eSpark Learning Alignment with the Mississippi College- and Career Readiness Standards (2016)

eSpark Learning is aligned to the Mississippi College- and Career Readiness Standards (2016). 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 Mississippi codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

Table of Contents

Kindergarten English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and 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 in a Story - Identify the Characters in a Story
Reading Literature: Craft and Structure			
RL.K.4	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 Fictional Texts - Identify Poems - Identify Informational Texts
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
Reading Literature: Integration of Knowledge and Ideas			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	-Using Pictures in Stories	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.K.10	Actively engage in group reading activities with purpose and understanding.		
Reading Informational Text: Key Ideas and Details			
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

Kindergarten ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
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
Reading Informational Text: Craft and Structure			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
RI.K.5	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	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
Reading Informational Text: Integration of Knowledge and Ideas			
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-Pictures Help You Read	
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 and support, identify basic similarities in and differences between two texts on the same topic.	-Same and Different	- Note Similarities and Differences Between Texts
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.K.10	Actively engage in group reading activities with purpose and understanding.		
Reading Foundational Skills: Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
RF.K.1a	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.1b	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

Kindergarten ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
RF.K.1c	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
Reading Foundational Skills: Phonological Awareness			
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
RF.K.2.a	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

Kindergarten ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	- Make all Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	-Letter Sounds	- Make all the Letter Sounds
RF.K.3b	Associate the long/short sounds with common spellings (graphemes) for the five major vowels.		
RF.K.3c	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.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
Reading Foundational Skills: Fluency			
RF.K.4	Read emergent-reader texts with purpose and understanding.		
Writing: Text Types and Purposes			
W.K.1	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	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	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		

Kindergarten ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Production and Distribution of Writing			
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening: Comprehension and Collaboration			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers/adults in small and larger groups.		
SL.K.1a	Follow agreed-upon rules for discussions.		
SL.K.1b	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, with prompting/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 and express thoughts, feelings, and ideas clearly.		
Language: Conventions of Standard English			
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.		
L.K.1a	Print many upper- and lowercase letters.		
L.K.1b	Use frequently occurring nouns and verbs.		

Kindergarten ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/.		
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
L.K.1f	Produce and expand complete sentences in shared language activities.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2a	Capitalize the first word in a sentence and pronoun I.		
L.K.2b	Recognize and name end punctuation.		
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
Language: Vocabulary Acquisition and Use			
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
L.K.4a	Identify new meanings for familiar words and apply them accurately.		
L.K.4b	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	
L.K.5	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	
L.K.5a	Sort common objects into categories to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to opposites.	-Opposites!	
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
L.K.5d	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	
L.K.6	Use words/phrases acquired through conversations, reading and being read to, and responding to texts.		

Kindergarten Mathematics

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

Kindergarten Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from			
K.OA.1	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 - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	-Friends of Ten	- Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
K.OA.5	Fluently add and subtract within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
Number and Operations in Base Ten (NBT): Work with numbers 11 to 19 to gain foundations for place value			
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks

Kindergarten Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (MD): Describe and compare measurable attributes			
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
Measurement and Data (MD): Classify objects and count the number of objects in each category			
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them
Geometry (G): Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
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	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.G.2	Correctly name shapes regardless of their orientations 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?	
Geometry (G): Analyze, compare, create, and compose shapes			
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes.	-Square or Cube?	
K.G.5	Model objects in the world by drawing two-dimensional shapes and building three-dimensional 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

Grade 1 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.1.1	Ask and answer questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions About a Story
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
RL.1.3	Describe characters, settings, and major events in a story, using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
Reading Literature: Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
RL.1.6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
Reading Literature: Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions About Characters and Events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Literature: Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
Reading Informational Text: Key Ideas and Details			
RI.1.1	Ask and answer questions 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.	-Make Connections	

Grade 1 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Craft and Structure			
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., tables of contents, headings, 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	
Reading Informational Text: Integration of Knowledge and Ideas			
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.	-Compare and Contrast Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		
Reading Foundational Skills: Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
Reading Foundational Skills: Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

Grade 1 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes the Vowel Sound in a Word - Divide Words into Syllables - Identify Syllables in a Word - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
RF.1.3b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word

Grade 1 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
RF.1.3f	Read words with inflectional endings.		
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading Foundational Skills: Fluency			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.1.4a	Read grade-level text with purpose/understanding.		
RF.1.4b	Read grade-level text orally with accuracy, rate, and expression on successive readings.		
RF.1.4c	Use context to confirm or self-correct word recognition/understanding, rereading as necessary.		
Writing: Text Types and Purposes			
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 the topic, and 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.		
Writing: Production and Distribution of Writing			
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed.		
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a topic, use them to write a sequence of instructions).		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

Grade 1 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Comprehension and Collaboration			
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
SL.1.1a	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.1.1b	Build on others' talk in conversations by responding to comments of others through multiple exchanges.		
SL.1.1c	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 and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas/feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		
Language: Conventions of Standard English			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.		
L.1.1a	Print all upper- and lowercase letters.		
L.1.1b	Use common, proper, and possessive nouns.		
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I/me/my; they/them/their, anyone, everything).		
L.1.1e	Use verbs to convey a sense of past, present, and future.		
L.1.1f	Use frequently occurring adjectives.		
L.1.1g	Use frequently occurring conjunctions.		
L.1.1h	Use determiners (e.g., articles, demonstratives).		
L.1.1i	Use frequently occurring prepositions.		

Grade 1 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2a	Capitalize dates and names of people.		
L.1.2b	Use end punctuation for sentences.		
L.1.2c	Use commas in dates and to separate single words in a series.		
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
Language: Vocabulary Acquisition and Use			
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	-Context Clues -Prefixes and Suffixes	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	-Prefixes and Suffixes	
L.1.4c	Identify frequently occurring root words (e.g., look), their inflectional forms (e.g., looks, looked, looking).		
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts categories represent.	-Sorting Words	
L.1.5b	Define words by category/by one or more attributes.		
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	-Words and Their Use	
L.1.5d	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, responding to texts, including using frequently occurring conjunctions to signal simple relationships.		

Grade 1 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Represent and solve problems involving addition and subtraction			
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, equations with a symbol for unknown number to represent the problem.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
Operations and Algebraic Thinking (OA): Understand and apply properties of operations and the relationship between addition and subtraction			
1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12.	-Number Families	- Learn About Fact Families - Understand Properties of Addition
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	-Number Families	- Understand Properties of Addition
Operations and Algebraic Thinking (OA): Add and subtract within 20			
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	-Add and Subtract Up to 20	- Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20

Grade 1 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Work with addition and subtraction equations			
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true/false?	-What is Equal?	
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
Number and Operations in Base Ten (NBT): Extend the counting sequence			
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.		
Number and Operations in Base Ten (NBT): Understand place value			
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	- Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.2 b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
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	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	-Compare Numbers	- Compare Two-Digit Numbers

Grade 1 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten (NBT): Use place value understanding and properties of operations to add and subtract			
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
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 Ten More and Ten Less - Add One or Ten More to a Given Number
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
Measurement and Data (MD): Measure lengths indirectly and by iterating length units			
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 Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
Measurement and Data (MD): Tell and write time with respect to a clock and a calendar			
1.MD.3a	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital/Analog Notation

Grade 1 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
1.MD.3b	Identify the days of the week, the number of days in a week, and the number of weeks in each month.		
Measurement and Data (MD): Represent and interpret data			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
Measurement and Data (MD): Work with money			
1.MD.5a	Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1).	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
1.MD.5b	Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).		
1.MD.5c	Count like U.S. coins up to the equivalent of a dollar.		
1.MD.5d	Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).		
Geometry (G): Reason with shapes and their attributes			
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); for a wide variety of shapes; build and draw shapes to possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.2	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	-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 the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

Grade 2 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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 Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
Reading Literature: Craft and Structure			
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
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 aloud.	-Discover Points of View	
Reading Literature: Integration of Knowledge and Ideas			
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 the Illustrations in a Story - Explain How Illustrations Contribute to a Story
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of range.		

Grade 2 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within text.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.3	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
Reading Informational Text: Craft and Structure			
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	
Reading Informational Text: Integration of Knowledge and Ideas			
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	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 2 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.		
RF.2.3d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Reading Foundational Skills: Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4a	Read grade-level text with purpose and understanding.		
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Grade 2 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Text Types and Purposes			
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.		
Writing: Production and Distribution of Writing			
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
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.		
Speaking and Listening: Comprehension and Collaboration			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
SL.2.1a	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.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.		

Grade 2 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly 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.		
Language: Conventions of Standard English			
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.		
L.2.1a	Use collective nouns (e.g., group).		
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).		
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.2a	Capitalize holidays, product names, and geographic names.		
L.2.2b	Use commas in greetings and closings of letters.		

Grade 2 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.		
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check/correct spellings.		
Language: Knowledge of Language			
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.3a	Compare formal and informal uses of English.		
Language: Vocabulary Acquisition and Use			
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	-Adding Prefixes	
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	-Root Words	
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly; bookshelf, notebook).	-Compound Words	
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy/juicy).		
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., slender, skinny, scrawny).		
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		

Grade 2 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Represent and solve problems involving addition and subtraction			
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 equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
Operations and Algebraic Thinking (OA): Add and subtract within 20			
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
Operations and Algebraic Thinking (OA): Work with equal groups of objects to gain foundations for multiplication			
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	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
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	- Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
Number and Operations in Base Ten (NBT): Understand place value			
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

Grade 2 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
2.NBT.1 a	100 can be thought of as a bundle of ten tens — called a “hundred.”	-Place Value	
2.NBT.1 b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	-Place Value	
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	-Compare 3-digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		
Number and Operations in Base Ten (NBT): Use place value understanding and properties of operations to add and subtract			
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers

Grade 2 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
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 and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
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 and subtraction strategies work, using place value and the properties of operations.		
Measurement and Data (MD): Measure and estimate lengths in standard units			
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.		
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
Measurement and Data (MD): Relate addition and subtraction to length			
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
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.		

Grade 2 Math (continued)

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

Grade 3 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Understanding the Text	- Ask and Answer Questions About a Story
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the 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
Reading Literature: Craft and Structure			
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 their own point of view from that of the narrator or those of the characters.	-Point of View	
Reading Literature: Integration of Knowledge and Ideas			
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by words in a story (e.g., emphasize aspects of a character/setting).	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
RL.3.9	Compare and contrast the themes, settings, plots of stories written by the same author about the same/similar characters (e.g., books from a series).	-Compare, Contrast Series Books	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		
Reading Informational Text: Key Ideas and Details			
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	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
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	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
Reading Informational Text: Craft and Structure			
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	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
RI.3.6	Distinguish their own point of view from that of the author of a text.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
Reading Informational Text: Integration of Knowledge and Ideas			
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	-Use Pictures to Understand Words	- Answer Questions About the Images in a Text - Explain the Images in a Text
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	
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
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
RF.3.3b	Decode words with common Latin suffixes.		
RF.3.3c	Decode multisyllable words.		
RF.3.3d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
Reading Foundational Skills: Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
RF.3.4a	Read grade-level text with purpose/understanding.		
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-Read with Fluency	- Read with Fluency
RF.3.4c	Use context to confirm or self-correct word recognition/understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		
W.3.1b	Provide reasons that support the opinion.		
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
W.3.1d	Provide a concluding statement or section.		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
W.3.2b	Develop the topic with facts, definitions, details.		
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
W.3.2d	Provide a concluding statement or section.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3c	Use temporal words/phrases to signal event order.		
W.3.3d	Provide a sense of closure.		
Writing: Production and Distribution of Writing			
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and 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.		
Writing: Research to Build and Present Knowledge			
W.3.7	Conduct short research projects that build knowledge about a topic.		
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Range of Writing			
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics/texts, building on others' ideas and expressing their own clearly.		
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.3.1b	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.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1d	Explain their own ideas and 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.		
Speaking and Listening: Presentation of Knowledge and Ideas			
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 demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Conventions of Standard English			
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.		
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
L.3.1b	Form and use regular and irregular plural nouns.		
L.3.1c	Use abstract nouns (e.g., childhood).		
L.3.1d	Form and use regular and irregular verbs.		
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.		
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
L.3.1h	Use coordinating and subordinating conjunctions.		
L.3.1i	Produce simple, compound, complex sentences.		
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.3.2a	Capitalize appropriate words in titles.		
L.3.2b	Use commas in addresses.		
L.3.2c	Use commas and quotation marks in dialogue.		
L.3.2d	Form and use possessives.		
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check/correct spellings.		

Grade 3 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.3.3a	Choose words and phrases for effect.		
L.3.3b	Recognize and observe differences between the conventions of spoken/written standard English.		
Language: Vocabulary Acquisition and Use			
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, heat/preheat, comfortable/uncomfortable, care/careless).		
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, heard, wondered).		
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		

Grade 3 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Represent and solve problems involving multiplication and division			
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. i.e., describe a context in which a total number of objects can be expressed as 5 × 7.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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. i.e., describe a context in which a number of shares/number of groups can be expressed (56 ÷ 8).	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
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.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. i.e., determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	-Unknown Number Equations	
Operations and Algebraic Thinking (OA): Understand properties of multiplication and the relationship between multiplication and division			
3.OA.5	Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
3.OA.6	Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder.	-Division as an Unknown Factor	
Operations and Algebraic Thinking (OA): Multiply and divide within 100			
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand concept when a remainder does not exist under division.	-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

Grade 3 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Solve problems involving the four operations, and identify and explain patterns in arithmetic			
3.OA.8	Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Include problems with whole dollar amounts.	-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.		
Number and Operations in Base Ten (NBT): Use place value understanding and properties of operations to perform multi-digit arithmetic			
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
3.NBT.2	Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm - Add and Subtract within 1000 Using the Expanded Form Strategy - Add and Subtract within 1000 Using a Number Line - Add within 1000 Using Any Method
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.		
Number and Operations – Fractions (NF): Develop understanding of fractions as numbers			
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	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions

Grade 3 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	- Label and Identify 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	- Label and Identify Fractions on a Number Line
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	- Label and Identify Fractions on a Number Line
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole.	-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, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	-Generating Equivalent Fractions	
3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	-Whole Numbers as Fractions	
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 the results of comparisons with the symbols >, =, or <, and justify the conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models

Grade 3 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (MD): Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects			
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), liters (l), and kilograms (kg). Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., using drawings (such as a beaker with a measurement scale) to represent the problem.		
Measurement and Data (MD): Represent and interpret data			
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.		
Measurement and Data - Geometric Measurement (MD): Understand concepts of area and relate area to multiplication and to addition			
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.5a	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.5b	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.		
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

Grade 3 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
3.MD.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7c	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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7d	Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive.		
Measurement and Data - Geometric Measurement (MD): Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures			
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeters.	-Perimeter of Polygons	
Geometry (G): Reason with shapes and their attributes			
3.G.1	Understand that shapes in different categories may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
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, and describe the area of each part is 1/4 of the area of the shape.		

Grade 4 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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 the Text to Summarize a Story - Identify Theme of a Poem
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	-Describing Characters	- Describe a Character, Setting, or Event
Reading Literature: Craft and Structure			
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 to to Determine the Meaning of Unknown Words and 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 - Identify Point of View
Reading Literature: Integration of Knowledge and Ideas			
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 (e.g., opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
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	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
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	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
Reading Informational Text: Craft and Structure			
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, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
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	
Reading Informational Text: Integration of Knowledge and Ideas			
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	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
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.	-Be an Expert: Use Multiple Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in/out context of context.		
Reading Foundational Skills: Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.4.4a	Read grade-level text with purpose/understanding.		
RF.4.4b	Read grade-level prose/poetry orally with accuracy, appropriate rate, expression on successive readings.		
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
W.4.1b	Provide reasons that are supported by facts/details.		
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		
W.4.1d	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.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.4.2c	Link ideas within categories of information using words and phrases (e.g., for example, also, because).		
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.4.3b	Use dialogue/description to develop experiences and events; show responses of characters to situations.		
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.		
W.4.3d	Use concrete words and phrases and sensory details to convey experiences/events precisely.		
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.		
Writing: Research to Build and Present Knowledge			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, actions].”).		
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support points in a text”).		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Range of Writing			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision), shorter time frames (a single sitting or a day/two) for a range of discipline-specific tasks, purposes, audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.4.1c	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.4.1d	Review the key ideas expressed and explain their own ideas/understanding in light of the discussion.		
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.		
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Conventions of Standard English			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		
L.4.1e	Form and use prepositional phrases.		
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.4.2a	Use correct capitalization.		
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.		
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.		
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.		
Language: Knowledge of Language			
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3a	Choose words and phrases to convey ideas precisely.		
L.4.3b	Choose punctuation for effect.		
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		

Grade 4 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Vocabulary Acquisition and Use			
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		

Grade 4 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Use the four operations with whole numbers to solve problems			
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Multistep Word Problems	- Solve Multistep Word Problems
Operations and Algebraic Thinking (OA): Gain familiarity with factors and multiples			
4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1 Through 100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for the Numbers 1 Through 100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for Numbers 1-100
Operations and Algebraic Thinking (OA): Generate and analyze patterns			
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

Grade 4 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten (NBT): Generalize place value understanding for multi-digit whole numbers			
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 ÷ 70 = 10 by applying concepts of place value and division.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
Number and Operations in Base Ten (NBT): Use place value understanding and properties of operations to perform multi-digit arithmetic			
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
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	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
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 and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide

Grade 4 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Number and Operations – Fractions (NF): Extend understanding of fraction equivalence and ordering			
4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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 denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
Number and Operations – Fractions (NF): Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers			
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- 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, e.g., by using a visual fraction model: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
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 Subtract Mixed Numbers - Use Strategies to Add 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/equations to represent problem.		

Grade 4 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
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 the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (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. i.e., use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	-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, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
Number and Operations – Fractions (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 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.		
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 diagram.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
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 symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		

Grade 4 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (MD): Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit			
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	-Customary and Metric Measurement	- Convert Units of Time
4.MD.2	Use the four operations to solve word problems involving: - intervals of time - money - distances - liquid volumes -masses of objects 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 area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of flooring and length, by viewing 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
Measurement and Data (MD): Represent and interpret data			
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

Grade 4 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Measurement and Data - Geometric Measurement (MD): Understand concepts of angle and measure angles			
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	-Measuring Angles	
4.MD.5a	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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	-Measuring Angles	
4.MD.5b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
4.MD.7	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. Example: Find the missing angle using an equation.	-Additive Angles	
Geometry (G): Draw and identify lines and angles, and classify shapes by properties of their lines and angles			
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify in two-dimensional figures.		
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		

Grade 5 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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	- Make Inferences - Make Inferences Using Text Evidence
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
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	- Compare and Contrast Elements in a Story
Reading Literature: Craft and Structure			
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	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
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	- Make Connections Between Stanzas in a Poem
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
Reading Literature: Integration of Knowledge and Ideas			
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
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	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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 the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
Reading Informational Text: Craft and Structure			
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) 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 the same event or topic, noting important similarities and differences in the point of view they represent.		
Reading Informational Text: Integration of Knowledge and Ideas			
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 an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which 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	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Reading Foundational Skills: Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.5.4a	Read grade-level text with purpose/understanding.		
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.5.4c	Use context to confirm or self-correct word recognition/understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.5.1a	Introduce a topic or text clearly, state an opinion, create an organizational structure in which ideas are logically grouped to support writer's purpose.		
W.5.1b	Provide logically ordered reasons that are supported by facts and details.		
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
W.5.1d	Provide a concluding statement or section related to the opinion presented.		
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.		
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.5.3a	Orient the reader by establishing a situation and introducing a narrator/characters; organize an event sequence that unfolds naturally.		
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
W.5.3d	Use concrete words and phrases and sensory details to convey experiences/events precisely.		
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.		
Writing: Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a list of sources.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, research.		
W.5.9a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").		
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		
Writing: Range of Writing			
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.		
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Presentation of Knowledge and Ideas			
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 presentations when appropriate to enhance the development of main ideas or themes.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Language: Conventions of Standard English			
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.		
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.		
L.5.1d	Recognize and correct inappropriate shifts in verb tense.		
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).		
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.5.2a	Use punctuation to separate items in a series.		
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.		
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.		
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.		

Grade 5 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3b	Compare and contrast the varieties of English (e.g., dialects) used in stories, dramas, or poems.		
Language: Vocabulary Acquisition and Use			
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.5.5a	Interpret figurative language, including similes and metaphors, in context.		
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		

Grade 5 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (OA): Write and interpret numerical expressions			
5.OA.1	Use parentheses, brackets, or braces 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. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
Operations and Algebraic Thinking (OA): Analyze patterns and relationships			
5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
Number and Operations in Base Ten (NBT): Understand the place value system			
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 (e.g., “In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).		
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents

Grade 5 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
5.NBT.3	Read, write, and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals - Compare Two Decimals
5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals
5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.NBT.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten (NBT): Perform operations with multi-digit whole numbers and with decimals to hundredths			
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
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	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models

Grade 5 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Number and Operations – Fractions (NF): Use equivalent fractions as a strategy to add and subtract fractions			
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, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
Number and Operations – Fractions (NF): Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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 Two Fractions
5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions

Grade 5 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
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 on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.		
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.	-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) ÷ 4, use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain: (1/3) ÷ 4 = 1/12 because (1/12) × 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 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (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?		

Grade 5 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (MD): Convert like measurement units within a given measurement system			
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	-Converting Measurements	- Convert Units of Metric Length
Measurement and Data (MD): Represent and interpret data			
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
Measurement and Data - Geometric Measurement (MD): Understand concepts of volume and relate volume to multiplication and addition			
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, using cubic cm, cubic in, cubic ft, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.5	Relate volume to the operations of multiplication and addition and solve 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 threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	-Volume of Rectangular Prisms	

Grade 5 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
5.MD.5b	Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	-Volume of Rectangular Prisms	
5.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.		
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
Geometry (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 the second axis, with the convention that the names of the two axes and 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, and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
Geometry (G): Classify two-dimensional figures into categories based on their properties			
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and 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	

Grade 6 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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 based upon this determination.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading Literature: Craft and Structure			
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.		
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
Reading Literature: Integration of Knowledge and Ideas			
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 (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 6 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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 - Identify the Main Idea and Key Details in an Informational 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	
Reading Informational Text: Craft and Structure			
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	
Reading Informational Text: Integration of Knowledge and Ideas			
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	
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	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 6 ELA (continued)

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

Grade 6 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and 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.		
Writing: Research to Build and Present Knowledge			
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.6.9a	Apply grade 6 Reading standards to literature (e.g., “Compare/contrast texts in different forms or genres.		
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).		
Writing: Range of Writing			
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.		

Grade 6 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Comprehension and Collaboration			
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others' ideas, expressing their own clearly.		
SL.6.1a	Come to discussions prepared, having read/studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.6.1b	Follow rules for collegial discussions, set specific goals/deadlines; define individual roles as needed.		
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, issue under discussion.		
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.6.4	Present claims and findings, sequencing ideas logically; using pertinent descriptions, facts, details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, clear pronunciation.		
SL.6.5	Include multimedia components and visual displays in presentations to clarify information.		
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.		
L.6.1a	Ensure that pronouns are in the proper case.		
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).		
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.		
L.6.1d	Recognize and correct vague pronouns.		

Grade 6 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
L.6.2b	Spell correctly.		
Language: Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		
L.6.3b	Maintain consistency in style and tone.		
Language: Vocabulary Acquisition and Use			
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
L.6.4a	Use context as a clue to meaning of a word/phrase.		
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase.		
L.6.5	Demonstrate understanding of figurative language, word relationships, nuances in word meanings.		
L.6.5a	Interpret figures of speech in context.		
L.6.5b	Use the relationship between particular words to better understand each of the words.		
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Grade 6 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships (RP): Understand ratio concepts and use ratio reasoning to solve problems			
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak."	-Introduction to Ratios	- Complete a Ratio Table
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. i.e., "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 diagrams, or equations.	-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 missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.RP.3b	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	
6.RP.3c	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	
6.RP.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
The Number System (NS): Apply and extend previous understanding of multiplication and division to divide fractions by fractions			
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	-Dividing Fractions	
The Number System (NS): Compute fluently with multi-digit numbers and find common factors and multiples			
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	-Divide Multi-Digit Numbers	
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
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 36 + 8 as 4 (9 + 2).	-Common Multiples & Factors	- Find the Greatest Common Factor
The Number System (NS): Apply and extend previous understandings of numbers to the system of rational numbers			
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
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	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.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 oC > -7 oC to express the fact that -3 oC is warmer than -7 oC.		
6.NS.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.	-Absolute Value	
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

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
6.NS.9	Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram.		
6.NS.9a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.		
6.NS.9b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts.		
6.NS.9c	Understand subtraction of integers as adding the additive inverse, p – q = p + (–q). Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.		
6.NS.9d	Apply properties of operations as strategies to add and subtract integers.		
Expressions and Equations (EE): Apply and extend previous understandings of arithmetic to algebraic expressions			
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

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
6.EE.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	-Equivalent Expressions	
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	-Equivalent Expressions	
Expressions and Equations (EE): Reason about and solve one-variable equations and inequalities			
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world/mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	-Solve One Variable Equations	
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		
Expressions and Equations (EE): Represent and analyze quantitative relationships between dependent and independent variables			
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another. - write an equation to express one quantity, thought of as the dependent variable. - Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.		
Geometry (G): Solve real-world and mathematical problems involving area, surface area, and volume			
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques 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 packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		

Grade 6 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques 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.		
Statistics and Probability (SP): Develop understanding of statistical variability			
6.SP.1	Recognize 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	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	
Statistics and Probability (SP): Summarize and describe distributions			
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, 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 (median and/or mean) and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	-Summarizing Data Sets	
6.SP.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

Grade 7 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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 in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	-Thematic Development	
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	-Elements of a Short Story	
Reading Literature: Craft and Structure			
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 specific word choice (e.g., alliteration) on meaning and tone.	-Figurative Language	
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	-Text Structure	
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
Reading Literature: Integration of Knowledge and Ideas			
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 (e.g., lighting, sound, color, or camera focus and angles in a film).	-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 or alter history.	-Historical Fiction	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 7 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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 a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	-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	
Reading Informational Text: Craft and Structure			
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	
Reading Informational Text: Integration of Knowledge and Ideas			
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 (e.g., how the delivery of a speech affects the impact of the words).	-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	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Grade 7 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Text Types and Purposes			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, organize the reasons and evidence logically.		
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
W.7.1d	Establish and maintain a formal style.		
W.7.1e	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, information through the selection, organization, analysis of relevant content.		
W.7.2a	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 (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
W.7.2b	Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.7.2e	Establish and maintain a formal style.		
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.7.3	Write narratives to develop real/imagined experiences or events using effective technique, relevant details, and well-structured event sequences.		
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		

Grade 7 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action; convey experiences and events.		
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and 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.		
Writing: Research to Build and Present Knowledge			
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.		
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").		
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		

Grade 7 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Range of Writing			
W.7.10	Write routinely over extended time frames/shorter time frames (single sitting or a day/two) for a range of discipline-specific tasks, purposes, audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas, expressing their own clearly.		
SL.7.1a	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.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.7.1c	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.7.1d	Acknowledge new information expressed by others and, when warranted, modify own views.		
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
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.		
Speaking and Listening: Presentation of Knowledge and Ideas			
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 components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Grade 7 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Conventions of Standard English			
L.7.1	Demonstrate command of conventions of standard English grammar and usage when writing/speaking.		
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.		
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
L.7.1c	Place phrases and clauses within a sentence, recognizing/correcting misplaced/dangling modifiers.		
L.7.2	Demonstrate command of conventions of standard English capitalization, punctuation, spelling (writing).		
L.7.2a	Use a comma to separate coordinate adjectives.		
L.7.2b	Spell correctly.		
Language: Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.7.3a	Choose language that expresses ideas precisely, recognizing/eliminating wordiness/redundancy.		
Language: Vocabulary Acquisition and Use			
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.		
L.7.4a	Use context as a clue to meaning of a word/phrase.		
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		
L.7.4c	Consult general and specialized reference materials, both print/digital, to find pronunciation of a word or clarify its precise meaning or its part of speech.		
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase.		
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.7.5a	Interpret figures of speech in context.		
L.7.5b	Use the relationship between particular words to better understand each of the words.		
L.7.5c	Distinguish connotations of words with similar denotations.		
L.7.6	Acquire/use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word/phrase important to comprehension/expression.		

Grade 7 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships (RP): Analyze proportional relationships and use them to solve real-world and mathematical problems			
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 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, 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	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	-Find, Show Proportional Amounts	
7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-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	
The Number System (NS): Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers			
7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition/subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	

Grade 7 Mathematics

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

Grade 7 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Expressions and Equations (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.	-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 (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 posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 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 simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	-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. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	-Solving Inequalities	

Grade 7 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Geometry (G): Draw, construct, and describe geometrical figures, and describe the relationships between them			
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
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 rectangular pyramids.		
Geometry (G): Solve real-life and mathematical problems involving angle measure, area, surface area, and volume			
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		
Statistics and Probability (SP): Use random sampling to draw inferences about a population			
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	

Grade 7 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Statistics and Probability (SP): Use random sampling to draw inferences about a population			
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off estimate or prediction might be.	-Inferential Statistics	
Statistics and Probability (SP): Draw informal comparative inferences about two populations			
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. i.e., mean height of players on is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.		
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about 2 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 4th grade science book.	-Measures of Central Tendency	
Statistics and Probability (SP): Investigate chance processes and develop, use and evaluate probability models			
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	-Probability of a Chance Event	

Grade 7 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, 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 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 (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	-Predict and Compare Probability	
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, simulation.	-Probabilities of Compound Events	
7.SP.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
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 (e.g., "rolling double sixes"), identify the outcomes in sample space which composes 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?		

Grade 8 English Language Arts

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
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	
RL.8.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	-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	
Reading Literature: Craft and Structure			
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
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 (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	-Point of View	
Reading Literature: Integration of Knowledge and Ideas			
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 the choices made by the director or actors.	-Comparing Film and Literature	
RL.8.9	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.	-Fiction: Themes and Patterns	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.		

Grade 8 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
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 and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	-Central Idea	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	-Text Development	
Reading Informational Text: Craft and Structure			
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word Choice and Meaning	
RI.8.5	Analyze 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	
Reading Informational Text: Integration of Knowledge and Ideas			
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) 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/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 or interpretation.	-Understand Conflicting Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.		

Grade 8 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Writing: Text Types and Purposes			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence		
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
W.8.1d	Establish and maintain a formal style.		
W.8.1e	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.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, and multimedia when useful to aiding comprehension.		
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.8.2e	Establish and maintain a formal style.		
W.8.2f	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.		
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		

Grade 8 ELA (continued)

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

Grade 8 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
W.8.9a	Apply grade 8 Reading standards to literature (e.g., "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").		
W.8.9b	Apply grade 8 Reading standards to literary nonfiction (e.g., "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").		
Writing: Range of Writing			
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on topic, text, or issue to probe and reflect on ideas that preparation by referring to evidence on the under discussion.		
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		

Grade 8 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, orally, quantitatively) evaluate the motives (e.g., social, commercial, political) behind its presentation.		
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
Speaking and Listening: Presentation of Knowledge and Ideas			
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 and evidence, and add interest.		
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
L.8.1	Demonstrate command of conventions of standard English grammar/usage when writing or speaking.		
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
L.8.1b	Form and use verbs in the active and passive voice.		
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.		
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
L.8.2b	Use an ellipsis to indicate an omission.		
L.8.2c	Spell correctly.		

Grade 8 ELA (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
Language: Vocabulary Acquisition and Use			
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation of a word; determine or clarify its precise meaning or its part of speech.		
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.		
L.8.5b	Use the relationship between particular words to better understand each of the words.		
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Grade 8 Mathematics

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
The Number System (NS): Know that there are numbers that are not rational, and approximate them using rational numbers			
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., π^2). For example, by truncating the decimal expansion of √2 (square root of 2), show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	-Estimate Irrational Numbers	
Expressions and Equations (EE): Work with radicals and integer exponents			
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3-5 = 3-3 = 1/33 = 1/27.	-Integer Exponents	
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	-Square and Cube Roots	
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.	-Scientific Notation	
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	

Grade 8 Math (continued)

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

Grade 8 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
8.EE.8c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		
Functions (F): Define, evaluate, and compare functions			
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
8.F.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
Functions (F): Use functions to model relationships between quantities			
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.		

Grade 8 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Geometry (G): Understand congruence and similarity using physical models, transparencies, or geometry software			
8.G.1	Verify experimentally the properties of rotations, reflections, and translations:		
8.G.1a	Lines are taken to lines, and line segments to line segments of the same length.		
8.G.1b	Angles are taken to angles of the same measure.		
8.G.1c	Parallel lines are taken to parallel lines.		
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.		
8.G.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
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.		
Geometry (G): Understand and apply the Pythagorean Theorem			
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.		
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two/three dimensions.		
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		

Grade 8 Math (continued)

MS Code	Mississippi Standard	Quest Title	Small Group Skill Lesson
Geometry (G): Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres			
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		
Statistics and Probability (SP): Investigate patterns of association in bivariate data			
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.		
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	-Two-Way Table	- Test Apps