



# eSpark Learning Alignment with the Kansas Curricular Standards (2017)

eSpark Learning is aligned to the Kansas Curricular Standards (2017). 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 Kansas codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Text Types and Purposes</b>			
W.K.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		
W.K.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
W.K.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which occurred, and provide a reaction to what happened.		
<b>Writing: Production and Distribution of Writing</b>			
W.K.5	With guidance/support from adults, respond to questions and suggestions from peers, add details to strengthen writing.		
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.K.7	With guidance and support from adults, participate in shared research/writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing: Language in Writing</b>			
W.K.10	Demonstrate command of the conventions of standards English grammar and usage when writing.		
W.K.10.a	Print many upper and lowercase letters.		

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W.K.10.b	Use frequently occurring nouns and verbs in writing.		
W.K.10.c	Understand and use question words (interrogatives).		
W.K.10.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).		
W.K.10.e	Produce and expand complete sentences in shared language activities.		
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
W.K.11.a	Capitalize the first word in a sentence and the pronoun I.		
W.K.11.b	Recognize and name end punctuation.		
W.K.11.c	Write a letter(s) for most consonant/short vowel sounds.		
W.K.11.d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.		

## Speaking and Listening: Comprehension and Collaboration

SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about topics/texts).		
SL.K.1.b	Continue a conversation through multiple exchanges.		
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

## Speaking and Listening: Presentation of Knowledge and Ideas

SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
SL.K.6	Speak audibly/express thoughts, feelings, ideas clearly.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.K.7	Demonstrate command of the conventions of standards English grammar and usage when speaking.		
SL.K.7.a	Use frequently occurring nouns and verbs in speech.		
SL.K.7.b	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		
SL.K.7.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
SL.K.7.d	Use most frequently occurring prepositions in written work (e.g., to, from, in out, on, off, for, of, by, with).		
SL.K.7.e	Produce and expand complete sentences in shared language activities.		
SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.		
<b>Reading Foundational: Print Concepts</b>			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.c	Understand that words are separated by spaces in print and can point with one-to-one correspondence.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
RF.K.1.d	Recognize and name all upper and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundational: Phonological Awareness</b>			
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>-Words That Rhyme</li> <li>-Count Syllables</li> <li>-Letters Make Words</li> <li>-Word Families</li> </ul>	<ul style="list-style-type: none"> <li>- Find Words that Rhyme</li> <li>- Count Syllables in a Word</li> <li>- Blend Three Sounds to Make a Word</li> <li>- Segment Initial, Middle, and Final Sound in a Word</li> <li>- Make CVC Words</li> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify Missing Sounds</li> </ul>
<b>RF.K.2.a</b>	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
<b>RF.K.2.b</b>	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
<b>RF.K.2.c</b>	Blend and segment onsets and rimes of single-syllable spoken words.		
<b>RF.K.2.d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with //, /r/, or /x/.)	-Letters Make Words	<ul style="list-style-type: none"> <li>- Blend Three Sounds to Make a Word</li> <li>- Segment Initial, Middle, and Final Sound in a Word</li> <li>- Make CVC Words</li> </ul>
<b>RF.K.2.e</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	<ul style="list-style-type: none"> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify Missing Sounds</li> </ul>
<b>Reading Foundational: Phonics and Word Recognition</b>			
<b>RF.K.3</b>	Know and apply phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>-Letter Sounds</li> <li>-Sight Words</li> <li>-Word Families</li> </ul>	<ul style="list-style-type: none"> <li>- Make all Letter Sounds</li> <li>- Recognize Sight Words</li> <li>- Change the First Letter to Make New Words</li> <li>- Identify Missing Sounds</li> <li>- Make New Words Based On Word Families</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	-Letter Sounds	- Make all the Letter Sounds
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		
RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-Sight Words	- Recognize Sight Words
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g., bat/cat, bat/bit/, bat/bad).	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
<b>Reading Foundational: Fluency</b>			
RF.K.4	Read emergent-reader texts with purpose and understanding.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask/Answer Questions	- Answer Questions about a Story
RL.K.2	With prompting and support, retell familiar stories, including key details.	-Retell Stories	- Retell Parts of a Story - Retell a Story
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	-Tell What Happened	- Identify Major Events and Characters in a Story
<b>Reading Literature: Craft and Structure</b>			
RL.K.4	With prompting and support, ask and answer questions about unknown words in a text.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	-Identify Stories and Poems	- Identify Poems - Identify Fictional and Informational Texts
RL.K.6	With prompting and support, name the author/illustrator of a story and define the role of each in telling the story.		

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<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.K.7	With prompting and support, describe the relationship between illustrations/the story in which they appear.	-Using Pictures in Stories	
RL.K.9	With prompting/support, compare/contrast adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
<b>Reading Literature: Language in Reading</b>			
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	-Adding Word Parts	
RL.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).		
RL.K.11.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	-Adding Word Parts	
RL.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
RL.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-Opposites!	
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
RL.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-Similar Action Words	
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.K.13	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.		

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<b>Reading Informational: Key Ideas and Details</b>			
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
<b>Reading Informational: Craft and Structure</b>			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
RI.K.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
RI.K.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.K.7	With prompting and support, describe relationship between illustrations and text in which they appear.	-Pictures Help You Read	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
RI.K.9	With prompting/support, identify basic similarities in and differences between two texts on same topic.	-Same and Different	- Note Similarities and Differences Between Texts



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<b>Reading Informational: Language in Reading</b>			
RI.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	-Adding Word Parts	
RI.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).		
RI.K.11.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	-Adding Word Parts	
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
RI.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
RI.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-Opposites!	
RI.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
RI.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-Similar Action Words	
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.		

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<b>Counting and Cardinality: K.CC - Know number names and the count sequence.</b>			
<b>K.CC.1</b>	Count to 100 by ones and by tens and identify as a growth pattern.	-Let's Count	- Count Large Numbers
<b>K.CC.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	-Let's Count	- Count Large Numbers
<b>K.CC.3</b>	Read and write numerals from 0 to 20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
<b>Counting and Cardinality: K.CC - Count to tell the number of objects.</b>			
<b>K.CC.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
<b>K.CC.4a</b>	When counting objects, say each number's name in sequential order, pairing each object with one and only one number name and each number name with one and only one object.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.CC.4b</b>	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.CC.4c</b>	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
<b>K.CC.4d</b>	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
<b>K.CC.5</b>	Count to answer "how many?" up to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration (subitizing); given a number from 1 to 20, count out that many objects.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty

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<b>Counting and Cardinality: K.CC - Compare numbers.</b>			
<b>K.CC.6</b>	Identify whether the number of objects in one group is greater than, less than, or equal to number of objects in another group. Include groups with up to 10 objects.	-More or Less?	- Compare Groups of Objects Using More and Fewer
<b>K.CC.7</b>	Compare two numbers between 1 and 10 presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10
<b>Operations and Algebraic Thinking: K.OA - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
<b>K.OA.1</b>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add and Subtract
<b>K.OA.2</b>	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"> <li>- Solve Addition and Subtraction Story Problems</li> <li>- Solve Addition and Subtraction Word Problems</li> </ul>
<b>K.OA.3</b>	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"> <li>- Decompose Numbers within 10</li> <li>- Decompose Numbers Using Number Bonds</li> <li>- Decompose Numbers within 10 Two Different Ways</li> </ul>
<b>K.OA.4</b>	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"> <li>- Fill in the Missing Number in an Equation to Make 10</li> <li>- Find the Missing Number of Objects to Make Ten</li> <li>- Find the Missing Number to Complete a Ten-Frame</li> </ul>

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K.OA.5	Fluently (efficiently, accurately, and flexibly) add and subtract within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
<b>Number and Operations in Base Ten: K.NBT - Work with numbers 11 to 19 to gain foundations for place value.</b>			
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, (e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. $10+8=18$ and $19=10+9$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	-Make Numbers	- Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks
<b>Measurement and Data: K.MD - Describe and compare measurable attributes.</b>			
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
K.MD.2	Directly compare two objects, with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
<b>Measurement and Data: K.MD - Classify objects and count the number of objects in each category.</b>			
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10).	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them

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<b>Geometry: K.G - Identify and describe shapes.</b>			
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	-Shape Names	<ul style="list-style-type: none"> <li>- Put Objects in Different Locations</li> <li>- Identify Shapes in the Real World</li> <li>- Identify an Objects Position and Location</li> </ul>
K.G.2	Correctly gives most precise name of shapes regardless of their orientations (position and direction in space) or overall size.	-Different Shapes	
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	-Flat or Solid?	
<b>Geometry: K.G - Analyze, compare, create, and compose shapes.</b>			
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations (position and direction in space), using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/“corners”) and other attributes (e.g. having sides of equal length).	-Square or Cube?	
K.G.5	Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
K.G.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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<b>Writing: Text Types and Purposes</b>			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about topic, provide some sense of closure.		
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
<b>Writing: Production and Distribution of Writing</b>			
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.6	With guidance/support from adults, use a variety of digital tools to produce/publish writing, including collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.1.7	With guidance and support from adults, participate in shared research and writing projects.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing: Language in Writing</b>			
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		
W.1.10.a	Print all upper- and lowercase letters.		
W.1.10.b	Use common, proper, and possessive nouns when writing.		
W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.		
W.1.10.d	Use personal, possessive, and indefinite pronouns.		
W.1.10.e	Use verbs to convey sense of past/present/future when writing.		
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.		

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W.1.10.g	Produce/expand complete simple/compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
W.1.11.a	Capitalize dates and names of people.		
W.1.11.b	Use end punctuation for sentences.		
W.1.11.c	Use commas in dates/to separate single words in a series.		
W.1.11.d	Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.		
W.1.11.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.		
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
SL.1.3	Ask/answer questions about what a speaker says in order to gather additional information/clarify something not understood.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.1.4	Use relevant details to describe people, places, things, and events, expressing ideas and feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.		
SL.1.7.a	Use common, proper, possessive nouns when speaking.		
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.		
SL.1.7.c	Use personal, possessive, indefinite pronouns when speaking.		
SL.1.7.d	Use verbs to convey a sense of past, present, and future when speaking.		
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.		
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
SL.1.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships (e.g., because).		
<b>Reading Foundational: Print Concepts</b>			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
RF.1.1.a	Demonstrate book orientation knowledge.		
RF.1.1.b	Have an understanding of important reading terminology.		
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
<b>Reading Foundational: Phonological Awareness</b>			
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes.	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long/Short Vowels in Words - Identify Sounds in a CVC Word - Blend Sounds to Read CVC Words



Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	<ul style="list-style-type: none"> <li>- Identify Long and Short Vowels in Words</li> <li>- Find the Long Vowel Sounds</li> </ul>
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends.		
RF.1.2.c	Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
RF.1.2.d	Orally segment single-syllable words into their complete sequence of individual phonemes.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
<b>Reading Foundational: Phonics and Word Recognition</b>			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>-Blend Sounds to Make Words</li> <li>- "Sh," "Ch"</li> <li>- "Wh," "Th," "Ck"</li> <li>- Silent 'e'</li> <li>- Vowel Teams</li> <li>- Identify Syllables</li> <li>- Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of the Sh and Wh Digraphs</li> <li>- Read Words with the Sh/Wh Digraph</li> <li>- Blend Sounds to Read CVC Words</li> <li>- Identify Common Vowel Teams</li> <li>- Read Words with Silent e</li> <li>- Understand How Silent e Changes the Vowel Sound in a Word</li> <li>- Divide Words into Syllables</li> <li>- Identify Syllables in a Word</li> <li>- Read Sight Words</li> <li>- Read Irregular Words</li> </ul>
RF.1.3.a	Know the sound-spelling correspondences for common consonant digraphs.	<ul style="list-style-type: none"> <li>-Blend Sounds to Make Words</li> <li>- "Sh," "Ch"</li> <li>- "Wh," "Th," "Ck"</li> </ul>	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of the Sh Digraph</li> <li>- Read Words with the Sh and Why Digraphs</li> </ul>
RF.1.3.b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RF.1.3.c	Know final -e and common vowel team patterns for representing long vowel sounds.	-Silent 'e' -Vowel Teams	<ul style="list-style-type: none"> <li>- Identify Common Vowel Teams</li> <li>- Read Words with a Silent e</li> <li>- Understand How Silent e Changes the Vowel Sound in a Word</li> </ul>
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	<ul style="list-style-type: none"> <li>- Divide Words into Syllables</li> <li>- Identify the Number of Syllables in a Word</li> <li>- Find the Number of Syllables in a Word</li> </ul>
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.	-Identify Syllables	<ul style="list-style-type: none"> <li>- Divide Words into Syllables</li> <li>- Find the Number of Syllables in a Word</li> </ul>
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).		
RF.1.3.g	Recognize and read grade-appropriate words.	-Sight Words	<ul style="list-style-type: none"> <li>- Read Sight Words</li> <li>- Read Irregular Words</li> </ul>
<b>Reading Foundational: Fluency</b>			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.1.4.a	Read on-level text with purpose and understanding.		
RF.1.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.1.1	Ask and answer questions such as who, what, where, why, when, and how about key details in a text.	-Questions About Stories	<ul style="list-style-type: none"> <li>- Answer Questions about a Story</li> <li>- Ask Questions about a Story</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RL.1.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	-Retell Stories	<ul style="list-style-type: none"> <li>- Identify the Lesson in a Story</li> <li>- Identify Parts of a Story</li> <li>- Retell a Story</li> </ul>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	-Characters, Plot, and Setting	<ul style="list-style-type: none"> <li>- Identify the Characters in a Story and their Character Traits</li> <li>- Identify the Main Events in a Story</li> </ul>
<b>Reading Literature: Language in Reading</b>			
RL.1.11	Determine/clarify meaning of unknown words and multiple-meaning words/phrases based on Grade 1 reading/content, choosing flexibly from strategies.	-Context Clues -Prefixes and Suffixes	
RL.1.11.a	Use sentence-level context as a clue to the meaning of a word.	-Context Clues	
RL.1.11.b	Use frequently-occurring affixes as a clue to the meaning of a word or phrase.	-Prefixes and Suffixes	
RL.1.11.c	Identify frequently-occurring root words (e.g., look) and their inflectional forms		
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Sorting Words -Words Use -What are Synonyms?	
RL.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.	-Sorting Words	
RL.1.12.b	Define words by category and by key attributes.		
RL.1.12.c	Identify real-life connections between words and their uses.	-Words and Their Use	
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.1.13	With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Informational: Key Ideas and Details</b>			
RI.1.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
RI.1.2	Identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	-Make Connections	
<b>Reading Informational: Craft and Structure</b>			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-Find Meaning of Words	
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
RI.1.8	Identify the reasons an author gives to support points in a text.	-Identify Author's Purpose	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Compare and Contrast Texts	

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Informational: Language in Reading</b>			
RI.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.	-Context Clues -Prefixes and Suffixes	
RI.1.11.a	Use sentence-level context as a clue to the meaning of a word.	-Context Clues	
RI.1.11.b	Use frequently-occurring affixes as a clue to the meaning of a word or phrase.	-Prefixes and Suffixes	
RI.1.11.c	Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Sorting Words -Words and Use -What are Synonyms?	
RI.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.	-Sorting Words	
RI.1.12.b	Define words by category and by one or more key attributes.		
RI.1.12.c	Identify real-life connections between words and their uses.	-Words and Their Use	
RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.1.13	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 1.OA - Represent and solve problems involving addition and subtraction.</b>			
1.OA.1	Use addition/subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).	-Word Problems	<ul style="list-style-type: none"> <li>- Solve Adding and Subtracting Word Problems</li> <li>- Solve Addition and Subtraction Word Problems Using Pictures</li> </ul>
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.		
<b>Operations and Algebraic Thinking: 1.OA - Understand and apply properties of operations and the relationship between addition and subtraction.</b>			
1.OA.3	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract within 20.	-Number Families	<ul style="list-style-type: none"> <li>- Learn about Fact Families</li> <li>- Understand Properties of Addition</li> </ul>
1.OA.4	Understand subtraction as an unknown-addend problem within 20. For example, subtract 10-8 by finding the number that makes 10 when added to 8.	-Number Families	<ul style="list-style-type: none"> <li>- Understand Properties of Addition</li> </ul>
<b>Operations and Algebraic Thinking: 1.OA - Add and subtract within 20.</b>			
1.OA.5	Relate counting to addition and subtraction (e.g. by counting on 2 to add 2, counting back 1 to subtract 1).	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> <li>- Add by Counting On</li> <li>- Add within 20 by Counting On</li> <li>- Add within 20 by Counting</li> <li>- Subtract within 20 by Counting Back</li> </ul>
1.OA.6	Add and subtract within 20, demonstrating fluency (efficiently, accurately, and flexibly) for addition and subtraction within 10. Use mental 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"> <li>- Add and Subtract within 10</li> <li>- Add within 20</li> <li>- Add within 20 Using a Number Line</li> <li>- Subtract within 20</li> <li>- Add and Subtract within 20</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 1.OA - Work with addition and subtraction equations.</b>			
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 + 1 = 6 - 1$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ ).	-What is Equal?	
1.OA.8	Using related equations, Determine the unknown whole number in an addition or subtraction equation. For example, determine the unknown number that makes the equation true in $\square - 3 = 7$ ; $7 + 3 = \square$ .	-Find the Missing Number	<ul style="list-style-type: none"> <li>- Identify the Missing Addend</li> <li>- Find the Missing Addend</li> </ul>
<b>Number and Operations in Base Ten: 1.NBT - Extend the counting sequence.</b>			
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		
<b>Number and Operations in Base Ten: 1.NBT - Understand place value.</b>			
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make 10s from 1s</li> </ul>
1.NBT.2a	10 can be thought of as a group of ten ones — called a “ten.”	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make 10s from 1s</li> </ul>
1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make 10s from 1s</li> </ul>
1.NBT.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make 10s from 1s</li> </ul>
1.NBT.2d	Show flexibility in composing and decomposing tens and ones.		

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1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the relational symbols $>$ , $<$ , $=$ , $\neq$ .	-Compare Numbers	- Compare Two-Digit Numbers
<b>Number and Operations in Base Ten: 1.NBT - Use place value understanding and properties of operations to add and subtract.</b>			
1.NBT.4	Add within 100 using concrete models/drawings, strategies based on place value, properties of operations, relationship between addition/subtraction; relate strategy to written method, explain reasoning used including:	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add 2-Digit Numbers Using Base Ten Blocks
1.NBT.4a	Adding a two-digit number and a one-digit number.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add 2-Digit Numbers Using Base Ten Blocks
1.NBT.4b	Adding a two-digit number and a multiple of 10.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add 2-Digit Numbers Using Base Ten Blocks
1.NBT.4c	Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add 2-Digit Numbers Using Base Ten Blocks
1.NBT.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 10 More/10 Less - Add One or Ten More to a Given Number
1.NBT.6	Subtract multiples of 10 in the range 10 to 90 from multiples of 10 in range 10 to 90, using concrete models or drawings/strategies based on place value, properties of operations, relationship between addition/subtraction; relate strategy to written method, explain reasoning used.		
<b>Measurement and Data: 1.MD - Measure lengths indirectly and by iterating length units.</b>			
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order and Compare Objects by Length - Compare Lengths Using a Third Object



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1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	-Measure Without a Ruler	<ul style="list-style-type: none"> <li>- Measure Using Nonstandard Units</li> <li>- Measure Length Using Nonstandard Units</li> </ul>
<b>Measurement and Data: 1.MD - Tell and write time.</b>			
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	<ul style="list-style-type: none"> <li>- Tell Time to the Hour Using Digital/Analog Notation</li> <li>- Tell Time to the Hour and Half Hour Using Digital and Analog Notation</li> </ul>
<b>Measurement and Data: 1.MD - Represent and interpret data.</b>			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Interpret Bar Graphs</li> <li>- Interpret Data by Tally Marks</li> <li>- Match Numerals with Tally Marks</li> <li>- Sort and Chart Objects</li> </ul>
<b>Geometry: 1.G - Reason with shapes and their attributes.</b>			
1.G.1	Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes that possess defining attributes.	-Learn About Shapes	<ul style="list-style-type: none"> <li>- Identify Attributes of Flat Shapes</li> <li>- Draw Shapes</li> </ul>
1.G.2	Compose two-dimensional shapes 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. Students do not need to learn formal names such as “right rectangular prism.”	-Build With Shapes	- Create 3D Shapes
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe whole as 2 of, or 4 of shares. Understand that decomposing into more shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

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<b>Writing: Text Types and Purposes</b>			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.		
<b>Writing: Production and Distribution of Writing</b>			
W.2.5	With guidance and support from adults and peers, focus on a topic, strengthen writing as needed by revising/editing.		
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
<b>Writing: Language in Writing</b>			
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		
W.2.10.a	Use collective nouns when writing.		
W.2.10.b	Form and use frequently-occurring irregular plural nouns.		
W.2.10.c	Use reflexive pronouns (e.g., myself)		
W.2.10.d	Form and use past tense of frequently-occurring irregular verbs (e.g., told).		

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W.2.10.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
W.2.10.f	Produce, expand, rearrange simple/compound sentences.		
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
W.2.11.a	Capitalize holidays, product names, geographic names.		
W.2.11.b	Use commas in greetings and closings of letters.		
W.2.11.c	Use apostrophe to form contractions/frequent possessives.		
W.2.11.d	Generalize learned spelling patterns when writing words.		
W.2.11.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.2.1	Participate in collaborative conversations with partners about grade 2 texts with peers/adults in small/large groups.		
SL.2.1.a	Follow agreed-upon rules for discussions		
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.2	Recount/describe key ideas or details from a text read aloud or information presented orally or through other media.		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.		
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.2.7	Demonstrate command of the conventions of standard English grammar/usage when speaking.		
SL.2.7.a	Use collective nouns when speaking.		
SL.2.7.b	Form/use frequently-occurring irregular plural nouns.		
SL.2.7.c	Use reflexive pronouns (e.g., ourselves).		
SL.2.7.d	Form/use past tense of frequent irregular verbs.		
SL.2.7.e	Use context-appropriate adjectives and adverbs.		
SL.2.7.f	Produce complete simple and compound sentences.		
SL.2.8	Use words/phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		
<b>Reading Foundational: Phonics and Word Recognition</b>			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>-Long and Short Vowels</li> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," "ow"</li> <li>-Decode Words</li> <li>-Tricky Spelling Patterns</li> <li>-Irregularly Spelled Words</li> </ul>	<ul style="list-style-type: none"> <li>- Read Words with Long Vowels</li> <li>- Read Words with R-controlled Vowels</li> <li>- Spell Words with Common Vowel Teams</li> <li>- Identify Prefixes and Suffixes</li> <li>- Identify Words with Soft and Hard c</li> <li>- Identify Sight Words</li> <li>- Read Sight Words</li> </ul>
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3.b	Know correspondences for additional common vowel teams (e.g., steak).	<ul style="list-style-type: none"> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," "ow"</li> </ul>	<ul style="list-style-type: none"> <li>- Read Words with R-Controlled Vowels</li> <li>- Spell Words with Common Vowel Teams</li> </ul>
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3.d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes/Suffixes

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
RF.2.3.f	Recognize and read grade-appropriate words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
<b>Reading Foundational: Fluency</b>			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4.a	Read on-level text with purpose and understanding.		
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.2.4.c	Use context to confirm/self-correct word recognition and understanding, rereading as necessary.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.2.1	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
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	- Retell a Story
RL.2.3	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	- Identify How Fictional Characters Respond to Events in Stories
<b>Reading Literature: Craft and Structure</b>			
RL.2.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations
RL.2.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe Story Structure: Beginning, Middle, End - Describe Problem/Solution - Identify Elements in a Story
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.	-Discover Points of View	

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<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.2.7	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
RL.2.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.	-Compare and Contrast Stories	
<b>Reading Literature: Language in Reading</b>			
RL.2.10	Use knowledge of language and its conventions.		
RL.2.10.a	Compare formal and informal uses of English.		
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
RL.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
RL.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word.	-Adding Prefixes	
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.	-Root Words	
RL.2.11.d	Use knowledge of the meaning of individual words to predict the meaning of compound words.	-Compound Words	
RL.2.11.e	Use glossaries/beginning dictionaries, to determine/clarify meaning of words/phrases.		
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings.		
RL.2.12.a	Identify real-life connections between words/use.		
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and adjectives.		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.2.13	Read/comprehend dramas,poetry of appropriate quantitative/qualitative complexity for Grade 2.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Informational: Key Ideas and Details</b>			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Answer Questions about Texts	<ul style="list-style-type: none"> <li>- Answer Questions about a Text</li> <li>- Learn the 5 W's</li> <li>- Practice Answering Questions about Nonfiction Text</li> </ul>
RI.2.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
<b>Reading Informational: Craft and Structure</b>			
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find the Meaning of New Words	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	-Nonfiction Text Features	- Identify Nonfiction Text Features
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
RI.2.8	Describe how reasons support specific points the author makes in a text.	-Find Evidence in the Text	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Informational: Language in Reading</b>			
RI.2.10	Use knowledge of language and its conventions.		
RI.2.10.a	Compare formal and informal uses of English.		
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.		
RI.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
RI.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word.		
RI.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.		
RI.2.11.d	Use knowledge of the meaning of individual words to predict the meaning of compound words.		
RI.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings.		
RI.2.12.a	Identify real-life connections between words and their use.		
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and adjectives.		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.2.13	Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.		



Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 2.OA - Represent and solve problems involving addition and subtraction.</b>			
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, (e.g. by using drawings and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)	-Word Problems	<ul style="list-style-type: none"> <li>- Add and Subtract Word Problems within 100</li> <li>- Solve Word Problems with Addition and Subtraction</li> </ul>
<b>Operations and Algebraic Thinking: 2.OA - Add and subtract within 20.</b>			
2.OA.2	Fluently (efficiently, accurately, and flexibly) add and subtract within 20 using mental strategies (counting on, making a ten, decomposing a number, creating an equivalent but easier and known sum, and using the relationship between addition and subtraction) Work with equal groups of objects to gain foundations for multiplication.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> <li>- Fluently Subtract Using Math Facts to 20</li> <li>- Add and Subtract within 20 with Fluency</li> </ul>
<b>Operations and Algebraic Thinking: 2.OA - Work with equal groups of objects to gain foundations for multiplication.</b>			
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, (e.g. by pairing objects or counting them by 2s); write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	<ul style="list-style-type: none"> <li>- Practice Identifying Odd and Even Numbers with Automaticity</li> <li>- Make Pairs to See If a Number is Odd or Even</li> <li>- Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs</li> </ul>
2.OA.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"> <li>- Create and Label an Array</li> <li>- Make an Array and Count How Many Objects Are in It</li> <li>- Write Repeated Addition Sentences to Match Arrays</li> <li>- Write an Addition Sentence to Describe an Array</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 2.NBT - Understand place value.</b>			
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; (e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.) Understand the following as special cases:	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NBT.1a	100 can be thought of as a group of ten tens—called a “hundred.”	-Place Value	
2.NBT.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.	-Place Value	
2.NBT.1c	Show flexibility in composing and decomposing hundreds, tens and ones (e.g. 207 can be composed from 2 hundreds 7 ones OR 20 tens 7 ones OR 207 ones OR 1 hundred 10 tens 7 ones OR 1 hundred 9 tens 17 ones, etc.)		
2.NBT.2	Count within 1000; skip-count by 2s, 5s, 10s, and 100s; explain and generalize the patterns.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.3	Read and write numbers within 1000 using base-ten numerals, number names, expanded form, and unit form unit form.	-Numbers to 1000	<ul style="list-style-type: none"> <li>- Read Numbers to 1000 in Different Forms</li> <li>- Use Visuals to Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 Using Number Names</li> <li>- Write Numbers in Word Form</li> </ul>
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $<$ , $=$ , and $\neq$ relational symbols to record the results of comparisons.	-Compare 3-digit Numbers	<ul style="list-style-type: none"> <li>- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols</li> <li>- Use Place Value Understanding to Compare 3-Digit Numbers</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 2.NBT - Use place value understanding and properties of operations to add and subtract.</b>			
2.NBT.5	Fluently (efficiently, accurately, and flexibly) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition/subtraction (e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.).	-Add and Subtract within 100	<ul style="list-style-type: none"> <li>- Add within 100 Using a Number Line</li> <li>- Subtract within 100 by Decomposing the Subtrahend</li> <li>- Add 2-Digit Numbers</li> </ul>
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		
2.NBT.7	Add and subtract within 1000, using concrete models or drawings/strategies based on place value, properties of operations, or relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, like base-ten units such as hundreds and hundreds, tens and tens, ones and ones are used; and sometimes it is necessary to compose or decompose tens or hundreds.		
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		
2.NBT.9	Explain why addition/subtraction strategies work using place value and properties of operations. Explanations given may be supported by drawings or objects.		
<b>Measurement and Data: 2.MD - Measure and estimate lengths in standard units.</b>			
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
2.MD.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.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
2.MD.3	Estimate lengths using whole units of inches, feet, centimeters, and meters.		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (inches, feet, centimeters, and meters).		
<b>Measurement and Data: 2.MD - Relate addition and subtraction to length.</b>			
2.MD.5	Use addition and subtraction within 100 to solve one- and two-step word problems involving lengths that are given in the same units, e.g. by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		
<b>Measurement and Data: 2.MD - Work with time and money.</b>			
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes.	-Tell and Write Time	<ul style="list-style-type: none"> <li>- Identify the Difference Between a.m. and p.m.</li> <li>- Tell Time to the Nearest 5 Minutes</li> </ul>
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (Do not use decimal point, if showing 25 cents, use the word cents or ¢). For example: If you have 2 dimes and 3 pennies, how many cents do you have?	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>
2.MD.9	Identify coins and bills and their values.	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Measurement and Data: 2.MD - Represent and interpret data.</b>			
<b>2.MD.10</b>	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object using different units. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
<b>2.MD.11</b>	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	<ul style="list-style-type: none"> <li>- Sort Items, Create a Picture Graph, and Answer Questions about Their Graph</li> <li>- Read Bar Graphs and Answer "How Many" Questions about the Data</li> <li>- Sort and Graph Objects</li> </ul>
<b>Geometry: 2.G.A - Reason with shapes and their attributes.</b>			
<b>2.G.1</b>	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
<b>2.G.2</b>	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 Squares
<b>2.G.3</b>	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. Note: fraction notation $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ is not expected at this grade level. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Text Types and Purposes</b>			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1.a	Know the difference between fact and opinion.		
W.3.1.b	Introduce the topic or text they are writing about, state an opinion, create an organizational structure that lists reasons.		
W.3.1.c	Provide reasons that support the opinion.		
W.3.1.d	Use linking words/phrases to connect opinion/reasons.		
W.3.1.e	Provide a concluding statement or section.		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
W.3.2.b	Develop the topic with facts, definitions, and details.		
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
W.3.2.d	Provide a concluding statement or section.		
W.3.3	Write narratives to develop real/imagined experiences/events using effective technique, descriptive details, event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.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.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
<b>Writing: Production and Distribution of Writing</b>			
W.3.4	With guidance/support from adults, produce writing in which the development/organization are appropriate to task and purpose.		
W.3.5	With guidance/support from adults/peers, develop/strengthen writing as needed by planning, revising, and editing.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Research to Build and Present Knowledge</b>			
W.3.7	Conduct short research that build knowledge about a topic.		
W.3.8	Recall information from experiences/gather info. sources; take brief notes on sources/sort evidence into provided categories.		
<b>Writing: Language in Writing</b>			
W.3.10	Demonstrate knowledge of language/command of conventions of standard English grammar and usage when writing.		
W.3.10.a	Choose words and phrases for effect.		
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives, adverbs when writing, note each function to create meaning.		
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.		
W.3.10.d	Form and use the simple verb tenses.		
W.3.10.e	Ensure subject-verb/pronoun-antecedent agreement in writing.		
W.3.10.f	Form/use comparative/superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
W.3.10.g	Use coordinating and subordinating conjunctions.		
W.3.10.h	Produce simple, compound, and complex sentences.		
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
W.3.11.a	Capitalize appropriate words in titles.		
W.3.11.b	Use commas in addresses.		
W.3.11.c	Use commas and quotation marks in dialogue.		
W.3.11.d	Form and use possessives.		
W.3.11.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.		
W.3.11.f	Use spelling patterns/generalizations when writing words.		
W.3.11.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
<b>Writing: Range of Writing</b>			
W.3.12	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.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.3.1	Engage effectively in a range of collaborative discussions with diverse on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
SL.3.1.a	Come to discussions prepared, having read/studied required material; explicitly draw on that preparation and other info. known about the topic to explore ideas under discussion.		
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.3.1.c	Ask questions to check understanding of info. presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1.d	Explain their ideas/understanding in light of the discussion.		
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
SL.3.5	Create engaging audio recordings of stories/poems that demo. fluid reading at an understandable pace; add visual displays when appropriate to emphasize/enhance facts/details.		
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.3.7	Demonstrate knowledge of language/command of conventions of standard English grammar and usage when speaking.		
SL.3.7.a	Choose words and phrases for effect.		
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives, adverbs when writing; make note of how each function creates meaning.		



Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.		
SL.3.7.d	Form and use the simple verb tenses.		
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.		
SL.3.7.f	Form/use comparative/superlative adjectives and adverbs; choose between them depending on what is to be modified.		
SL.3.7.g	Use coordinating and subordinating conjunctions.		
SL.3.7.h	Produce simple, compound, and complex sentences.		
SL.3.8	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.		

## Reading Foundational: Phonics and Word Recognition

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes/Suffixes - Identify Prefixes/Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
RF.3.3.b	Decode words with common Latin suffixes.		
RF.3.3.c	Decode multisyllabic words.		
RF.3.3.d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read/Write High Frequency and Irregularly Spelled Words

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<b>Reading Foundational: Fluency</b>			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
RF.3.4.a	Read on-level text with purpose and understanding.		
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, expression on readings.	-Read with Fluency	- Read with Fluency
<b>Reading Literature: Key Ideas and Details</b>			
RL.3.1	Ask/answer questions to demo. understanding of a text, referring explicitly to the text for answers.	-Understanding the Text	- Ask and Answer Questions about a Story
RL.3.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson/moral; explain how it is conveyed through key details in text.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
<b>Reading Literature: Craft and Structure</b>			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	-Identifying Text Structure	- Identify Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
RL.3.6	Distinguish one's own point of view from that of the narrator or those of the characters.	-Point of View	
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story

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RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	-Compare, Contrast Series Books	
<b>Reading Literature: Language in Reading</b>			
RL.3.10	Use knowledge of language and its conventions when reading.		
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.		
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.		
RL.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word.		
RL.3.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
RL.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings.		
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.		
RL.3.12.b	Identify real-life connections between words and their uses.		
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.3.13	Read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Informational: Key Ideas and Details</b>			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Asking and Answering Questions	<ul style="list-style-type: none"> <li>- Find Text Evidence to Answer Questions about Informational Text</li> <li>- Refer to Text Evidence to Answer Questions about Informational Text</li> </ul>
RI.3.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	<ul style="list-style-type: none"> <li>- Make Connections Between the Details in a Text</li> <li>- Identify Cause and Effect Relationships</li> </ul>
<b>Reading Informational: Craft and Structure</b>			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	-Context Clues	
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-Text Features	<ul style="list-style-type: none"> <li>- Identify the Type of Information Provided by Different Nonfiction Text Features</li> <li>- Identify Nonfiction Text Features</li> </ul>
RI.3.6	Distinguish one's own point of view from that of the author of a text.	-Point of View	- Identify the Author's Point of View/Intent
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.	-Use Pictures to Understand Words	<ul style="list-style-type: none"> <li>- Answer Questions about Images in a Text</li> <li>- Explain Images in a Text</li> </ul>
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	-Logical Connections	

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RI.3.9	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
<b>Reading Informational: Language in Reading</b>			
RI.3.10	Use knowledge of language and its conventions when reading.		
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.		
RI.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.		
RI.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word.		
RI.3.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
RI.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings.		
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.		
RI.3.12.b	Identify real-life connections between words and their uses.		
RI.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.3.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 3.OA - Represent and solve problems involving whole number multiplication and division.</b>			
3.OA.1	Interpret products of whole numbers, (e.g. interpret $5 \cdot 7$ as the total number of objects in 5 groups of 7 objects each.)	-Multiplying Whole Numbers	<ul style="list-style-type: none"> <li>- Use Arrays to Solve Multiplication Problems</li> <li>- Multiply Using Repeated Addition</li> </ul>
3.OA.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	<ul style="list-style-type: none"> <li>- Divide When the Group Size, But Not Number of Groups, is Known</li> <li>- Divide Using Equal Groups</li> </ul>
3.OA.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.) Refer to shaded section of Table 2 for specific situation types.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.OA.4	Determine the unknown whole number in a multiplication or division equation by using related equations. For example, determine unknown number that makes equation true: $8 \cdot ? = 48$ ; $5 = \square \div 3$ ; $6 \times 6 = \underline{\quad}$	-Unknown Number Equations	
<b>Operations and Algebraic Thinking: 3.OA - Understand properties of multiplication and the relationship between multiplication and division.</b>			
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \cdot 4 = 24$ is known, then $4 \cdot 6 = 24$ is also known. (Commutative property of multiplication.) $3 \cdot 5 \cdot 2$ can be found by $3 \cdot 5 = 15$ , then $15 \cdot 2 = 30$ , or by $5 \cdot 2 = 10$ , then $3 \cdot 10 = 30$ .	-Properties of Multiplication	<ul style="list-style-type: none"> <li>- Use the Associative Property of Multiplication</li> <li>- Use the Commutative Property</li> <li>- Use the Distributive Property to Solve Multiplication Problems</li> </ul>
3.OA.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 3.OA - Multiply and divide within 100 (basic facts up to 10 x 10).</b>			
3.OA.7	Fluently (efficiently, accurately, and flexibly) multiply and divide with single digit multiplications and related divisions using strategies (e.g. relationship between multiplication and division, doubles, double and double again, half and then double, etc.) or properties of operations.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
<b>Operations and Algebraic Thinking: 3.OA - Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>			
3.OA.8	Solve two-step word problems using any of the four operations. Represent these problems using both situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.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.		
<b>Number and Operations in Base Ten: 3.NBT - Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>			
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
3.NBT.2	Fluently (efficiently, accurately, & flexibly) add and subtract within 1000 using strategies (e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.) and algorithms (including, but not limited to: traditional, partial-sums, etc.) based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	<ul style="list-style-type: none"> <li>- Add and Subtract within 1000 Using the Standard Algorithm</li> <li>- Add and Subtract within 1000 Using the Expanded Form Strategy</li> <li>- Add and Subtract within 1000 Using a Number Line</li> <li>- Add within 1000 Using any Method</li> </ul>
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g. $9 \cdot 80$ , $5 \cdot 60$ ) using strategies based on place value and properties of operations.		
<b>Number and Operations – Fractions: 3.NF - Develop understanding of fractions as numbers.</b>			
3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	-Getting Started with Fractions	<ul style="list-style-type: none"> <li>- Recognize Visual Representations of Fractions</li> <li>- Identify Equal Parts to Make Fractions</li> <li>- Identify Unit Fractions</li> <li>- Identify Fractions</li> </ul>
3.NF.2	Understand a fraction as a number on number line; represent fractions on a number line.	-Fractions on a Number Line	- Label Fractions on a Number Line
3.NF.2a	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	<ul style="list-style-type: none"> <li>- Label Fractions on a Number Line</li> <li>- Identify Fractions on a Number Line</li> </ul>
3.NF.2b	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	<ul style="list-style-type: none"> <li>- Label Fractions on a Number Line</li> <li>- Identify Fractions on a Number Line</li> </ul>



Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
3.NF.3	Explain equivalence of fractions, and compare fractions by reasoning about their size (it is a mathematical convention that when comparing fractions, the whole is the same size).	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Compare Fractions	- Use Strategies to Identify Equivalent Fractions: <ul style="list-style-type: none"> <li>• Visual Models</li> <li>• Number Line</li> </ul> - Compare Fractions Using Visual Models
3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
3.NF.3b	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g. by using a visual fraction model.	-Generating Equivalent Fractions	
3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	-Whole Numbers as Fractions	
3.NF.3d	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 symbols $>$ , $<$ , $=$ , or $\neq$ , justify the conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models
<b>Measurement and Data: 3.MD - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>			
3.MD.1	Tell and write time to the nearest minute using a.m. and p.m. and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
3.MD.3	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).		
<b>Measurement and Data: 3.MD - Represent and interpret data.</b>			
3.MD.4	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"> <li>- Solve One/Two Step Comparative Problems about Bar Graphs and Pictographs</li> <li>- Create Bar Graphs with a Scale Larger Than 1 to Represent Data</li> </ul>
3.MD.5	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.		
<b>Measurement and Data: 3.MD - (Geometric Measurement): Understand concepts of area and relate area to multiplication and to addition.</b>			
3.MD.6	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.6a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.		
3.MD.6b	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 (does not require standard square units).		
3.MD.7	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard square units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle
3.MD.8	Relate area to the operations of multiplication and addition:	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle
3.MD.8a	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

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
3.MD.8b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.MD.8c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b+c$ is the sum of $a \cdot b$ and $a \cdot c$ . Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.MD.8d	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, apply technique to solve real world problems.		

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

3.MD.9	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas/with the same area, different perimeters.	-Perimeter of Polygons	
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**Geometry: 3.G - Reason with shapes and their attributes.**

3.G.1	Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, draw examples of quadrilaterals that do not belong to any of these subcategories. Refer to inclusive definitions noted in the glossary.		
3.G.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, describe area of each part as $\frac{1}{4}$ of the area/shape.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing: Text Types and Purposes</b>			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.4.1.a	Know the difference between fact and opinion.		
W.4.1.b	Introduce a topic/text clearly, state opinion, create organizational structure, which ideas are grouped to support writer’s purpose.		
W.4.1.c	Provide reasons that are supported by facts and details.		
W.4.1.d	Link opinion/reasons using words/phrases. Provide a concluding statement or section related to the opinion presented.		
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.		
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.		
W.4.2.c	Link ideas within categories of information using words/phrases.		
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.		
W.4.3	Write narratives to develop real/imagined experiences/events using effective technique, descriptive details, clear sequences.		
W.4.3.a	Orient reader by establishing a situation; introduce a narrator/characters; organize event sequence that unfolds naturally.		
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.4.3.c	Use transitional words/phrases to manage sequence of events.		
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.4.3.e	Provide conclusion that follows from narrated experience/event.		
<b>Writing: Production and Distribution of Writing</b>			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience.		

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W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed; planning, revising, editing.		
W.4.6	With some guidance/support from adults, use technology, to produce/publish writing as well as to interact/collaborate with others; demo. sufficient command of keyboarding skills to type minimum of one page in single sitting.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.8	Recall relevant info. from experiences. Gather relevant info. from sources; take notes, categorize info., provide a list of sources.		
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>Writing: Language in Writing</b>			
W.4.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		
W.4.10.a	Choose words and phrases to convey ideas precisely.		
W.4.10.b	Form and use relative pronouns and relative adverbs.		
W.4.10.c	Form and use the progressive verb tenses.		
W.4.10.d	Use modal auxiliaries to convey various conditions.		
W.4.10.e	Order adjectives according to conventional patterns.		
W.4.10.f	Form and use prepositional phrases.		
W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments/run-ons.		
W.4.10.h	Correctly use frequently confused words (e.g., to, too, two).		
W.4.10.i	Choose punctuation for effect.		
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
W.4.11.a	Use correct capitalization.		
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.		
W.4.11.c	Use comma before conjunction in compound sentence.		
W.4.11.d	Spell grade-appropriate words correctly, consulting referenceS.		

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<b>Writing: Range of Writing</b>			
W.4.12	Write routinely over extended time frames/shorter time frames for a range of discipline-specific tasks, purposes, audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
SL.4.1.a	Come to discussions prepared, having read/studied required material; explicitly draw on preparation and other information known about the topic to explore ideas under discussion.		
SL.4.1.b	Follow agreed-upon rules/carry out assigned roles.		
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
SL.4.2	Paraphrase portions of a text read aloud/info. presented in diverse media/formats, including visually, quantitatively, orally.		
SL.4.3	Identify reason/evidence speaker provides to support points.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.4.4	Report on a topic/text, tell a story, recount experience in org. manner, using appropriate facts/relevant details to support main ideas/themes; speak clearly at an understandable pace.		
SL.4.5	Add audio recordings/visual displays to presentations when appropriate to enhance development of main ideas/themes.		
SL.4.6	Differentiate between contexts that call for formal English situations where informal discourse is appropriate; use formal English when appropriate to task and situation.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.		
SL.4.7.a	Choose words and phrases to convey ideas precisely.		
SL.4.7.b	Use relative pronouns.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
SL.4.7.c	Form and use the progressive verb tenses.		
SL.4.7.d	Use modal auxiliaries to convey various conditions.		
SL.4.7.e	Order adjectives according to conventional patterns.		
SL.4.7.f	Form and use prepositional phrases.		
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
SL.4.7.h	Correctly use frequently confused words.		
SL.4.7.i	Differentiate between contexts that call for formal English/situations informal discourse is appropriate.		
SL.4.8	Acquire/use accurately grade-appropriate general academic, domain specific words/phrases; signal precise actions, emotions, states of being.		
<b>Reading Foundational: Phonics and Word Recognition</b>			
RF.4.3	Know/apply grade-level phonics/word analysis skills in decoding words. Use knowledge of: letter-sound correspondence, syllabication pattern, morphology to read unfamiliar multisyllabic words in/out of context.		
<b>Reading Foundational: Fluency</b>			
RF.4.4	Read with accuracy/fluency to support comprehension.		
RF.4.4.a	Read on-level text with purpose and understanding.		
RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, expression on successive readings.		
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference about a Story
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-Summarize a Text's Main Idea	- Use Key Details From Text to Summarize - Identify Theme of Poem
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	-Describing Characters	- Describe a Character, Setting, or Event

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literature: Craft and Structure</b>			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	-Meaning of Words and Phrases	- Use Context Clues: Determine Meaning of Unknown Words/Phrases
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	-Different Points of View	- Identify the Point of View of a Story
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	-Compare a Story and Visuals	
RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
<b>Reading Literature: Language in Reading</b>			
RL.4.10	Use knowledge of language/conventions when reading.		
RL.4.11	Determine/clarify meaning of unknown/multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.		
RL.4.11.a	Use context as a clue to the meaning of a word or phrase.		
RL.4.11.b	Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.		
RL.4.11.c	Consult reference materials to find pronunciation/determine or clarify the precise meaning of key words and phrases.		
RL.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RL.4.12.a	Explain meaning of simple similes/metaphors in context.		



Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
RL.4.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs in context.		
RL.4.12.c	Demonstrate understanding of words by relating to opposites; words with similar/not identical meanings.		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.4.13	Read/comprehend high quality dramas, prose/poetry of appropriate quantitative/qualitative complexity.		
<b>Reading Informational: Key Ideas and Details</b>			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	<ul style="list-style-type: none"> <li>- Use Evidence From a Text to Answer Questions</li> <li>- Make Inferences about a Text</li> </ul>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	<ul style="list-style-type: none"> <li>- Use Details to Find the Main Idea of an Informational Text</li> <li>- Find the Main Idea and Supporting Details in an Informational Text</li> </ul>
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-Science Texts: Events and Steps	<ul style="list-style-type: none"> <li>- Identify the Cause and Effect in a Text</li> <li>- Identify Cause and Effect Text Structure</li> </ul>
<b>Reading Informational: Craft and Structure</b>			
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	<ul style="list-style-type: none"> <li>- Describe the Structure of a Text</li> <li>- Answer Questions about Cause and Effect Text Structure</li> </ul>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	-Compare and Contrast Two Views	

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<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	<ul style="list-style-type: none"> <li>- Interpret the Visuals in a Text</li> <li>- Analyze the Visuals in a Text</li> </ul>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-Be an Expert: Use Multiple Texts	
<b>Reading Informational: Language in Reading</b>			
RI.4.10	Apply acquired skills in writing and speaking.		
RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading/content, choose flexibly from range of strategies.		
RI.4.11.a	Use context as a clue to meaning of a word/phrase.		
RI.4.11.b	Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.		
RI.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
RI.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RI.4.12.a	Explain meaning of simple similes/metaphors in context.		
RI.4.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs in context.		
RI.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.4.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.		

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Operations and Algebraic Thinking: 4.OA - Use the four operations with whole numbers to solve problems.</b>			
4.OA.1	Interpret a multiplication equation as a comparison, Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Learn About/Solve Multiplicative Comparisons
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.3	Solve multi-step word problem posed with whole numbers and having whole number answers using the four operations, including problems in which remainder must be interpreted. Represent problem using situation equations/solution equations with a letter or symbol standing for unknown quantity. Assess reasonableness of answers using mental computation and estimation.	-Multistep Word Problems	- Solve Multistep Word Problems
<b>Operations and Algebraic Thinking: 4.OA - Gain familiarity with factors and multiples.</b>			
4.OA.4	Find all factor pairs for a whole number in the range 1 to 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 to 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 to 100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime/Composite - Recognize Factors/Multiples for Numbers 1-100 - Determine Multiples for Numbers 1-100 - Find Factor Pairs for Numbers 1-100
<b>Operations and Algebraic Thinking: 4.OA - Generate and analyze patterns.</b>			
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify features of pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and starting number 1, generate terms in the resulting sequence/observe terms appear to alternate between odd/even numbers. Explain informally why numbers will continue to alternate in this way.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

Kansas Code	Kansas Standard	Quest Title	Small Group Skill Lessons
<b>Number and Operations in Base Ten: 4.NBT - Generalize place value understanding for multi-digit whole numbers.</b>			
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	-Place Value and Division	<ul style="list-style-type: none"> <li>- Learn How Multiplying by Ten Relates to Place Value</li> <li>- Understand the Value of Digits as Multiples of Tens</li> <li>- Identify the Patterns Between Digits Using Place Value Knowledge</li> </ul>
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, expanded form, and unit form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $<$ , $=$ , and $\neq$ symbols to record the results of comparisons. For example, 127 can be 1 hundred, 2 tens, 7 ones or 12 tens, 7 ones.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	<ul style="list-style-type: none"> <li>- Round Multi-Digit Whole Numbers</li> </ul>
<b>Number and Operations in Base Ten: 4.NBT - Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>			
4.NBT.4	Fluently (efficiently, accurately, and flexibly) add and subtract multi-digit whole numbers using an efficient algorithm (including, but not limited to: traditional, partial-sums, etc.), based on place value understanding and the properties of operations.	-Add and Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> <li>- Add Multi-Digit Whole Numbers Using the Standard Algorithm</li> <li>- Use the Standard Algorithm to Subtract Large Numbers</li> </ul>
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> <li>- Multiply 3-Digit Numbers by 1-Digit Numbers</li> <li>- Use Partial Products to Multiply</li> <li>- Multiply Multi-Digit Numbers by 1-Digit Numbers</li> </ul>

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4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication/division. Illustrate/explain calculation by using equations, rectangular arrays, area models.	-Find Whole Number Quotients	<ul style="list-style-type: none"> <li>- Use Partial Quotients to Divide</li> <li>- Use Visual Models to Divide</li> </ul>
<b>Number and Operations – Fractions: 4.NF - Extend understanding of fraction equivalence and ordering.</b>			
4.NF.1	Explain why a fraction $a/b$ is equivalent to a fraction $((n \cdot a)/(n \cdot b))$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.2	Compare two fractions with different numerators and different denominators, (e.g. by creating common numerators or denominators, 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 relational symbols $>$ , $<$ , $=$ , or $\neq$ , and justify the conclusions.	-Comparing Fractions	<ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>
<b>Number and Operations – Fractions: 4.NF - Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</b>			
4.NF.3	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	<ul style="list-style-type: none"> <li>-Add and Subtract Fractions</li> <li>-Add and Subtract Mixed Numbers</li> </ul>	- Add and Subtract Fractions with Common Denominators
4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators

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4.NF.3c	Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Add and Subtract Mixed Numbers
4.NF.3d	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.		
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4a	Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as 5 copies of $1/4$ , recording conclusion by equation $5/4 = 5 \cdot 1/4$ .	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4b	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 $3 \cdot 2/5$ as $6 \cdot 1/5$ , recognizing this product as $6/5$ .	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4c	Solve word problems involving multiplication of a fraction by a whole number. 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?		

## Number and Operations – Fractions: 4.NF - Understand decimal notation for fractions, and compare decimal fractions.

4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. i.e. $3/10$ as $30/100$ , add $3/10 + 4/100 = 34/100$ .	-Customary and Metric Measurement	- Convert Units of Time
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite $0.62$ as $62/100$ ; describe a length as $0.62$ meters; locate $0.62$ on a number line.	-Measurement Word Problems	
4.NF.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 relational symbols $>$ , $<$ , $=$ , or $\neq$ , and justify the conclusions.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle

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<b>Measurement and Data: 4.MD - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>			
4.MD.1	Know relative sizes of measurement units within one system of units (km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec). Within single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalent in a two-column table. i.e. know: 1 ft is 12 times as long as 1 in.	-Customary and Metric Measurement	- Convert Units of Time
4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	-Measurement Word Problems	
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems explaining and justifying the appropriate unit of measure. For example, find the width of a rectangular room given area of flooring, length. View the area formula as a multiplication equation with an unknown factor.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
<b>Measurement and Data: 4.MD - Represent and interpret data.</b>			
4.MD.4	Make a data display; show a set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in the data display. For example, from a line plot, find/interpret the difference in length between the longest/shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
<b>Geometry: 4.G - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>			
4.G.1	Draw points, lines, line segments, rays, angles, perpendicular and parallel lines. Identify these in two-dimensional figures.		
4.G.2	Classify 2-dimensional figures based on presence or absence of parallel or perpendicular lines, or the presence or absence of angles. Recognize/categorize triangles based on angles/sides.		
4.G.3	Recognize line of symmetry for a 2-dimensional figure as a line across figure; figure can fold along line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		

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<b>Writing: Text Types and Purposes</b>			
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
<b>W.5.1.a</b>	Know the difference between fact and opinion.		
<b>W.5.1.b</b>	Introduce a topic/text clearly, state opinion, create organizational structure in which ideas are logically grouped to support the writer's purpose.		
<b>W.5.1.c</b>	Provide logically ordered reasons that supported by facts/details.		
<b>W.5.1.d</b>	Link opinion and reasons using words, phrases, and clauses.		
<b>W.5.1.e</b>	Provide concluding statement/section related to opinion present.		
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
<b>W.5.2.a</b>	Introduce a topic clearly, provide a general observation/focus, and group related information logically; include formatting, illustrations, multimedia when useful to aiding comprehension.		
<b>W.5.2.b</b>	Develop topic with facts, definitions, details, quotations, or other information and examples related to the topic.		
<b>W.5.2.c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
<b>W.5.2.d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
<b>W.5.2.e</b>	Provide a concluding statement or section related to the information or explanation presented.		
<b>W.5.3</b>	Write narratives to develop real/imagined experiences/events using effective technique, descriptive details, clear sequences.		
<b>W.5.3.a</b>	Orient reader by establishing situation/introducing a narrator or characters; organize event sequence that unfolds naturally.		
<b>W.5.3.b</b>	Use narrative techniques, dialogue/description, to develop experiences/events/show responses of characters to situations.		
<b>W.5.3.c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
<b>W.5.3.d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
<b>W.5.3.e</b>	Provide a conclusion that follows narrated experiences/events.		



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<b>Writing: Production and Distribution of Writing</b>			
W.5.4	Produce clear and coherent writing in which development/ organization are appropriate to task, purpose, and audience.		
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.5.6	With some guidance/support from adults, use technology, o produce/publish writing as well as interact/collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.5.7	Conduct short research projects that use sources to build knowledge through investigation of aspects of a topic.		
W.5.8	Recall relevant information from experiences/gather relevant info. from print/digital sources; summarize/paraphrase info. in notes and finished work, and provide a list of sources.		
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.5.9.a	Apply grade 5 Reading standards to literature.		
W.5.9.b	Apply grade 5 Reading standards to informational texts.		
<b>Writing: Language in Writing</b>			
W.5.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		
W.5.10.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
W.5.10.b	Explain function of conjunctions, prepositions, interjections in general and their function in particular sentences.		
W.5.10.c	Form and use the perfect verb tenses.		
W.5.10.d	Use verb tense to convey various times, sequences, states, and conditions.		
W.5.10.e	Recognize and correct inappropriate shifts in verb tense.		
W.5.10.f	Use correlative conjunctions (e.g., either/or) .		

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W.5.11	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.		
W.5.11.a	Use punctuation to separate items in a series.		
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.		
W.5.11.c	Use a comma to set off the words yes/no, to set off a tag question from rest of the sentence; indicate direct address.		
W.5.11.d	Use underlining, quotation marks, or italics to indicate titles of works.		
W.5.11.e	Spell grade-appropriate words correctly, consulting reference materials as needed.		
<b>Writing: Range of Writing</b>			
W.5.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
SL.5.1.a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation/other information known about the topic to explore ideas under discussion.		
SL.5.1.b	Follow agreed-upon rules/carry out assigned roles.		
SL.5.1.c	Pose/respond to specific questions by making comments that contribute to discussion/elaborate on the remarks of others.		
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information/knowledge gained from discussions.		
SL.5.2	Summarize a written text read aloud/info. presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		

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<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.5.5	Include multimedia components/visual displays in presentation when appropriate to enhance development of main idea/theme.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.		
SL.5.7.a	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.		
SL.5.7.b	Form and use the perfect verb tenses.		
SL.5.7.c	Use verb tense to convey various time/sequence/state/condition.		
SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.		
SL.5.7.e	Use correlative conjunctions (e.g., either/or).		
SL.5.8	Acquire/use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.		
<b>Reading Foundational: Phonics and Word Recognition</b>			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in/out of context.		
<b>Reading Foundational: Fluency</b>			
RF.5.4	Read with sufficient accuracy/fluency to support comprehension.		
RF.5.4.a	Read grade-level text with purpose and understanding.		
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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<b>Reading Literature: Key Ideas and Details</b>			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	<ul style="list-style-type: none"> <li>- Make Inferences</li> <li>- Make Inferences Using Text Evidence</li> </ul>
RL.5.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	<ul style="list-style-type: none"> <li>-Identify Theme Through Characters</li> <li>-Summarizing a Text</li> </ul>	<ul style="list-style-type: none"> <li>- Identify What Should Be Included in a Summary of a Fictional Text</li> <li>- Use Key Details in a Text to Summarize the Story</li> <li>- Identify the Theme of a Poem and Story</li> </ul>
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	-Comparing Story Elements	<ul style="list-style-type: none"> <li>- Compare and Contrast Elements in a Story</li> </ul>
<b>Reading Literature: Craft and Structure</b>			
RL.5.4	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	<ul style="list-style-type: none"> <li>- Use Context Clues to Determine the Meaning of Unknown Words and Phrases</li> </ul>
RL.5.5	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	<ul style="list-style-type: none"> <li>- Make Connections Between Stanzas in a Poem</li> </ul>
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	-Narrator's Point of View	<ul style="list-style-type: none"> <li>- Identify the Point of View of a Story</li> </ul>
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.5.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	<ul style="list-style-type: none"> <li>-Enhance Meaning with Multimedia</li> <li>-Enhance Tone with Multimedia</li> </ul>	
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	-Comparing Similar Texts	

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<b>Reading Literature: Language in Reading</b>			
RL.5.10	Use knowledge of language/conventions when reading.		
RL.5.10.a	Compare/contrast variety of English in stories/dramas/poems.		
RL.5.11	Determine/clarify meaning of unknown/multiple-meaning words/phrases based on Grade 5 reading and content.		
RL.5.11.a	Use context as a clue to meaning of a word or phrase.		
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
RL.5.11.c	Consult reference materials, to find the pronunciation/determine/clarify precise meaning of key words/phrases.		
RL.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RL.5.12.a	Interpret figurative language (similes/metaphors) in context.		
RL.5.12.b	Recognize/explain meaning of idioms/adages/proverbs.		
RL.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.5.13	Read/comprehend high quality dramas, prose and poetry of appropriate quantitative/qualitative complexity for Grade 5.		
<b>Reading Informational: Key Ideas and Details</b>			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences about a Text
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
RI.5.3	Explain relationships/interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
<b>Reading Informational: Craft and Structure</b>			
RI.5.4	Determine meaning of general academic/domain-specific words/phrases in a text relevant to grade 5 topic/subject.		

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RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text
RI.5.6	Analyze multiple accounts of same event/topic, note important similarities/differences in the point of view they represent.		
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	-Using Text Features	- Use Text Features to Answer Questions about a Text
RI.5.8	Explain how author uses reason/evidence to support points in a text, identifying which reasons/evidence support point(s).		
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
<b>Reading Informational: Language in Reading</b>			
RI.5.10	Use knowledge of language/conventions when reading.		
RI.5.11	Determine/clarify meaning of unknown/multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.		
RI.5.11.a	Use context as a clue to the meaning of a word or phrase.		
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
RI.5.11.c	Consult reference materials, to find pronunciation/determine or clarify the precise meaning of key words and phrases.		
RI.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RI.5.12.a	Interpret figurative language (similes/metaphors) in context.		
RI.5.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
RI.5.12.c	Use relationships between words (e.g., synonyms) to better understand each of the words.		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.5.13	Read and comprehend high quality informational text of appropriate quantitative/qualitative complexity for Grade 5.		

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<b>Operations and Algebraic Thinking: 5.OA - Write and interpret numerical expressions.</b>			
5.OA.1	Use parentheses in numerical expressions and evaluate expressions with these symbols.	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. i.e., express calculation “multiply sum of 8 and 7 by 2” as $2 \times (8+7)$ because parenthetical info. must be solved first. Recognize that $3 \times (18932+921)$ is three times as large as $18932+921$ , without having to calculate the indicated sum or product.	-Words to Numbers	<ul style="list-style-type: none"> <li>- Write Expressions Using Words and Symbols</li> <li>- Write Expressions to Represent Different Situations</li> </ul>
<b>Number and Operations in Base Ten: 5.NBT - Understand the place value system.</b>			
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NBT.2	Explain patterns in 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
5.NBT.3	Read, write, and compare decimals to thousandths.	<ul style="list-style-type: none"> <li>-Read/Write Decimals: Thousandths</li> <li>-Compare Decimals to Thousandths</li> </ul>	<ul style="list-style-type: none"> <li>- Identify/Read Expanded Form of Decimals to the Thousandths</li> <li>- Read/Write Decimals</li> <li>- Compare Decimals</li> </ul>
5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, expanded form, and unit form.	-Read/Write Decimals: Thousandths	<ul style="list-style-type: none"> <li>- Identify/Read Expanded Form of Decimals to the Thousandths</li> <li>- Read/Write Decimals</li> </ul>
5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $<$ , $=$ , and $\neq$ relational symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals

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5.NBT.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place Using a Number Line
<b>Number and Operations in Base Ten: 5.NBT - Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>			
5.NBT.5	Fluently multiply multi-digit whole numbers using an efficient algorithm based on place value understanding and the properties of operations.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole-Number Quotients	<ul style="list-style-type: none"> <li>- Solve Division Problems Using the Standard Algorithm</li> <li>- Solve Division Problems Using an Area Model</li> </ul>
5.NBT.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	<ul style="list-style-type: none"> <li>- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations</li> <li>- Divide Decimals Using Base Ten Models</li> </ul>
<b>Number and Operations – Fractions: 5.NF - Use equivalent fractions to add and subtract fractions.</b>			
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 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	<ul style="list-style-type: none"> <li>- Add Fractions with Unlike Denominators</li> <li>- Use Visuals to Add and Subtract Fractions with Unlike Denominators</li> </ul>
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. 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



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<b>Number and Operations – Fractions: 5.NF - Use previous understandings of multiplication and division to multiply and divide fractions.</b>			
5.NF.3	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g. by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply 2 Fractions
5.NF.4a	Interpret the product $a/b \cdot q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \cdot q \div b$ . For example, use a visual fraction model to show $2/3 \cdot 4 = 8/3$ and create a story context for this equation. Do the same with $2/3 \cdot 4/5 = 8/15$ .	-Multiplying Fractions	- Use Strategies to Multiply 2 Fractions
5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.NF.5	Interpret multiplication as scaling (resizing), by:		
5.NF.5a	Comparing the size of a product to the size of one factor based on the size of the other factor, without performing the indicated multiplication.		
5.NF.5b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explain 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 $a/b = na/nb$ to the effect of multiplying $a/b$ by 1.		

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5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, (e.g. by using visual fraction models or equations to represent the problem).	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.NF.7	Apply and extend previous understandings of division, to divide unit fractions by whole numbers and whole numbers by unit fractions. Division of a fraction by a fraction is not a requirement at this grade.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7a	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 $1/12 \cdot 4 = 1/3$ .	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div 1/5$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div 1/5 = 20$ because $20 \cdot 1/5 = 4$ .	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g. by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups of raisins?		
<b>Measurement and Data: 5.MD - Convert like measurement units within a given measurement system.</b>			
5.MD.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.	-Converting Measurements	- Convert Units of Metric Length

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<b>Measurement and Data: 5.MD - Represent and interpret data.</b>			
5.MD.2	Make data display to show a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in the data display. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. After lunch everyone measured how much milk they had left in their containers. Make a line plot showing data to the nearest 1/4 cup. Which value has the greatest amount?		
<b>Measurement and Data: 5.MD - (Geometric Measurement): Understand concepts of volume and relate volume to multiplication and to addition.</b>			
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.4	Measure volumes by counting unit cubes such as cubic cm, cubic in, cubic ft. or non-standard cubic units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	-Volume of Rectangular Prisms	
5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-dimensional whole-number products as volumes.	-Volume of Rectangular Prisms	

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5.MD.5b	Apply the formulas $V=l \cdot w \cdot h$ and $V=B \cdot h$ (B represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	-Volume of Rectangular Prisms	
5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		

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

5.G.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 second axis, with convention that names of the two axes and the coordinates correspond.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, interpret coordinate values of points in context of situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane

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

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

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<b>Writing: Text Types and Purposes</b>			
<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.		
<b>W.6.1.a</b>	Introduce claim(s) and organize the reasons/evidence clearly.		
<b>W.6.1.b</b>	Support claim(s) with clear reasons/relevant evidence, using credible sources; demonstrate understanding of topic or text.		
<b>W.6.1.c</b>	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
<b>W.6.1.d</b>	Establish and maintain a formal style.		
<b>W.6.1.e</b>	Provide a concluding statement or section that follows from the argument presented.		
<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
<b>W.6.2.a</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, compare/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.		
<b>W.6.2.b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
<b>W.6.2.c</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.		
<b>W.6.2.d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
<b>W.6.2.e</b>	Establish and maintain a formal style.		
<b>W.6.2.f</b>	Provide a concluding statement or section that follows from the information or explanation presented.		
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
<b>W.6.3.a</b>	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.		
<b>W.6.3.b</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, characters.		

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W.6.3.c	Use variety of transition words, phrases, clauses to convey sequence/signal shifts from one time frame/setting to another.		
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
W.6.4	Produce clear and coherent writing in which the development, organization, style are appropriate to task, purpose, audience.		
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.6.6	Use technology, including 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 three pages in a single sitting.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.6.7	Conduct short research projects to answer a question, drawing on several sources, refocusing the inquiry when appropriate.		
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism/providing basic bibliographic information for sources.		
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>Writing: Language in Writing</b>			
W.6.10	Demonstrate command of and use knowledge of conventions of standard English grammar and usage when writing.		
W.6.10.a	Vary sentence patterns for meaning, interest, and style.		
W.6.10.b	Ensure that pronouns are in the proper case.		
W.6.10.c	Use intensive pronouns (e.g., myself, ourselves).		
W.6.10.d	Recognize/correct inappropriate shift in pronoun number/person.		
W.6.10.e	Recognize and correct vague pronouns.		

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W.6.10.f	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.		
W.6.10.g	Maintain consistency in style and tone.		
W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
W.6.11.a	Use punctuation to set off nonrestrictive/parenthetical elements.		
W.6.11.b	Spell correctly.		
<b>Writing: Range of Writing</b>			
W.6.12	Write routinely over extended time frames/shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.6.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.6.1.a	Come to discussions prepared, having read/studied material; explicitly draw on that preparation by referring to evidence on topic, text, or issue to probe/reflect on ideas under discussion.		
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
SL.6.1.c	Pose/respond to specific questions with elaboration/detail by making comments that contribute to topic, text, or issue.		
SL.6.1.d	Review the key ideas expressed/demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats; explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Delineate speaker's argument/claims, distinguishing claims that are supported by reasons/evidence from claims that are not.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.6.4	Present claims/findings, sequencing ideas and using pertinent descriptions, facts, details to accentuate main ideas/themes; use appropriate eye contact, adequate volume, clear pronunciation.		
SL.6.5	Include multimedia components and visual displays in presentations to clarify information.		

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SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.		
SL.6.7.a	Vary sentence patterns for meaning, interest, style.		
SL.6.7.b	Use intensive pronouns (e.g., myself, ourselves).		
SL.6.7.c	Recognize/correct shift in pronoun number/person		
SL.6.7.d	Recognize and correct vague pronouns.		
SL.6.7.e	Recognize variations from standard English in own and others' writing, and identify and use strategies to improve expression in conventional language.		
SL.6.7.f	Maintain consistency in style and tone.		
SL.6.8	Acquire/use accurately grade-appropriate general academic and domain-specific words/phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe Plot and How Characters Respond to It
<b>Reading Literature: Craft and Structure</b>			
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		



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RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	-Compare a Text with a Performance	
RL.6.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
<b>Reading Literature: Language in Reading</b>			
RL.6.10	Use knowledge of language and its conventions when reading to improve comprehension.		
RL.6.11	Determine/clarify meaning of unknown/multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.		
RL.6.11.a	Use context as a clue to the meaning of a word or phrase.		
RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
RL.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase.		
RL.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RL.6.12.a	Interpret figures of speech in context.		
RL.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		

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<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.		
<b>Reading Informational: Key Ideas and Details</b>			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions about Informational Texts
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	-Development of an Idea or Event	
<b>Reading Informational: Craft and Structure</b>			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	-Text Structure	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	-Author's Argument	
<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	

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RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	-Compare and Contrast	
<b>Reading Informational: Language in Reading</b>			
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.		
RI.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.		
RI.6.11.a	Use context as a clue to the meaning of a word or phrase.		
RI.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
RI.6.11.c	Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
RI.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
RI.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RI.6.12.a	Interpret figures of speech in context.		
RI.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
RI.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.6.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.		

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<b>Ratio and Proportion: 6.RP - Understand ratio concepts and use ratio reasoning to solve problems.</b>			
6.RP.1	Use ratio language to describe a relationship between two quantities. Distinguish between part-to-part and part-to-whole relationships. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	-Introduction to Ratios	- Complete a Ratio Table
6.RP.2	Use unit rate language (“for each one”, “for every one” and “per”) and unit rate notation to demonstrate understanding the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ . For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”	-Introduction to Unit Rates	
6.RP.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 diagram, or using calculations.)	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.3a	Make tables of equivalent ratios relating quantities with whole-number measurements, find the missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. 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 -Ratio Tables	
6.RP.3b	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	

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6.RP.3c	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	
<b>The Number System: 6.NS - Apply and extend previous understanding of multiplication and division to divide fractions by fractions.</b>			
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, requiring multiple exposures connecting various concrete and abstract models.	-Dividing Fractions	
<b>The Number System: 6.NS - Compute fluently (efficiently, accurately, and flexibly) with multi-digit numbers and find common factors and multiples.</b>			
6.NS.2	Fluently (efficiently, accurately, and flexibly) divide multi-digit numbers using an efficient algorithm.	-Divide Multi-Digit Numbers	
6.NS.3	Fluently (efficiently, accurately, and flexibly) add, subtract, multiply, and divide multi-digit decimals using an efficient algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $18+48$ as $6(3+8)$ .	-Common Multiples & Factors	- Find the Greatest Common Factor
<b>The Number System: 6.NS - Apply and extend previous understandings of numbers to the system of rational numbers.</b>			
6.NS.5	Understand positive and negative numbers to describe quantities having opposite directions or values.	-Positive and Negative Numbers	
6.NS.5a	Use positive and negative numbers to represent quantities in real-world contexts.	-Positive and Negative Numbers	
6.NS.5b	Explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	

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6.NS.6	Understand a rational number as a point on the number line and a coordinate pair as a location on a coordinate plane.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, (e.g. $-(-3)=3$ ), and that 0 is its own opposite.	-Opposites of Numbers	
6.NS.6b	Recognize signs of numbers in ordered pairs indicate locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
6.NS.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.		
6.NS.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ} C > -7^{\circ} C$ to express the fact that $-3^{\circ} C$ is warmer than $-7^{\circ} C$ .		
6.NS.7c	Explain 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	

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6.NS.7d	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.		
6.NS.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
<b>Expressions and Equations: 6.EE - Apply and extend previous understanding of arithmetic to algebraic expressions.</b>			
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract $y$ from 5" as $5-y$ .	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2b	Identify parts of an expression using mathematical terms; view one or more parts of an expression as a single entity. For example, describe the expression $2(8+7)$ as a product of two factors; view $(8+7)$ as both a single entity and a sum of two terms.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations

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6.EE.2c	Evaluate expressions at specific values of variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in conventional order when there are no parentheses to specify a particular order. 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	<ul style="list-style-type: none"> <li>- Solve Problems Using Order of Operations</li> <li>- Evaluate Exponential Expressions</li> </ul>
6.EE.3	Apply the properties of operations and combine like terms, with the conventions of algebraic notation, to identify and generate equivalent expressions. For example, apply the distributive property to the expression $3(2+x)$ to produce the equivalent expression $6+3x$ ; apply properties of operations to $y+y+y$ to produce the equivalent expression $3y$ .	-Equivalent Expressions	
<b>Expressions and Equations: 6.EE - Reason about and solve one-variable equations and inequalities.</b>			
6.EE.4	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	-Equivalent Expressions	
6.EE.5	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		
6.EE.6	Write and solve one-step equations involving non-negative rational numbers using addition, subtraction, multiplication and division.	-Writing Expressions	<ul style="list-style-type: none"> <li>- Construct Expressions to Represent Word Problems</li> </ul>
6.EE.7	Write an inequality of the form $x>c$ or $x<c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x>c$ or $x<c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	-Solve One Variable Equations	



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<b>Expressions and Equations: 6.EE - Represent and analyze quantitative relationships between dependent and independent variables.</b>			
6.EE.8	Use variables to represent two quantities in a real-world problem that change in relationship to one another.		
6.EE.8a	Identify the independent and dependent variable.		
6.EE.8b	Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d=65t$ to represent the relationship between distance and time.		
6.EE.8c	Analyze relationship between dependent and independent variables using graphs/tables, relate these to the equation.		
<b>Geometry: 6.G - Solve real-world and mathematical problems involving area, surface area, and volume.</b>			
6.G.1	Find the area of all triangles, special quadrilaterals, and polygons whose edges meet at right angles by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by applying the formulas $V=lwh$ and $V=Bh$ ( $B$ is the area of the base and $h$ is the height) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
6.G.3	Draw polygons whose edges meet at right angles (rectilinear figure polygons) in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
6.G.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.		

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<b>Statistics and Probability: 6.SP - Develop concepts of statistical measures of center and variability and an informal understanding of outlier.</b>			
6.SP.1	Recognize and generate a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	-Introduction to Statistics	
6.SP.2	Analyze a set of data collected to answer a statistical question with a distribution which can be described by its center (mean, median and/or mode), spread (range and/or interquartile range), and overall shape (cluster, peak, gap, symmetry, skew (data) and/or outlier).	-Center, Spread and Shape	
6.SP.3	Recognize that a measure of center (mean, median and/or mode) for a numerical data set summarizes all of its values with a single number, while a measure of variation (range and/or interquartile range) describes how its values vary with a single number.	-Measures of Center and Variation	
<b>Statistics and Probability: 6.SP - Summarize and describe distributions.</b>			
6.SP.4	Display numerical data on dot plots, histograms, stem-and-leaf plots, and box plots.	-Displaying Data	
6.SP.5	Summarize numerical data sets in relation to their context, such as by:	-Summarizing Data Sets	
6.SP.5a	Reporting the number of observations.	-Summarizing Data Sets	
6.SP.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
6.SP.5c	Giving quantitative measures of center (mean, median and/or mode) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	-Summarizing Data Sets	
6.SP.5d	Relating the choice of measures of center and variability to the distribution of the data.	-Summarizing Data Sets	

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<b>Writing: Text Types and Purposes</b>			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, evidence.		
W.7.1.d	Establish and maintain a formal style.		
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.7.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.		
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.7.2.e	Establish and maintain a formal style.		
W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally/logically.		

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W.7.3.b	Use narrative techniques; dialogue, pacing, description, to develop experiences, events, and/or characters.		
W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
W.7.4	Produce clear and coherent writing in which development, organization, style are appropriate to task, purpose, audience.		
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>Writing: Language in Writing</b>			
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		

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W.7.10.a	Choose language that expresses ideas precisely and concisely, recognizing/eliminating wordiness/redundancy.		
W.7.10.b	Explain the function of phrases and clauses in general and their function in specific sentences.		
W.7.10.c	Choose among simple, compound, complex, sentences to signal differing relationships among ideas.		
W.7.10.d	Place phrases and clauses within a sentence, recognizing/correcting misplaced/dangling modifiers.		
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
W.7.11.a	Use a comma to separate coordinate adjectives.		
W.7.11.b	Spell correctly.		
<b>Writing: Range of Writing</b>			
W.7.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.7.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals/deadlines; define individual roles as needed.		
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.		
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.		

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SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
SL.7.5	Include multimedia component/visual display in presentations to clarify claims/findings; emphasize salient points.		
SL.7.6	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.		
SL.7.7.a	Choose language that expresses ideas precisely/concisely, recognizing and eliminating wordiness and redundancy.		
SL.7.7.b	Choose among simple, compound, complex, sentences to signal differing relationships among ideas.		
SL.7.7.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		
SL.7.8	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.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Cite Textual Evidence	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	-Thematic Development	

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<b>Reading Literature: Craft and Structure</b>			
RL.7.4	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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	-Figurative Language	
RL.7.5	Analyze how a drama’s or poem’s form or structure contributes to its meaning.	-Text Structure	
RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	-Compare Text and Multimedia	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use/alter history.	-Historical Fiction	
<b>Reading Literature: Language in Reading</b>			
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension.		
RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading/content, choosing from a range of strategies.		
RL.7.11.a	Use context as a clue to the meaning of a word/phrase.		
RL.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
RL.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine/clarify precise meaning/parts of speech.		
RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.		

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RL.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RL.7.12.a	Interpret figures of speech in context.		
RL.7.12.b	Use the relationship between particular words to better understand each of the words.		
RL.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.		
<b>Reading Informational: Key Ideas and Details</b>			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	-Central Ideas in a Text	
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	-How Ideas Are Related	
<b>Reading Informational: Craft and Structure</b>			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	-Text Structure	
RI.7.6	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	



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<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	-Print vs. Multimedia Text	
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
<b>Reading Informational: Language in Reading</b>			
RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension.		
RI.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.		
RI.7.11.a	Use context as a clue to the meaning of a word or phrase.		
RI.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
RI.7.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
RI.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.		
RI.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RI.7.12.a	Interpret figures of speech in context.		
RI.7.12.b	Use the relationship between particular words to better understand each of the words.		
RI.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		

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<b>Ratio and Proportion: 7.RP -Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>			
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour (interpreting a complex fraction as division of fractions), equivalently 2 miles per hour.	-Compute Unit Rates	
7.RP.2	Recognize and represent proportional relationships between quantities:	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.2a	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	
7.RP.2b	Analyze a table or graph and recognize that, in a proportional relationship, every pair of numbers has the same unit rate (referred to as the “m”).	-Find, Show Proportional Amounts	
7.RP.2c	Represent proportional relationships by equations. For example, if total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$ , the relationship between the total cost and the number of items can be expressed as $t=pn$ .	-Represent Proportions	
7.RP.2d	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	-Represent Proportions	
7.RP.3	Use proportional relationships to solve 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	

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<b>The Number System: 7.NS - Apply and extend previous understandings of operations with positive rational numbers to add, subtract, multiply, and divide all rational numbers.</b>			
7.NS.1	Represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
7.NS.1a	Describe situations in which opposite quantities combine to make 0. Show that a number and its opposite have a sum of 0 (are additive inverses). For example, show zero-pairs with two-color counters.	-Add Rational Numbers	
7.NS.1b	Show $p+q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative.	-Add Rational Numbers	
7.NS.1c	Model subtraction of rational numbers as adding the additive inverse, $p-q=p+(-q)$ .	-Subtract Rational Numbers	
7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.1e	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.2	Apply and extend previous understandings of multiplication and division of positive rational numbers to multiply and divide all rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NS.2a	Describe how multiplication is extended from positive rational numbers to all rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1)=1$ and the rules for multiplying signed numbers.	-Multiply Rational Numbers	
7.NS.2b	Explain that integers can be divided, provided that the divisor is not zero, and every quotient of integers is a rational number. Leading to situations such that if $p$ and $q$ are integers, then $-(p/q)=(-p)/q=p/(-q)$ .	-Division of Rational Numbers	

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7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
7.NS.2d	Convert a rational number in the form of a fraction to its decimal equivalent using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	
7.NS.3	Solve and interpret real-world and mathematical problems involving the four operations with rational numbers.	-Four Operations with Numbers	

## Expressions and Equations: 7.EE - Use properties of operations to generate equivalent expressions.

7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Note: factoring is limited to integer coefficients. For example: apply the distributive property to the expression $24x+18y$ to produce the equivalent expression $6(4x+3y)$ .	-Generate Equivalent Expressions	
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a+0.05a=1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	-Generate Equivalent Expressions	

## Expressions and Equations: 7.EE - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.3	Solve multi-step real-life and mathematical problems with rational numbers. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50	-Multi-Step, Real-World Problems	
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct two-step equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	

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7.EE.4a	Solve word problems leading to equations of the form $px+q=r$ , and $p(x+q)=r$ where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	-Solving Equations	
7.EE.4b	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 and $p>0$ . Graph the solution set of the inequality and interpret it in the context of the problem.	-Solving Inequalities	
<b>Geometry: 7.G - Draw, construct, and describe geometrical figures, and describe the relationships between them.</b>			
7.G.1	Solve problems involving scale drawings of geometric figures, such as computing actual lengths/areas from a scale drawing/reproducing a scale drawing at a different scale.		
7.G.2	Identify three-dimensional objects generated by rotating a two-dimensional object around one edge.		
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right cylinder.		
<b>Geometry: 7.G - Solve mathematical problems and problems in real-world context involving angle measure, area, surface area, and volume.</b>			
7.G.4	Use the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference/area of a circle.		
7.G.5	Investigate the relationship between three-dimensional geometric shapes;		
7.G.5a	Generalize the volume formula for prisms and cylinders ( $V=Bh$ where $B$ is the area of the base and $h$ is the height).		
7.G.5b	Generalize the surface area formula for prisms and cylinders ( $SA=2B+Ph$ where $B$ is the area of the base, $P$ is the perimeter of the base, and $h$ is the height).		
7.G.6	Solve real-world/mathematical problems involving area of two-dimensional objects and volume and surface area of three-dimensional objects including cylinders/right prisms.		

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<b>Statistics and Probability: 7.SP - Use random sampling to draw inferences about a population.</b>			
7.SP.1	Use statistics to gain information about a population by examining a sample of the population;	-Inferential Statistics	
7.SP.1a	Know that generalizations about a population from a sample are valid only if the sample is representative of that population and generate a valid representative sample of a population.	-Inferential Statistics	
7.SP.1b	Identify if a particular random sample would be representative of a population and justify your reasoning.	-Inferential Statistics	
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to informally gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data.	-Inferential Statistics	
<b>Statistics and Probability: 7.SP - Draw informal comparative inferences about two populations.</b>			
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, mean height of players on basketball team is 10 cm greater than mean height of players on soccer team, about twice variability on either team; on a dot plot, separation between the two distributions of heights is noticeable.		
7.SP.4	Use measures of center and measures of variability for 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 words in a chapter of a fourth-grade science book.	-Measures of Central Tendency	
<b>Statistics and Probability: 7.SP - Investigate chance processes and develop, use and evaluate probability models.</b>			
7.SP.5	Express the probability of a chance event as a number between 0-1 that represents likelihood of event occurring.	-Probability of a Chance Event	

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7.SP.6	Collect data from a chance process. Approximate probability by observing its long-run relative frequency. Recognize that as the number of trials increase, the experimental probability approaches the theoretical probability. Conversely, predict the approximate relative frequency given the probability. For example, rolling a number cube 600 times, predict 3/6 would be rolled roughly 200 times, probably not exactly 200 times.	-Predict and Compare Probability	
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	-Predict and Compare Probability	
7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	-Predict and Compare Probability	
7.SP.7b	Develop a probability model by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on observed frequencies?	-Predict and Compare Probability	
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
7.SP.8a	Know that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
7.SP.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		

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<b>Writing: Text Types and Purposes</b>			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence		
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
W.8.1.d	Establish and maintain a formal style.		
W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.8.2.a	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.		
W.8.2.b	Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information/examples.		
W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.8.2.e	Establish and maintain a formal style.		
W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		



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W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally/logically.		
W.8.3.b	Use narrative techniques; dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
W.8.3.c	Use a variety of transition words, phrases, clauses to convey sequence, signal shifts from one time frame or setting to another, show relationships among experiences and events.		
W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
<b>Writing: Production and Distribution of Writing</b>			
W.8.4	Produce clear and coherent writing in which development, organization, style are appropriate to task, purpose, audience.		
W.8.5	With some guidance/support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose/audience have been addressed.		
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact/collaborate with others.		
<b>Writing: Research to Build and Present Knowledge</b>			
W.8.7	Conduct short research projects to answer a question, draw on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism/following a standard format for citation.		
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		

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<b>Writing: Language in Writing</b>			
W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing.		
W.8.10.a	Use verbs in the active and passive voice and in the conditional/subjunctive mood to achieve particular effects.		
W.8.10.b	Explain the function of verbals in general and their function in particular sentences.		
W.8.10.c	Form and use verbs in the active and passive voice.		
W.8.10.d	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
W.8.10.e	Recognize/correct inappropriate shifts in verb voice/mood.		
W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.		
W.8.11.a	Use punctuation to indicate a pause or break.		
W.8.11.b	Use an ellipsis to indicate an omission.		
W.8.11.c	Spell correctly.		
<b>Writing: Range of Writing</b>			
W.8.12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
<b>Speaking and Listening: Comprehension and Collaboration</b>			
SL.8.1	Engage effectively in a range of collaborative discussions with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		

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SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
SL.8.2	Analyze purpose of information presented in diverse media formats and evaluate the motives behind its presentation.		
SL.8.3	Delineate a speaker’s argument/specific claims, evaluating soundness of reasoning/relevance/sufficiency of evidence and identifying when irrelevant evidence is introduced.		
<b>Speaking and Listening: Presentation of Knowledge and Ideas</b>			
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims/evidence, add interest.		
SL.8.6	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Speaking and Listening: Language in Speaking and Listening</b>			
SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
SL.8.7.a	Use verbs in the active and passive voice and in the conditional/subjunctive mood to achieve particular effects.		
SL.8.7.b	Form and use verbs in the active and passive voice.		
SL.8.7.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
SL.8.7.d	Recognize/correct inappropriate shifts in verb voice/mood.		
SL.8.8	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.		
<b>Reading Literature: Key Ideas and Details</b>			
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	

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RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	-Theme	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	
<b>Reading Literature: Craft and Structure</b>			
RL.8.4	Determine meaning of words/phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	-Point of View	
<b>Reading Literature: Integration of Knowledge and Ideas</b>			
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by director or actors.	-Comparing Film and Literature	
RL.8.9	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	
<b>Reading Literature: Language in Reading</b>			
RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.		
RL.8.11	Determine/clarify meaning of unknown/multiple-meaning words/phrases based on Grade 8 reading/content.		
RL.8.11.a	Use context as a clue to the meaning of a word/phrase.		
RL.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		

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RL.8.11.c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine/clarify its precise meaning/parts of speech.		
RL.8.11.d	Verify preliminary determination of meaning of word/phrase.		
RL.8.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RL.8.12.a	Interpret figures of speech in context.		
RL.8.12.b	Use the relationship between particular words to better understand each of the words.		
RL.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
<b>Reading Literature: Range of Reading and Level of Text</b>			
RL.8.13	Read/comprehend high quality dramas, prose, poetry of appropriate quantitative/qualitative complexity for Grade 8.		
<b>Reading Informational: Key Ideas and Details</b>			
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
RI.8.2	Determine a central idea of a text/analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	-Central Idea	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	-Text Development	
<b>Reading Informational: Craft and Structure</b>			
RI.8.4	Determine meaning of words/phrases as they are used in a text, including figurative, connotative, technical meanings; analyze impact of specific word choices on meaning/ tone, including analogies/allusions to other texts.	-Word Choice and Meaning	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Text Structure	
RI.8.6	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	

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<b>Reading Informational: Integration of Knowledge and Ideas</b>			
RI.8.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	-Multi-Media and Expository Text	
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact/interpretation.	-Understand Conflicting Texts	
<b>Reading Informational: Language in Reading</b>			
RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.		
RI.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing from a range of strategies.		
RI.8.11.a	Use context as a clue to the meaning of a word or phrase.		
RI.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
RI.8.11.c	Consult general/specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
RI.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.		
RI.8.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
RI.8.12.a	Interpret figures of speech in context.		
RI.8.12.b	Use the relationship between particular words to better understand each of the words.		
RI.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
<b>Reading Informational: Range of Reading and Level of Text</b>			
RI.8.13	Read/comprehend high quality informational text of appropriate quantitative/qualitative complexity for Grade 8.		

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<b>The Number System: 8.NS - Know that there are numbers that are not rational, and approximate them by rational numbers.</b>			
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	-Convert to Rational Numbers	
8.NS.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. $\pi^2$ ). For example, for the approximation of $\sqrt{68}$ , show that $\sqrt{68}$ is between 8 and 9 and closer to 8.	-Estimate Irrational Numbers	
<b>Expressions and Equations: 8.EE - Work with radicals and integer exponents.</b>			
8.EE.1	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 whole number perfect squares with solutions between 0 and 15 and cube roots of whole number perfect cubes with solutions between 0 and 5. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
8.EE.2	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	
8.EE.3	Read and write 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	

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<b>Functions: 8.F - Define, evaluate, and compare functions.</b>			
8.F.1	Explain that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
8.F.2	Compare properties of two linear functions represented in a variety of ways (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, the greater y-intercept, or the point of intersection.		
8.F.3	Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A=s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
<b>Functions: 8.F - Use functions to model relationships between quantities.</b>			
8.F.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.		
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g. where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		



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<b>Expressions and Equations: 8.EE - Understand the connections between proportional relationships, lines, and linear equations.</b>			
8.EE.4	Graph proportional relationships, interpreting its unit rate as the slope ( $m$ ) of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	-Relationships and Slope	
8.EE.5	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 and extend to include the use of the slope formula ( $m = \frac{y_2 - y_1}{x_2 - x_1}$ ) when given two coordinate points ( $x_1, y_1$ ) and ( $x_2, y_2$ ). Generate the equation $y = mx$ for a line through the origin (proportional) and the equation $y = mx + b$ for a line with slope $m$ intercepting the vertical axis at $y$ -intercept $b$ (not proportional when $b \neq 0$ ).	-Slope Intercept Form, Triangles	
8.EE.6	Describe the relationship between the proportional relationship expressed in $y = mx$ and the non-proportional linear relationship $y = mx + b$ as a result of a vertical translation.		
<b>Expressions and Equations: 8.EE - Analyze and solve linear equations, and inequalities.</b>			
8.EE.7	Fluently (efficiently, accurately, and flexibly) solve one-step, two-step, and multi-step linear equations and inequalities in one variable, including situations with the same variable appearing on both sides of the equal sign.	-Solutions to Linear Equations	
8.EE.7a	Give examples of linear equations in one variable with one solution ( $x = a$ ), infinitely many solutions ( $a = a$ ), or no solutions ( $a = b$ ). Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results.	-Solutions to Linear Equations	
8.EE.7b	Solve linear equations and inequalities with rational number coefficients, including equations/inequalities whose solutions require expanding and/or factoring expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	

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<b>Geometry: 8.G - Understand concepts of angle and measure angles.</b>			
8.G.1	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:		
8.G.1a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” can be used to measure angles.		
8.G.1b	An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.		
8.G.2	Measure angles in whole-number degrees using a protractor. Draw angles of specified measure using a straight edge.	-Measuring Angles	
8.G.3	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g. by using an equation with a symbol for the unknown angle measure.	-Additive Angles	
8.G.4	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and use them to solve simple equations for an unknown angle in a figure.		
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
8.G.6	Draw geometric shapes with given conditions. Focus on drawing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
<b>Geometry: 8.G - Understand and apply the Pythagorean Theorem.</b>			
8.G.7	Explain a proof of Pythagorean Theorem and its converse.		

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8.G.8	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. For example: Finding the slant height of pyramids and cones.		
8.G.9	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
<b>Geometry: 8.G - Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b>			
8.G.10	Investigate the relationship between the formulas of three dimensional geometric shapes;		
8.G.11a	Generalize the volume formula for pyramids and cones ( $V=1/3 Bh$ ).		
8.G.11b	Generalize surface area formula of pyramids and cones ( $SA=B+1/2 PI$ ).		
8.G.12	Solve real-world and mathematical problems involving arc length, area of two-dimensional shapes including sectors, volume and surface area of three-dimensional objects including pyramids, cones and spheres.		
<b>Statistics and Probability: 8.SP - Investigate patterns of association in bivariate data.</b>			
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. 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.		