iii	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	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
RW.4.2.2.b	Use Craft and Structure to:		
RW.4.2.2.b.i	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
RW.4.2.2.b.ii	Describe the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
RW.4.2.2.b.iii	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	
RW.4.2.2.c	Use Integration of Knowledge and Ideas to:		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.4.2.2.c.i	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
RW.4.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
RW.4.2.2.c.iii	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	
RW.4.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.4.2.2.d.i	By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.4.2.3	Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.		
RW.4.2.3.a	Know and apply grade-level phonics and word analysis skills in decoding words.		
RW.4.2.3.a.i	Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context/out of context.		
RW.4.2.3.b	Read with sufficient accuracy and fluency to support comprehension.		
RW.4.2.3.b.i	Read grade-level text with purpose and understanding.		
RW.4.2.3.b.ii	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RW.4.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
RW.4.2.3.c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading/content, choosing flexibly from range of strategies.		
RW.4.2.3.c.i	Use context (for example: definitions, examples, or restatements in text) as clue to meaning of word/phrase.		

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RW.4.2.3.c.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: telegraph, photograph, autograph).		
RW.4.2.3.c.iii	Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness).		
RW.4.2.3.c.iv	Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught).		
RW.4.2.3.c.v	Read multisyllabic words with and without inflectional and derivational suffixes.		
RW.4.2.3.c.vi	Infer meaning of words using explanations offered within a text.		
RW.4.2.3.c.vii	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
RW.4.2.3.d	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RW.4.2.3.d.i	Explain the meaning of simple similes and metaphors (for example: as pretty as a picture) in context.		
RW.4.2.3.d.ii	Recognize and explain the meaning of common idioms, adages, and proverbs.		
RW.4.2.3.d.iii	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
RW.4.2.3.e	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation).		

Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.

RW.4.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
RW.4.3.1.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.		
RW.4.3.1.b	Provide reasons that are supported by facts and details.		

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RW.4.3.1.c	Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition).		
RW.4.3.1.d	Provide a concluding statement or section related to the opinion presented.		
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.4.3.2	Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.		
RW.4.3.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension.		
RW.4.3.2.b	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, and comparison-and-contrast).		
RW.4.3.2.c	Organize relevant ideas and details to convey a central idea or prove a point.		
RW.4.3.2.d	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
RW.4.3.2.e	Link ideas within categories of information using words and phrases (for example: another, for example, also).		
RW.4.3.2.f	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
RW.4.3.2.g	Provide a concluding statement or section related to the information or explanation presented.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.4.3.3	Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.		
RW.4.3.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
RW.4.3.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
RW.4.3.3.c	Use a variety of transitional words and phrases to manage the sequence of events.		

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RW.4.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
RW.4.3.3.e	Provide a conclusion that follows from the narrated experiences or events.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.4.3.4	Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning.		
RW.4.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.4.3.4.a.i	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
RW.4.3.4.a.ii	Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses.		
RW.4.3.4.a.iii	Use modal auxiliaries (for example: can, may, must) to convey various conditions.		
RW.4.3.4.a.iv	Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag).		
RW.4.3.4.a.v	Form and use prepositional phrases.		
RW.4.3.4.a.vi	Use compound subjects (for example: Tom and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing.		
RW.4.3.4.a.vii	Produce complete simple, compound, complex sentences.		
RW.4.3.4.a.viii	Recognize and correct inappropriate fragments/run-ons.		
RW.4.3.4.a.ix	Correctly use frequently confused words (for example: to, too, two; there, their).		
RW.4.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.4.3.4.b.i	Use correct capitalization.		
RW.4.3.4.b.ii	Use commas and quotation marks to mark direct speech and quotations from a text.		
RW.4.3.4.b.iii	Use a comma before a coordinating conjunction in a compound sentence.		
RW.4.3.4.b.iv	Spell grade-appropriate words correctly, consulting references as needed.		
RW.4.3.4.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

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RW.4.3.4.c.i	Choose words and phrases to convey ideas precisely.		
RW.4.3.4.c.ii	Choose punctuation for effect.		
RW.4.3.4.c.iii	Differentiate between contexts that call for formal English situations where informal discourse is appropriate (for example: small-group discussion).		
RW.4.3.4.d	Produce clear and coherent writing in which development and organization are appropriate to task, purpose, audience.		
RW.4.3.4.e	With guidance and support from peers and adults, develop, strengthen writing as needed by planning, revising, editing.		
RW.4.3.4.f	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 type a minimum of one page in a single sitting.		
RW.4.3.4.g	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.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.4.4.1	Use a variety of resources to build and communicate knowledge related to open-ended research questions.		
RW.4.4.1.a	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
RW.4.4.1.a.i	Identify a topic and formulate open-ended research questions for further inquiry and learning.		
RW.4.4.1.a.ii	Present a brief report of the research findings to an audience.		
RW.4.4.1.b	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; provide a list of sources.		
RW.4.4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
RW.4.4.1.c.i	Apply grade 4 Reading standards to literature (for example: “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		
RW.4.4.1.c.ii	Apply grade 4 Reading standards to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text”).		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 4.NBT.A. Number & Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.			
MA.4.NBT.A.1	Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	-Place Value and Division	<ul style="list-style-type: none"> - Learn How Multiplying by Ten Relates to Place Value - Understand Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
MA.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)	-Write and Compare Large Numbers	<ul style="list-style-type: none"> - Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
MA.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Round Multi-Digit Whole Numbers
Standard 1. Number and Quantity - 4.NBT.B. Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
MA.4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
MA.4.NBT.B.5	Multiply a whole number of up to 4 digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate/explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
MA.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends/one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	<ul style="list-style-type: none"> - Use Partial Quotients to Divide - Use Visual Models to Divide

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 4.NF.A. Number & Operations—Fractions: Extend understanding of fraction equivalence and ordering.			
MA.4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how number and size of the parts differ even though two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
MA.4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
Standard 1. Number and Quantity - 4.NF.B. Number & Operations—Fractions: Build fractions from unit fractions.			
MA.4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	-Add/Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
MA.4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
MA.4.NF.B.3.b	Decompose a fraction into a sum of fractions with same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
MA.4.NF.B.3.c	Add/subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
MA.4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		
MA.4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number

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MA.4.NF.B.4.a	Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
MA.4.NF.B.4.b	Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (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
MA.4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does answer lie?		

Standard 1. Number and Quantity - 4.NF.C. Number & Operations—Fractions: Use decimal notation for fractions, and compare decimal fractions.

MA.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$.		
MA.4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe length $.62$ meters; locate 0.62 on number line diagram.	-Introducing Decimals	- Convert Decimals to Fractions, Fractions to Decimals
MA.4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.		

Standard 2. Algebra and Functions - 4.OA.A. Operations & Algebraic Thinking: Use the four operations with whole numbers to solve problems.

MA.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35=5 \times 7$ as a statement that 35 is 5x many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
MA.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons

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MA.4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation/estimation strategies including rounding.	-Multistep Word Problems	- Solve Multistep Word Problems
Standard 2. Algebra and Functions - 4.OA.B. Operations & Algebraic Thinking: Gain familiarity with factors and multiples.			
MA.4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify 1-100 as Prime or Composite - Identify which Numbers Between 1-100 Are Prime - Recognize Factors, Multiples for 1-100 - Determine Multiples for Numbers 1-100 - Find Factor Pairs for Numbers 1-100
Standard 2. Algebra and Functions - 4.OA.C. Operations & Algebraic Thinking: Generate and analyze patterns.			
MA.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why numbers will continue to alternate.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
Standard 3. Data, Statistics, and Probability - 4.MD.A. Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	-Customary and Metric Measurements	- Convert Units of Time

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MA.4.MD.A.2	Use four operations to solve word problems: distances, time, liquid volumes, masses of objects, money, involving simple fractions/decimals, expressing measurements given in a larger unit in terms of a smaller unit.	-Measurement Word Problems	
MA.4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length.	-Area and Perimeter	- Use Formulas to Find Area and Perimeter of a Rectangle
Standard 3. Data, Statistics, and Probability - 4.MD.B. Measurement & Data: Represent and interpret data.			
MA.4.MD.B.4	Make a line plot to display a data set of measurements in fractions of unit. Solve problems with addition/subtraction of fractions by using info. presented in line plots.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
Standard 3. Data, Statistics, and Probability - 4.MD.C. Measurement & Data: Geometric measurement: Understand concepts of angle; measure angles.			
MA.4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	-Measuring Angles	
MA.4.MD.C.5.a	An angle is measured with reference to circle with center at common endpoint of the rays, by considering fraction of circular arc between points where 2 rays intersect circle.	-Measuring Angles	
MA.4.MD.C.5.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	
MA.4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
MA.4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, angle measure of the whole is sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world/mathematical problems.	-Additive Angles	
Standard 4. Geometry - 4.G.A. Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
MA.4.G.A.1	Draw points, lines, line segments, rays, angles, parallel, perpendicular lines. Identify these in 2D figures.		
MA.4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		
MA.4.G.A.3	Recognize line of symmetry for 2D figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify/draw line-symmetric figures.		

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Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.5.1.1	Collaborate in discussions that serve various purposes and address various situations.		
RW.5.1.1.a	Listen to others' ideas and form their own opinions.		
RW.5.1.1.b	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas, expressing their own clearly.		
RW.5.1.1.b.i	Come to discussions prepared, having studied required material; explicitly draw on that preparation and other info. known about topic to explore ideas under discussion.		
RW.5.1.1.b.ii	Follow agreed-upon rules for discussions and carry out assigned roles.		
RW.5.1.1.b.iii	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
RW.5.1.1.b.iv	Review the key ideas expressed and draw conclusions in light of information/knowledge gained from discussions.		
RW.5.1.1.c	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
RW.5.1.1.d	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.5.1.2	Present to express an opinion, persuade, explain, or provide information.		
RW.5.1.2.a	Report on a topic/text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.		
RW.5.1.2.b	Use appropriate eye contact and speak clearly at an understandable pace.		
RW.5.1.2.c	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
RW.5.1.2.d	Adapt speech to a variety of contexts and tasks.		
RW.5.1.2.e	Adapt language as appropriate to purpose: to persuade, explain/provide information, express opinion.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.5.2.1	Apply strategies to interpret and analyze various types of literary texts.		
RW.5.2.1.a	Use pre-reading strategies: identifying purpose for reading, generating questions to answers while reading, previewing sections of texts, activating prior knowledge.		
RW.5.2.1.b	Use Key Ideas and Details to:		
RW.5.2.1.b.i	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
RW.5.2.1.b.ii	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
RW.5.2.1.b.iii	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in text (for example: how characters interact).	-Comparing Story Elements	- Compare and Contrast Elements in a Story
RW.5.2.1.c	Use Craft and Structure to:		
RW.5.2.1.c.i	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
RW.5.2.1.c.ii	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
RW.5.2.1.c.iii	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
RW.5.2.1.c.iv	Locate info. to support opinions, predictions, inferences, and identification of the author's message or theme.		
RW.5.2.1.d	Use Integration of Knowledge and Ideas to:		
RW.5.2.1.d.i	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem).	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	

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RW.5.2.1.d.ii	Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics.	-Comparing Similar Texts	
RW.5.2.1.d.iii	Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, and simple metaphors) to understand and respond to text.		
RW.5.2.1.e	Use Range of Reading and Level of Text Complexity to:		
RW.5.2.1.e.i	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently/proficiently.		
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.5.2.2	Apply strategies to interpret and analyze various types of informational texts.		
RW.5.2.2.a	Use Key Ideas and Details to:		
RW.5.2.2.a.i	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
RW.5.2.2.a.ii	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
RW.5.2.2.a.iii	Explain relationships or interactions between two or more individuals, events, ideas, concepts in historical, scientific, or technical text based on specific information in the text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
RW.5.2.2.a.iv	Distinguish between fact and opinion, providing support for judgments made.		
RW.5.2.2.b	Use Craft and Structure to:		
RW.5.2.2.b.i	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
RW.5.2.2.b.ii	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two/more texts.	-Comparing Text Structure	- Identify the Structure of a Text
RW.5.2.2.b.iii	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
RW.5.2.2.b.iv	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) text structures to organize/categorize information, to answer questions, or to perform specific tasks.		

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RW.5.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.5.2.2.c.i	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 efficiently.	-Using Text Features	- Use Text Features to Answer Questions About a Text
RW.5.2.2.c.ii	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
RW.5.2.2.c.iii	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
RW.5.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.5.2.2.d.i	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		

Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

RW.5.2.3	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.		
RW.5.2.3.a	Know and apply grade-level phonics and word analysis skills in decoding words.		
RW.5.2.3.a.i	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
RW.5.2.3.b	Read with sufficient accuracy and fluency to support comprehension.		
RW.5.2.3.b.i	Read grade-level text with purpose and understanding.		
RW.5.2.3.b.ii	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression on successive readings.		
RW.5.2.3.b.iii	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
RW.5.2.3.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RW.5.2.3.c.i	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
RW.5.2.3.c.ii	Compare and contrast varieties of English (for example: dialects, registers) used in stories, dramas, poems.		

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RW.5.2.3.d	Determine or clarify meaning of unknown/multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
RW.5.2.3.d.i	Use context (for example: cause/effect relationships and comparisons in text) as a clue to meaning of a word/phrase.		
RW.5.2.3.d.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
RW.5.2.3.d.iii	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
RW.5.2.3.e	Read and identify the meaning of words with sophisticated prefixes and suffixes.		
RW.5.2.3.f	Apply knowledge of derivational suffixes that change the part of speech of the base word.		
RW.5.2.3.g	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.		
RW.5.2.3.h	Read and identify the meaning of roots and related word families in which pronunciation of root does not change.		
RW.5.2.3.i	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RW.5.2.3.i.i	Interpret figurative language, including similes and metaphors, in context.		
RW.5.2.3.i.ii	Recognize and explain the meaning of common idioms, adages, and proverbs.		
RW.5.2.3.i.iii	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words.		
RW.5.2.3.j	Acquire and use accurately grade-appropriate general academic and domain-specific words/phrases, including those that signal contrast, addition, logical relationships (for example: however, although, moreover, in addition).		

Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.

RW.5.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.		
RW.5.3.1.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.		
RW.5.3.1.b	Provide logically ordered reasons that are supported by facts and details.		

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RW.5.3.1.c	Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically).		
RW.5.3.1.d	Provide a concluding statement or section related to the opinion presented.		
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.5.3.2	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well developed topic, using precise language and domain specific vocabulary.		
RW.5.3.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension.		
RW.5.3.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information/examples related to topic.		
RW.5.3.2.c	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially).		
RW.5.3.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
RW.5.3.2.e	Provide a concluding statement or section related to the information or explanation presented.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.5.3.3	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.		
RW.5.3.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
RW.5.3.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
RW.5.3.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
RW.5.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
RW.5.3.3.e	Provide a conclusion that follows from the narrated experiences or events.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.5.3.4	Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.		
RW.5.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.5.3.4.a.i	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
RW.5.3.4.a.ii	Form and use the perfect (for example: I had walked; I have walked; I will have walked) verb tenses.		
RW.5.3.4.a.iii	Use verb tense to convey various times, sequences, states, and conditions.		
RW.5.3.4.a.iv	Recognize and correct inappropriate shifts in verb tense.		
RW.5.3.4.a.v	Use correlative conjunctions (for example: either/or, neither/nor).		
RW.5.3.4.a.vi	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
RW.5.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.5.3.4.b.i	Use punctuation to separate items in a series.		
RW.5.3.4.b.ii	Use a comma to separate an introductory element from the rest of the sentence.		
RW.5.3.4.b.iii	Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address.		
RW.5.3.4.b.iv	Use underlining, quotation marks, or italics to indicate titles of works.		
RW.5.3.4.b.v	Spell grade-appropriate words correctly, consulting references as needed.		
RW.5.3.4.c	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
RW.5.3.4.d	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
RW.5.3.4.e	With some guidance and support from adults, use technology, including the Internet, to produce/publish writing as well as to interact and collaborate with others.		

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RW.5.3.4.f	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.		
Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.			
RW.5.4.1	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.		
RW.5.4.1.a	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
RW.5.4.1.a.i	Summarize and support key ideas.		
RW.5.4.1.a.ii	Demonstrate comprehension of information with supporting logical and valid inferences.		
RW.5.4.1.a.iii	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.		
RW.5.4.1.b	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.		
RW.5.4.1.b.i	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).		
RW.5.4.1.b.ii	Provide documentation of sources used in a grade-appropriate format.		
RW.5.4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
RW.5.4.1.c.i	Apply grade 5 Reading standards to literature (for example: “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		
RW.5.4.1.c.ii	Apply grade 5 Reading standards to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 5.NBT.A. Number & Operations in Base Ten: Understand the place value system.			
MA.5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
MA.5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
MA.5.NBT.A.3	Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals
MA.5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	-Read/Write Decimals: Thousandths	- Identify Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals
MA.5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
MA.5.NBT.A.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Standard 1. Number and Quantity - 5.NBT.B. Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.			
MA.5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.5.NBT.B.6	Find whole-number quotients of =numbers with up to 4-digit dividends/five 2-digit divisors, using strategies based on place value, properties of operations, relationship between multiplication and division. Illustrate/explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm and Area Models
MA.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
Standard 1. Number and Quantity - 5.NF.A. Number & Operations—Fractions: Use equivalent fractions as a strategy to add and subtract fractions.			
MA.5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
MA.5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ by observing that $\frac{3}{7} < \frac{1}{2}$.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
Standard 1. Number and Quantity - 5.NF.B. Number & Operations—Fractions: Apply and extend previous understandings of multiplication and division.			
MA.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models/equations to represent problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems

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

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.5.NF.B.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, use a visual fraction model to show quotient. Use relationship between multiplication and division to explain $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
MA.5.NF.B.7.c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models/equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?		
Standard 2. Algebra and Functions - 5.OA.A. Operations & Algebraic Thinking: Write and interpret numerical expressions.			
MA.5.OA.A.1	Use grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols.	-Order of Operations	- Solve Problems Using Order of Operations
MA.5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large $18932 + 921$, without having to calculate indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
Standard 2. Algebra and Functions - 5.OA.B. Operations & Algebraic Thinking: Analyze patterns and relationships.			
MA.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern

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Standard 3. Data, Statistics, and Probability - 5.MD.A. Measurement & Data: Convert like measurement units within a given measurement system.			
MA.5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	-Converting Measurements	- Convert Units of Metric Length
Standard 3. Data, Statistics, and Probability - 5.MD.B. Measurement & Data: Represent and interpret data.			
MA.5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find amount of liquid each beaker would contain if total amount in all the beakers were redistributed equally.		
Standard 3. Data, Statistics, and Probability - 5.MD.C. Measurement & Data: Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.			
MA.5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
MA.5.MD.C.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
MA.5.MD.C.3.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
MA.5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
MA.5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	-Volume of Rectangular Prisms	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.5.MD.C.5.a	Model the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	-Volume of Rectangular Prisms	
MA.5.MD.C.5.b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	-Volume of Rectangular Prisms	
MA.5.MD.C.5.c	Use the additive nature of volume to find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.		

Standard 4. Geometry - 5.G.A. Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.

MA.5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
MA.5.G.A.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane

Standard 4. Geometry - 5.G.B. Geometry: Classify two-dimensional figures into categories based on their properties.

MA.5.G.B.3	Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	-Classifying Quadrilaterals	
MA.5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.6.1.1	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.		
RW.6.1.1.a	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.		
RW.6.1.1.a.i	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
RW.6.1.1.a.ii	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
RW.6.1.1.a.iii	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
RW.6.1.1.a.iv	Review key ideas expressed/demonstrate understanding of multiple perspectives through reflection/paraphrasing.		
RW.6.1.1.b	Interpret information presented in diverse media/formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
RW.6.1.1.c	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.6.1.2	Develop, organize, and present ideas/opinions effectively.		
RW.6.1.2.a	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.		
RW.6.1.2.b	Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information.		
RW.6.1.2.c	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.6.2.1	Analyze literary elements within different types of literature to make meaning.		
RW.6.2.1.a	Use Key Ideas and Details to:		
RW.6.2.1.a.i	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
RW.6.2.1.a.ii	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 Theme or Main Idea of the Story
RW.6.2.1.a.iii	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 plot moves toward a resolution.	-Plot Development	- Describe Plot and How Characters Respond to It
RW.6.2.1.b	Use Craft and Structure to:		
RW.6.2.1.b.i	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.		
RW.6.2.1.b.ii	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to development of theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
RW.6.2.1.b.iii	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
RW.6.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.6.2.1.c.i	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	
RW.6.2.1.c.ii	Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
RW.6.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.6.2.1.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.6.2.2	Analyze organization and structure of informational text to make meaning.		
RW.6.2.2.a	Use Key Ideas and Details to:		
RW.6.2.2.a.i	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
RW.6.2.2.a.ii	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 or judgments.	-Central Idea of a Text	- Use Key Details to Determine Central Idea of a Text - Identify the Main Idea and Key Details in an Informational Text
RW.6.2.2.a.iii	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (for example: through examples or anecdotes).	-Development of an Idea or Event	
RW.6.2.2.b	Use Craft and Structure to:		
RW.6.2.2.b.i	Determine meaning of words/phrases as they are used in a text: figurative, connotative, technical meanings.		
RW.6.2.2.b.ii	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	
RW.6.2.2.b.iii	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	-Author's Argument	
RW.6.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.6.2.2.c.i	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	-Integrate Information	- Integrate Information to Understand a Text
RW.6.2.2.c.ii	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	
RW.6.2.2.c.iii	Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person).	-Compare and Contrast	
RW.6.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.6.2.2.d.i	By the end of year, read/comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.6.2.3	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.		
RW.6.2.3.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading/content, choosing from range of strategies.		
RW.6.2.3.a.i	Use context (for example: 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.		
RW.6.2.3.a.ii	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: audience, auditory, audible).		
RW.6.2.3.a.iii	Consult reference materials (for example: 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.		
RW.6.2.3.a.iv	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).		
RW.6.2.3.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RW.6.2.3.b.i	Interpret figures of speech (for example: personification) in context.		
RW.6.2.3.b.ii	Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words.		
RW.6.2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, un wasteful, thrifty).		
RW.6.2.3.c	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.		
Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.			
RW.6.3.1	Write arguments to support claims with clear reasons, relevant evidence, credible sources, and a formal style.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.6.3.1.a	Write arguments to support claims with clear reasons and relevant evidence.		
RW.6.3.1.a.i	Introduce claim, organize the reasons/evidence clearly.		
RW.6.3.1.a.ii	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
RW.6.3.1.a.iii	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
RW.6.3.1.a.iv	Establish and maintain a formal style.		
RW.6.3.1.a.v	Provide a concluding statement or section that follows from the argument presented.		
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.6.3.2	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.		
RW.6.3.2.a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
RW.6.3.2.a.i	Introduce a topic; organize ideas, concepts, information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), multimedia when useful to aiding comprehension.		
RW.6.3.2.a.ii	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
RW.6.3.2.a.iii	Use appropriate transitions to clarify the relationships among ideas and concepts.		
RW.6.3.2.a.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
RW.6.3.2.a.v	Establish and maintain a formal style.		
RW.6.3.2.a.vi	Provide a concluding statement or section that follows from the information or explanation presented.		
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.6.3.3	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description, sequencing to convey experiences/events.		
RW.6.3.3.a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.6.3.3.a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
RW.6.3.3.a.i	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.		
RW.6.3.3.a.ii	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, characters.		
RW.6.3.3.a.iii	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
RW.6.3.3.a.iv	Use precise words and phrases, relevant descriptive details, sensory language to convey experiences/events.		
RW.6.3.3.a.v	Provide a conclusion that follows from the narrated experiences or events.		
RW.6.3.3.a.vi	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.6.3.4	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.		
RW.6.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.6.3.4.a.i	Ensure that pronouns are in the proper case (subjective, objective, possessive).		
RW.6.3.4.a.ii	Use intensive pronouns (for example: myself, ourselves).		
RW.6.3.4.a.iii	Recognize and correct inappropriate shifts in pronoun number and person.		
RW.6.3.4.a.iv	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
RW.6.3.4.a.v	Recognize variations from standard English in their own and others' writing and speaking, identify/use strategies to improve expression in conventional language.		
RW.6.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.6.3.4.b.i	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.6.3.4.b.ii	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine spelling of less frequent vocabulary.		
RW.6.3.4.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RW.6.3.4.c.i	Vary sentence patterns for meaning, reader/listener interest, and style.		
RW.6.3.4.c.ii	Maintain consistency in style and tone.		
RW.6.3.4.d	Produce clear and coherent writing in which development, organization, style are appropriate to task, purpose, and audience.		
RW.6.3.4.e	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.		
RW.6.3.4.f	Use technology, including the Internet, to produce/publish writing as well as to interact/collaborate with others.		
RW.6.3.4.g	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.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.6.4.1	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.		
RW.6.4.1.a	Conduct short research projects to answer question, drawing on sources, refocusing inquiry when appropriate.		
RW.6.4.1.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase data/conclusions of others while avoiding plagiarism, providing basic bibliographic information.		
RW.6.4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
RW.6.4.1.c.i	Apply grade 6 Reading standards to literature (for example: “Compare and contrast texts in different forms or genres [e.g., stories/poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).		
RW.6.4.1.c.ii	Apply grade 6 Reading standards to literary nonfiction (for example: “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”).		

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

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 6.NS.A. The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.			
MA.6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	-Dividing Fractions	
Standard 1. Number and Quantity - 6.NS.B. The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.			
MA.6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	-Divide Multi-Digit Numbers	
MA.6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
MA.6.NS.B.4	Find greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example: express $36+8$ as $4(9+2)$.	-Common Multiples & Factors	- Find the Greatest Common Factor
Standard 1. Number and Quantity - 6.NS.C. The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.			
MA.6.NS.C.5	Explain why positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.6.NS.C.6	Describe a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
MA.6.NS.C.6.a	Use opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, that 0 is its own opposite.	-Opposites of Numbers	
MA.6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
MA.6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
MA.6.NS.C.7	Order and find absolute value of rational numbers.	-Graphing in the Coordinate Plane	
MA.6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.		
MA.6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .		
MA.6.NS.C.7.c	Define the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	-Absolute Value	
MA.6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.		
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Algebra and Functions - 6.EE.A. Expressions & Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.			
MA.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
MA.6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
MA.6.EE.A.2.a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems
MA.6.EE.A.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	-Evaluating Expressions with Exponents	- Evaluate Exponential Expressions
MA.6.EE.A.2.c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
MA.6.EE.A.3	Apply properties of operations to generate equivalent expressions. For example, apply distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	-Equivalent Expressions	
MA.6.EE.A.4	Identify when two expressions are equivalent. For example, expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	-Equivalent Expressions	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Algebra and Functions - 6.EE.B. Expressions & Equations: Reason about and solve one-variable equations and inequalities.			
MA.6.EE.B.5	Describe solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
MA.6.EE.B.6	Use variables to represent numbers, write expressions when solving real-world/mathematical problem; understand that a variable can represent unknown number, depending on purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
MA.6.EE.B.7	Solve real-world and mathematical problems by writing, solving equations of the form $x + p = q$ / $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	-Solve One Variable Equations	
MA.6.EE.B.8	Write inequality of form $x > c$ or $x < c$ to represent constraint or condition in real-world/mathematical problem. Recognize that inequalities of form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of on number line.		
Standard 2. Algebra and Functions - 6.EE.C. Expressions & Equations: Represent and analyze quantitative relationships between dependent and independent variables.			
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.		
Standard 3. Data, Statistics, and Probability - 6.SP.A. Statistics & Probability: Develop understanding of statistical variability.			
MA.6.SP.A.1	Identify statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?"	-Introduction to Statistics	
MA.6.SP.A.2	Demonstrate that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
MA.6.SP.A.3	Explain that a measure of center for a numerical data set summarizes all of values with a single number, measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Data, Statistics, and Probability - 6.SP.B. Statistics & Probability: Summarize and describe distributions.			
MA.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	-Displaying Data	
MA.6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	-Summarizing Data Sets	
MA.6.SP.B.5.a	Reporting the number of observations.	-Summarizing Data Sets	
MA.6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured/its units of measurement.	-Summarizing Data Sets	
MA.6.SP.B.5.c	Giving quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	-Summarizing Data Sets	
MA.6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	
Standard 4. Geometry - 6.G.A. Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.			
MA.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
MA.6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world/mathematical problems.		
MA.6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
MA.6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.7.1.1	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.		
RW.7.1.1.a	Engage effectively in 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.		
RW.7.1.1.a.i	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.		
RW.7.1.1.a.ii	Follow rules for collegial discussions, track progress toward specific goals/deadlines, define individual roles as needed.		
RW.7.1.1.a.iii	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussion back on topic as needed.		
RW.7.1.1.a.iv	Acknowledge new information expressed by others and, when warranted, modify their own views.		
RW.7.1.1.b	Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
RW.7.1.1.c	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.7.1.2	Prepare for formal presentations and use appropriate delivery techniques.		
RW.7.1.2.a	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
RW.7.1.2.b	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
RW.7.1.2.c	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated or appropriate.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.7.2.1	Analyze the connections between interrelated literary elements to understand literary texts.		
RW.7.2.1.a	Use Key Ideas and Details to:		
RW.7.2.1.a.i	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	
RW.7.2.1.a.ii	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	
RW.7.2.1.a.iii	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot).	-Elements of a Short Story	
RW.7.2.1.b	Use Craft and Structure to:		
RW.7.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama.	-Figurative Language	
RW.7.2.1.b.ii	Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning	-Text Structure	
RW.7.2.1.b.iii	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
RW.7.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.7.2.1.c.i	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 (for example: lighting, sound, color, or camera focus and angles in a film).	-Compare Text and Multimedia	
RW.7.2.1.c.ii	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	
RW.7.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.7.2.1.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.7.2.2	Summarize and evaluate to show understanding of informational texts.		
RW.7.2.2.a	Use Key Ideas and Details to:		
RW.7.2.2.a.i	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	
RW.7.2.2.a.ii	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	
RW.7.2.2.a.iii	Analyze interactions between individuals, events, ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events).	-How Ideas Are Related	
RW.7.2.2.b	Use Craft and Structure to:		
RW.7.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
RW.7.2.2.b.ii	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	
RW.7.2.2.b.iii	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	-Author's Point of View and Goal	
RW.7.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.7.2.2.c.i	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words).	-Print vs. Multimedia Text	
RW.7.2.2.c.ii	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	
RW.7.2.2.c.iii	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	
RW.7.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.7.2.2.d.i	By the end of the year, read/comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.7.2.3	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.		
RW.7.2.3.a	Determine and clarify meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
RW.7.2.3.a.i	Use context (for example: 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.		
RW.7.2.3.a.ii	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: belligerent, bellicose, rebel).		
RW.7.2.3.a.iii	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify its precise meaning or its part of speech.		
RW.7.2.3.a.iv	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).		
RW.7.2.3.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RW.7.2.3.b.i	Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context.		
RW.7.2.3.b.ii	Use the relationship between particular words to better understand each of the words.		
RW.7.2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: refined, respectful, polite, diplomatic, condescending).		
RW.7.2.3.c	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.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.			
RW.7.3.1	Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.		
RW.7.3.1.a	Write arguments to support claims with clear reasons and relevant evidence.		
RW.7.3.1.a.i	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
RW.7.3.1.a.ii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
RW.7.3.1.a.iii	Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, evidence.		
RW.7.3.1.a.iv	Establish and maintain a formal style.		
RW.7.3.1.a.v	Provide a concluding statement or section that follows from and supports the argument presented.		
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.7.3.2	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, formal style.		
RW.7.3.2.a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis of relevant content.		
RW.7.3.2.a.i	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.		
RW.7.3.2.a.ii	Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
RW.7.3.2.a.iii	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
RW.7.3.2.a.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
RW.7.3.2.a.v	Establish and maintain a formal style.		
RW.7.3.2.a.vi	Provide a concluding statement or section that follows from and supports information or explanation presented.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.7.3.3	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.		
RW.7.3.3.a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
RW.7.3.3.a.i	Engage and orient the reader by establishing a context and point of view and introducing a narrator characters; organize an event sequence that unfolds naturally/logically.		
RW.7.3.3.a.ii	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, characters.		
RW.7.3.3.a.iii	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
RW.7.3.3.a.iv	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
RW.7.3.3.a.v	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
RW.7.3.3.a.vi	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.7.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.7.3.4.b.i	Use a comma to separate coordinate adjectives (for example: It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
RW.7.3.4.b.ii	Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.7.3.4.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RW.7.3.4.c.i	Choose language that expresses ideas precisely and concisely, recognizing/eliminating wordiness/redundancy.		
RW.7.3.4.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
RW.7.3.4.e	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on how well purpose/audience have been addressed.		
RW.7.3.4.f	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.		
RW.7.3.4.g	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.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.7.4.1	Pose research questions, synthesize answers from multiple sources, present conclusions in an appropriate format.		
RW.7.4.1.a	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused question for further research/investigation.		
RW.7.4.1.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess 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.		
RW.7.4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
RW.7.4.1.c.i	Apply grade 7 Reading standards to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character/a historical account of same period as a means of understanding how authors of fiction use or alter history").		
RW.7.4.1.c.ii	Apply grade 7 Reading standards to literary nonfiction (e.g. "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").		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 7.RP.A. Ratios & Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.			
MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas/other quantities measured in like or different units.	-Compute Unit Rates	
MA.7.RP.A.2	Identify and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
MA.7.RP.A.2.a	Determine 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	
MA.7.RP.A.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
MA.7.RP.A.2.c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	-Represent Proportions	
MA.7.RP.A.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r =unit rate.	-Represent Proportions	
MA.7.RP.A.3	Use proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	-Ratio, Proportion Word Problems	
Standard 1. Number and Quantity - 7.NS.A. The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
MA.7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.7.NS.A.1.a	Describe situations which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because two constituents are oppositely charged.	-Add Rational Numbers	
MA.7.NS.A.1.b	Demonstrate $p + q$ 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 number and its opposite have a sum of 0. Interpret sums of rational numbers by describing real-world contexts.	-Add Rational Numbers	
MA.7.NS.A.1.c	Demonstrate subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	-Subtract Rational Numbers	
MA.7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
MA.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
MA.7.NS.A.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy properties of operations, particularly distributive property, leading to products such as $(-1)(-1) = 1$ and rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	-Multiply Rational Numbers	
MA.7.NS.A.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
MA.7.NS.A.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
MA.7.NS.A.2.d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	
MA.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	-Four Operations with Numbers	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Algebra and Functions - 7.EE.A. Expressions & Equations: Use properties of operations to generate equivalent expressions.			
MA.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, expand linear expressions with rational coefficients.		
MA.7.EE.A.2	Demonstrate that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a+0.05a = 1.05a$ means that "increase by 5%" is same as "multiply by 1.05."	-Generate Equivalent Expressions	
Standard 2. Algebra and Functions - 7.EE.B. Expressions & Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
MA.7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	-Multi-Step, Real-World Problems	
MA.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
MA.7.EE.B.4.a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	-Solving Equations	
MA.7.EE.B.4.b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality, interpret it in the context of problem. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe solutions.	-Solving Inequalities	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Data, Statistics, and Probability - 7.SP.A. Statistics & Probability: Use random sampling to draw inferences about a population.			
MA.7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of 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	
MA.7.SP.A.2	Use data from a random sample to draw inferences about a population with unknown characteristic of interest. Generate multiple samples of same size to gauge variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book.	-Inferential Statistics	
Standard 3. Data, Statistics, and Probability - 7.SP.B. Statistics & Probability: Draw informal comparative inferences about two populations.			
MA.7.SP.B.3	Informally assess degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between centers by expressing it as a multiple of a measure of variability.		
MA.7.SP.B.4	Use measures of center/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	
Standard 3. Data, Statistics, and Probability - 7.SP.C. Statistics & Probability: Investigate chance processes and develop, use, and evaluate probability models.			
MA.7.SP.C.5	Explain that probability of a chance event is number between 0-1 that expresses the likelihood of event occurring. Larger numbers indicate greater likelihood. Probability 0=unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, a probability near 1=likely event.	-Probability of a Chance Event	
MA.7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	-Predict and Compare Probability	
MA.7.SP.C.7	Develop probability model to find probabilities of events. Compare probabilities from model to observed frequencies; if the agreement isn't good, explain possible discrepancies.	-Predict and Compare Probability	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
MA.7.SP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, use the model to determine probabilities of events.	-Predict and Compare Probability	
MA.7.SP.C.7.b	Develop a probability model by observing frequencies in data generated from chance process.		
MA.7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
MA.7.SP.C.8.a	Explain that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
MA.7.SP.C.8.b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
MA.7.SP.C.8.c	Represent sample spaces for compound events using methods such as organized lists, tables, tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.		

Standard 4. Geometry - 7.G.A. Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them.

MA.7.G.A.1	Solve problems involving scale drawings of figures, including computing actual lengths and areas from a scale drawing, reproducing a scale drawing at a different scale.		
MA.7.G.A.2	Draw geometric shapes with conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		

Standard 4. Geometry - 7.G.B. Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

MA.7.G.B.4	State formulas for the area and circumference of a circle; use them to solve problems; give an informal derivation of relationship between circumference and area of a circle.		
MA.7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
MA.7.G.B.6	Solve real-world/mathematical problems involving area, volume, surface area of $\frac{2}{3}$ -dimensional objects composed of triangles, quadrilaterals, polygons, cubes, right prisms.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Oral Expression and Listening - Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.			
RW.8.1.1	Engage in effective collaborative discussions and analyze information presented.		
RW.8.1.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
RW.8.1.1.a.i	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.		
RW.8.1.1.a.ii	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
RW.8.1.1.a.iii	Pose questions that connect the ideas of several speakers and respond to others' questions/comments with relevant evidence, observations, and ideas.		
RW.8.1.1.a.iv	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
RW.8.1.1.b	Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation.		
RW.8.1.1.c	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.		
Standard 1. Oral Expression and Listening - Deliver effective oral presentations for varied audiences and varied purposes.			
RW.8.1.2	Design organized presentations incorporating key details and claims while tailored for purpose and audience.		
RW.8.1.2.a	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.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.8.1.2.b	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
RW.8.1.2.c	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Standard 2. Reading for All Purposes - Read a wide range of literary texts to build knowledge and to better understand the human experience.			
RW.8.2.1	Analyze and evaluate literary elements and an author's choices to understand literary text.		
RW.8.2.1.a	Use Key Ideas and Details to:		
RW.8.2.1.a.i	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	
RW.8.2.1.a.ii	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	
RW.8.2.1.a.iii	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	
RW.8.2.1.b	Use Craft and Structure to:		
RW.8.2.1.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative/connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RW.8.2.1.b.ii	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	
RW.8.2.1.b.iii	Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor.	-Point of View	
RW.8.2.1.c	Use Integration of Knowledge and Ideas to:		
RW.8.2.1.c.i	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	
RW.8.2.1.c.ii	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	-Fiction: Themes and Patterns	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
RW.8.2.1.d	Use Range of Reading and Level of Text Complexity to:		
RW.8.2.1.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently/proficiently.		
Standard 2. Reading for All Purposes - Read a wide range of informational texts to build knowledge and to better understand the human experience.			
RW.8.2.2	Analyze and evaluate an author's choices to understand informational text.		
RW.8.2.2.a	Use Key Ideas and Details to:		
RW.8.2.2.a.i	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	
RW.8.2.2.a.ii	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	
RW.8.2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories).	-Text Development	
RW.8.2.2.b	Use Craft and Structure to:		
RW.8.2.2.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, technical meanings; analyze the impact of specific word choices on meaning/tone, including analogies/allusions to other texts.	-Word Choice and Meaning	
RW.8.2.2.b.ii	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	
RW.8.2.2.b.iii	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
RW.8.2.2.c	Use Integration of Knowledge and Ideas to:		
RW.8.2.2.c.i	Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea.	-Multi-Media and Expository Text	
RW.8.2.2.c.ii	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	
RW.8.2.2.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or interpretation.	-Understand Conflicting Texts	

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RW.8.2.2.d	Use Range of Reading and Level of Text Complexity to:		
RW.8.2.2.d.i	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.		
Standard 2. Reading for All Purposes - Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
RW.8.2.3	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.		
RW.8.2.3.a	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.		
RW.8.2.3.a.i	Use context (for example: 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.		
RW.8.2.3.a.ii	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: precede, recede, secede).		
RW.8.2.3.a.iii	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word, determine or clarify its precise meaning or its part of speech.		
RW.8.2.3.a.iv	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).		
RW.8.2.3.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RW.8.2.3.b.i	Interpret figures of speech (e.g. verbal irony, puns) in context.		
RW.8.2.3.b.ii	Use the relationship between particular words to better understand each of the words.		
RW.8.2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute).		
RW.8.2.3.c	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.		

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Standard 3. Writing and Composition - Craft arguments using techniques specific to the genre.			
RW.8.3.1	Write well-organized/cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, evidence.		
RW.8.3.1.a	Write arguments to support claims with clear reasons and relevant evidence.		
RW.8.3.1.a.i	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
RW.8.3.1.a.ii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
RW.8.3.1.a.iii	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
RW.8.3.1.a.iv	Establish and maintain a formal style.		
RW.8.3.1.a.v	Provide a concluding statement or section that follows from and supports the argument presented.		
Standard 3. Writing and Composition - Craft informational/explanatory texts using techniques specific to the genre.			
RW.8.3.2	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, specific vocabulary, formal style.		
RW.8.3.2.a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis of relevant content.		
RW.8.3.2.a.i	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.		
RW.8.3.2.a.ii	Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations, other information/examples.		
RW.8.3.2.a.iii	Use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts.		
RW.8.3.2.a.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
RW.8.3.2.a.v	Establish and maintain a formal style.		
RW.8.3.2.a.vi	Provide a concluding statement or section that follows from and supports the information/explanation presented.		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 3. Writing and Composition - Craft narratives using techniques specific to the genre.			
RW.8.3.3	Write engaging real or imagined narratives effectively using techniques such as relevant/sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences/events.		
RW.8.3.3.a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
RW.8.3.3.a.i	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/logically.		
RW.8.3.3.a.ii	Use narrative techniques: dialogue, pacing, description, and reflection, to develop experiences, events, characters.		
RW.8.3.3.a.iii	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame/setting to another, show relationships among experiences/events.		
RW.8.3.3.a.iv	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
RW.8.3.3.a.v	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
RW.8.3.3.a.vi	Use stylistic techniques; figurative language; and graphic elements to express personal or narrative voice.		
Standard 3. Writing and Composition - Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
RW.8.3.4	Produce clear and coherent final drafts that demonstrate a command of conventions for grammar, usage, mechanics as well as a style appropriate to task, purpose, audience.		
RW.8.3.4.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
RW.8.3.4.a.i	Explain the function of verbals (gerunds, participles, infinitives) in general, their function in particular sentences.		
RW.8.3.4.a.ii	Form and use verbs in the active and passive voice.		
RW.8.3.4.a.iii	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
RW.8.3.4.a.iv	Recognize/correct inappropriate shifts in verb voice/mood.		
RW.8.3.4.b	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
RW.8.3.4.b.i	Use punctuation to indicate a pause or break.		

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RW.8.3.4.b.ii	Use an ellipsis to indicate an omission.		
RW.8.3.4.b.iii	Correctly spell frequently used words and consult reference materials to determine spelling of less frequent vocabulary.		
RW.8.3.4.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RW.8.3.4.c.i	Use verbs in the active and passive voice and in conditional and subjunctive mood to achieve particular effects.		
RW.8.3.4.d	Produce clear and coherent writing in which the development, organization, style are appropriate to task, purpose, audience.		
RW.8.3.4.e	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on how well purpose and audience have been addressed.		
RW.8.3.4.f	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact/collaborate with others.		
RW.8.3.4.g	Write routinely over extended time frames and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

Standard 4. Research Inquiry and Design - Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.8.4.1	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.		
RW.8.4.1.a	Conduct short research project to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
RW.8.4.1.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote/paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
RW.8.4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
RW.8.4.1.c.i	Apply grade 8 Reading standards to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible).		
RW.8.4.1.c.ii	Apply grade 8 Reading standards to literary nonfiction (for example: "Delineate and evaluate the argument/specific claims in a text").		

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 1. Number and Quantity - 8.NS.A. The Number System: Know that there are numbers that are not rational, and approximate them by rational numbers.			
MA.8.NS.A.1	Demonstrate informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Define irrational numbers as numbers that are not rational.	-Convert to Rational Numbers	
MA.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	-Estimate Irrational Numbers	
Standard 2. Algebra and Functions - 8.EE.A. Expressions & Equations: Work with radicals and integer exponents.			
MA.8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	-Integer Exponents	
MA.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
MA.8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.	-Scientific Notation	
MA.8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	

Colorado Code	Colorado Standard	Quest Title	Small Group Skill Lessons
Standard 2. Algebra and Functions - 8.EE.B. Expressions & Equations: Understand the connections between proportional relationships, lines, and linear equations.			
MA.8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	-Relationships and Slope	
MA.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	-Slope Intercept Form, Triangles	
Standard 2. Algebra and Functions - 8.EE.C. Expressions & Equations: Analyze and solve linear equations and pairs of simultaneous linear equations.			
MA.8.EE.C.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
MA.8.EE.C.7.a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	-Solutions to Linear Equations	
MA.8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	
MA.8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.	-Solutions to Linear Equations	
MA.8.EE.C.8.a	Explain 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	
MA.8.EE.C.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	-Solutions to Linear Equations	

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MA.8.EE.C.8.c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		
Standard 2. Algebra and Functions - 8.F.A. Functions: Define, evaluate, and compare functions.			
MA.8.F.A.1	Define a function as 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.		
MA.8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
MA.8.F.A.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
Standard 2. Algebra and Functions - 8.F.B. Functions: Use functions to model relationships between quantities.			
MA.8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		
MA.8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		

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Standard 3. Data, Statistics, and Probability - 8.SP.A. Statistics & Probability: Investigate patterns of association in bivariate data.			
MA.8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
MA.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
MA.8.SP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.		
MA.8.SP.A.4	Explain that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	-Two-Way Table	- Test Apps
Standard 4. Geometry - 8.G.A. Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software.			
MA.8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:		
MA.8.G.A.1.a	Lines are taken to lines, and line segments to line segments of the same length.		
MA.8.G.A.1.b	Angles are taken to angles of the same measure.		
MA.8.G.A.1.c	Parallel lines are taken to parallel lines.		

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MA.8.G.A.2	Demonstrate that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.		
MA.8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		
MA.8.G.A.4	Demonstrate that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
MA.8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
Standard 4. Geometry - 8.G.B. Geometry: Understand and apply the Pythagorean Theorem.			
MA.8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.		
MA.8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		
MA.8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
Standard 4. Geometry - 8.G.C. Geometry: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
MA.8.G.C.9	State the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		