



eSpark Learning Alignment with the Oklahoma Learning Standards: Grade-Level Expectations (2016)

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

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Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.			
K.1.L.1	Students will actively listen using agreed-upon discussion rules with prompting.		
K.1.L.2	Students will follow simple one- and two-step oral directions.		
Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.			
K.1.S.1	Students will work respectfully with peers with prompting.		
K.1.S.2	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.		
K.1.S.3	Students will ask and answer relevant questions with prompting.		
K.1.S.4	Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).		
Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.			
K.2.PA.1	Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).	<ul style="list-style-type: none"> -Words That Rhyme -Count Syllables -Letters Make Words -Word Families 	<ul style="list-style-type: none"> - 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

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K.2.PA.2	Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.	-Words That Rhyme	- Find Words that Rhyme
K.2.PA.3	Students will isolate and pronounce initial and final sounds in spoken words.	-Count Syllables	- Count Syllables in a Word
K.2.PA.4	Students will count, segment, and blend syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
K.2.PA.5	Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; segmenting: cat = /c/+ at).		
K.2.PA.6	Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat).		
K.2.PA.7	Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words

Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.

K.2.PC.1	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	-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
K.2.PC.2	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify Front and Back Cover of a Book
K.2.PC.3	Students will recognize that print moves from top to bottom, left to right, and front to back.	-Read Stories	- Follow Text from Left to Right and Top to Bottom

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K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words
K.2.PC.5	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.		
K.2.PC.6	Students will correctly form letters to write their first and last name; most uppercase/lowercase letters correctly.		

Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.

K.2.PWS.1	Students will name all uppercase and lowercase letters.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
K.2.PWS.2	Students will sequence the letters of the alphabet.		
K.2.PWS.3	Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).	-Letter Sounds	- Make all the Letter Sounds
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words

Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

K.2.SE.1	Students will represent major consonants logically in phonetic spelling (e.g., "lefnt" for elephant).		
K.2.SE.2	Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur).		

Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.

K.2.F.1	Students will read their first and last name in print.		
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K.2.F.2	Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).		
K.2.F.3	Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	-Sight Words	- Recognize Sight Words
Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.			
K.2.R.1	Students will identify the topic or main idea with a supporting detail of a text with prompting.	-Ask and Answer Questions	- Answer Questions About a Story - Ask and Answer Questions About Informational Texts
K.2.R.2	Students will discriminate between fiction and nonfiction text with prompting.		
K.2.R.3	Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
K.2.R.4	Students will begin to retell facts and details from an informational text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell Main Idea and Key Details of an Informational Text
Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.			
K.2.W.1	Students will express themselves through drawing and emergent writing.		
K.2.W.2	Students will sequence the action or details of stories/texts with prompting.	-Retell Stories -Author's Purpose	- Retell the Parts of a Story - Retell a Story
K.2.W.3	Students will use appropriate spacing between letters and words in emergent writing.		
K.2.W.4	Students will add to their drawing and emergent writing.		
K.2.W.5	Students will share their stories/texts with authentic audiences.		

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Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.			
K.3.R.1	Students will describe the roles of an author and illustrator in various texts.	-Name Authors and Illustrators	- Identify Authors and Illustrators
K.3.R.2	Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	-Ask and Answer Questions -Identify Stories and Poems -Using Pictures in Stories -Compare and Contrast Stories -Make Connections -Same and Different	- Answer Questions About a Story - Ask and Answer Questions About Informational Texts - Identify Fictional Texts - Identify Poems - Identify Informational Texts - Make Connections Between Events, Individuals, or Ideas in Informational Text - Note Similarities and Differences Between Texts
K.3.R.3	Students will describe characters and setting in a story with prompting.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.			
K.3.W	Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.		
Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.			
K.4.R.1	Students will name/sort familiar objects into categories based on similarities and differences with prompting.	-Let's Make Categories!	
K.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	-Adding Word Parts	

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K.4.R.3	Students will begin to acquire new vocabulary and relate new words to prior knowledge.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.4.R.3	Students will begin to acquire new vocabulary and relate new words to prior knowledge.	-Learn New Words	
Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.			
K.4.W.1	Students will use new vocabulary to produce/expand complete sentences in shared language activities.		
K.4.W.2	Students will use language according to purpose in shared writing experiences.		
Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.			
K.5.R.1	Students will recognize simple sentences with prompting.		
K.5.R.2	Students will recognize parts of speech in sentences with prompting: - concrete objects as persons, places, or things - words as actions - color and size adjectives - the pronoun I - spatial and time relationships such as up, down, before, and after		
Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.			
K.5.W.1	Students will begin to compose simple sentences that begin with a capital letter, conclude with an end mark.		
K.5.W.2	Students will capitalize their first name and the pronoun I with prompting.		
K.5.W.3	Students will recognize and begin to use periods, question marks, and exclamation points.		

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Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.			
K.6.R.1	Students will identify relevant pictures, charts, grade-level texts, people as sources of info. on a topic of interest.	-Pictures Help You Read	
K.6.R.2	Students will identify and use graphic and text features to understand texts: - photos - illustrations - titles	-Pictures Help You Read	
Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.			
K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.		
K.6.W.2	Students will find information from provided sources during group research with prompting.		
K.6.W.3	Students will share relevant information for various purposes with prompting.		
Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.			
K.7.R	Students will explore ideas and topics in multimodal content.		
Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.			
K.7.W	Students will combine movement with relevant props, images, or illustrations to support their writing/speaking.		
Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.			
K.8.R	Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts		
Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.			
K.8.W	Students will express their ideas using a combination of drawing and emergent writing with prompting.		

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NS.A - Number Sense: Know number names and count sequence.			
K.NS.A.1	Count to 100 by ones and tens.	-Let's Count	- Count Large Numbers
K.NS.A.2	Count forward beginning from a given number between 1 and 20.	-Let's Count	- Count Large Numbers
K.NS.A.3	Count backward from a given number between 10 and 1.		
K.NS.A.4	Read and write numerals and represent a number of objects from 0 to 20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
NS.B - Number Sense: Understand the relationship between numbers and quantities; connect counting to cardinality.			
K.NS.B.5	Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.NS.B.6	Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.NS.B.7	Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
K.NS.B.8	Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.		
K.NS.B.9	Demonstrate that a number can be used to represent "how many" are in a set.	-Count How Many	- Count a Set of Objects within Ten and Twenty
NS.C - Number Sense: Compare numbers.			
K.NS.C.10	Compare two or more sets of objects, identify which set is equal to, more than or less than the other.	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.NS.C.11	Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	-Compare Two Numbers	- Compare Numbers within 10

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NBT.A - Number Sense and Operations in Base Ten: Work with numbers 11 –19 to gain foundations for place value.			
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
RA.A - Relationships and Algebraic Thinking: Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.			
K.RA.A.1	Represent addition and subtraction within 10.	-Use Pictures to Add and Subtract -Let's Add and Subtract	- Use Pictures to Add and Subtract - Solve Addition and Subtraction Story and Word Problems
K.RA.A.2	Demonstrate fluency for addition and subtraction within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
K.RA.A.3	Decompose numbers less than or equal to 10 in more than one way.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
K.RA.A.4	Make 10 for any number from 1 to 9.	-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
GM.A - Geometry and Measurement: Reason with shapes and their attributes.			
K.GM.A.1	Describe several measurable attributes of objects.		
K.GM.A.2	Compare the measurable attributes of two objects.	-Longer or Shorter? -Heavy or Light?	- Compare Weight of Two Objects by Their Attributes - Compare Objects by Size

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GM.B - Geometry and Measurement: Work with time and money.			
K.GM.B.3	Demonstrate an understanding of concepts of time and devices that measure time.		
K.GM.B.4	Name the days of the week.		
K.GM.B.5	Identify pennies, nickels, dimes and quarters.		
GM.C - Geometry and Measurement: Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.			
K.GM.C.6	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	-Shape Names -Different Shapes	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects' Position/Location
K.GM.C.7	Describe the relative positions of objects in space.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects' Position/Location
K.GM.C.8	Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	-Flat or Solid? -Square or Cube?	
K.GM.C.9	Draw or model simple two-dimensional shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
K.GM.C.10	Compose simple shapes to form larger shapes using manipulatives.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes
DS.A - Data and Statistics: Classify objects and count the number of objects in each category.			
K.DS.A.1	Classify objects into given categories; count the number of objects in each category.	-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 - Sort Objects Given a Predetermined Category
K.DS.A.2	Compare category counts using appropriate language.		

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(1.A) Reading - Comprehension: Develop and apply skills to the reading process.			
1.R.1.A	Develop and demonstrate reading skills in response to reading text and read-alouds by:		
1.R.1.A.a	predicting what will happen next using prior knowledge		
1.R.1.A.b	asking and responding to relevant questions	-Questions About Stories	- Answer Questions About a Story - Ask Questions About a Story
1.R.1.A.c	seeking clarification and locating facts and details about stories and other texts	-Questions About Stories	- Answer Questions About a Story - Ask Questions About a Story
1.R.1.A.d	retelling main ideas in sequence including key details	-Retell Stories -Find the Main Idea	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story - Identify the Main Idea of an Informational Text
1.R.1.A.e	recognizing beginning, middle, and end	-Characters, Plot, and Setting	- Identify Characters in a Story and Their Character Traits - Identify the Main Events in a Story
1.R.1.A.f	monitoring comprehension and making corrections and adjustments when that understanding breaks down		
(1.B) Reading - Vocabulary: Develop and apply skills to the reading process.			
1.R.1.B	Develop an understanding of vocabulary by:	-Sorting Words -Words and Their Use -What are Synonyms?	
1.R.1.B.a	using common affixes to figure out meaning of a word	-Prefixes/Suffixes	
1.R.1.B.b	identifying common root words and their inflectional endings		
1.R.1.B.c	identifying words that name actions and words that name persons, places, or things	-Words and Their Use	
1.R.1.B.d	recognizing that compound words are made up of shorter words	-Context Clues -Prefixes/Suffixes	

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1.R.1.B.e	determining what words mean from how they are used in context of a sentence either heard or read	-Context Clues	
1.R.1.B.f	sorting words into conceptual categories	-Sorting Words	
1.R.1.B.g	distinguish shades of meaning among verbs/adjectives		
1.R.1.B.h	locating words in a dictionary		
1.R.1.B.i	using words and phrases acquired through conversations, reading and being read to, and responding to texts		
(1.C) Reading - Making Connections: Develop and apply skills to the reading process.			
1.R.1.C	Determine the connection between:	-Compare and Contrast Texts	
1.R.1.C.a	text to text (text ideas, including similarities and differences in fiction and nonfiction)	-Compare and Contrast Texts	
(1.D) Reading - Independent Text: Develop and apply skills to the reading process.			
1.R.1.D	Read independently for multiple purposes over sustained periods of time by:		
1.R.1.D.a	engaging/reading text that is developmentally appropriate		
1.R.1.D.b	producing evidence of reading		
(2.A) Reading - Fiction: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
1.R.2.A	Read, infer, analyze, and draw conclusions to:		
1.R.2.A.a	describe characters, setting, problem, solution, and events in logical sequences	-Characters, Plot, and Setting	- Identify Characters in a Story and Their Character Traits - Identify the Main Events in a Story
1.R.2.A.b	describe the main idea of a story	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
1.R.2.A.c	describe sensory details	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings

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1.R.2.A.d	explain recurring phrases and why they are used		
1.R.2.A.e	explain the actions of the main character and the reasons for those actions	-Characters, Plot, and Setting	- Identify Characters in a Story and their Character Traits - Identify the Main Events in a Story
1.R.2.A.f	identify who is telling the story	-Identify Who's Telling the Story	
1.R.2.A.g	compare and contrast adventures and experiences of characters in stories	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
(2.B) Reading - Poetry: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
1.R.2.B	Read, infer, and draw conclusions to:		
1.R.2.B.a	use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	-Long and Short Vowels	- Identify Long and Short Vowels - Find the Long Vowel Sounds
(2.C) Reading - Drama: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
1.R.2.C	Read, infer, and draw conclusions to:		
1.R.2.C.a	identify characters and dialogue in plays or performances by actors	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
1.R.2.C.b	recognize sensory details in literary texts	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings

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(3.A) Reading - Text Features: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
1.R.3.A	Read, infer, and draw conclusions to:		
1.R.3.A.a	use text features to restate the main idea		
1.R.3.A.b	explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words	-Use Images to Understand a Text	
1.R.3.A.c	use text features to locate specific information in text	-Use Images To Explain a Text	- Use Images to Help Explain a Text
1.R.3.A.d	follow written multi-step directions with picture cues to assist with understanding		
(3.B) Reading - Literary Techniques: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
1.R.3.B	Read, infer, and draw conclusions to:		
1.R.3.B.a	distinguish between fiction and nonfiction	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.R.3.B.b	identify examples of sensory details	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
(3.C) Reading - Text Structures: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
1.R.3.C	Read, infer, and draw conclusions to:		
1.R.3.C.a	ask and answer questions to clarify meaning	-Answer Questions About Stories	- Ask and Answer Question About Informational Texts
1.R.3.C.b	identify main ideas and provide supporting details	-Find the Main Idea	- Identify the Main Idea of an Informational Text

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1.R.3.C.c	describe the connection between two individuals, events, ideas, or pieces of information in a text	-Make Connections	
1.R.3.C.d	identify reasons an author gives to support points in a text	-Identify Author's Purpose	
1.R.3.C.e	identify similarities and differences between texts on the same topic	-Compare and Contrast Texts	

(4.A) Reading - Digital and Media Literacy: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

1.R.4.A	With assistance, develop an awareness of media literacy by:		
1.R.4.A.a	distinguishing purposes of media		
1.R.4.A.b	explaining techniques used in media		

(1.A) Reading Foundations - Print Awareness: Understand how English is written and read.

1.RF.1.A	Develop print awareness in the reading process by:	-Sentences	
1.RF.1.A.a	recognizing that sentences are comprised of words separated by spaces	-Sentences	
1.RF.1.A.b	recognizing the distinguishing features of a sentence	-Sentences	

(2.A) Reading Foundations - Phonemic Awareness: Understand how English is written and read.

1.RF.2.A	Develop phonemic awareness in the reading process by:	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
1.RF.2.A.a	producing and identifying sounds and syllables in spoken words		
1.RF.2.A.b	distinguishing between long and short vowel sounds		
1.RF.2.A.c	recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1.RF.2.A.d	blending spoken phonemes to form one- or two-syllable words including consonant blends		
1.RF.2.A.e	segmenting spoken words of three to five phonemes into individual phonemes	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

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(3.A) Reading Foundations - Phonics: Understand how English is written and read.			
1.RF.3.A	Develop phonics in the reading process by:	<ul style="list-style-type: none"> -Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words 	<ul style="list-style-type: none"> - Know 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
1.RF.3.A.a	decoding words in context by using letter-sound knowledge	<ul style="list-style-type: none"> -Blend Sounds to Make Words 	<ul style="list-style-type: none"> - Blend Sounds to Read CVC Words
1.RF.3.A.b	identifying letters for the spelling of short and long vowels	<ul style="list-style-type: none"> -Silent 'e' -Vowel Teams 	<ul style="list-style-type: none"> - Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
1.RF.3.A.c	producing consonant blends		
1.RF.3.A.d	producing consonant digraphs	<ul style="list-style-type: none"> -Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck" 	<ul style="list-style-type: none"> - Know Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
1.RF.3.A.e	combining sounds from letters and common spelling patterns to create and decode recognizable words	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
1.RF.3.A.f	using syllabication patterns to decode words	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.RF.3.A.g	reading irregularly spelled words	-Sight Words	- Read Sight Words - Read Irregular Words
1.RF.3.A.h	reading root words with inflectional endings		
1.RF.3.A.i	reading contractions and compound words	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.RF.3.A.j	reading high-frequency words	-Sight Words	- Read Sight Words - Read Irregular Words
1.RF.3.A.k	demonstrating decoding skills when reading	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word

(4.A) Reading Foundations - Fluency: Understand how English is written and read.

1.RF.4.A	Read appropriate texts with fluency, with purpose, and for comprehension		
1.RF.4.A.a	use context to confirm or self-correct word recognition and understanding, rereading as necessary		

(1.A) Writing - Prewriting: Apply a writing process to develop a text for audience and purpose.

1.W.1.A	Follow a writing process to plan a first draft by:		
1.W.1.A.a	brainstorming and recording key ideas		

(1.B) Writing - Draft: Apply a writing process to develop a text for audience and purpose.

1.W.1.B	Appropriate to genre type, develop a draft from prewriting by:		
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Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
1.W.1.B.a	sequencing ideas into sentences and staying on topic throughout the text		
1.W.1.B.b	generating evidence of a simple opening/simple closing		
(1.C) Writing - Revise/Edit: Apply a writing process to develop a text for audience and purpose.			
1.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers to:		
1.W.1.C.a	respond to questions/suggestions, clarifying meaning by adding details to sentence construction/strengthening writing		
1.W.1.C.b	edit by leaving spaces between words in sentences	-Sentences	
1.W.1.C.c	edit for language conventions		
(1.D) Writing - Produce/Publish and Share Writing: Apply a writing process to develop a text for audience and purpose.			
1.W.1.D	With assistance from adults/peers:		
1.W.1.D.a	use a variety of conventional/digital tools to produce and publish writing		
(2.A) Writing - Opinion/Argumentative: Compose well-developed writing texts for audience and purpose.			
1.W.2.A	Write opinion texts that:		
1.W.2.A.a	introduce a topic or text being studied		
1.W.2.A.b	state an opinion about the topic or text and provide a reason for the opinion		
1.W.2.A.c	use some specific words that are related to the topic		
1.W.2.A.d	follow a sense of order in writing		
1.W.2.A.e	provide some sense of closure		
(2.B) Writing - Informative/Explanatory: Compose well-developed writing texts for audience and purpose.			
1.W.2.B	Write informative/ explanatory texts that:		
1.W.2.B.a	introduce a topic or text being studied and supply facts		
1.W.2.B.b	use some specific words that are related to the topic		
1.W.2.B.c	follow a sense of order in writing		
1.W.2.B.d	create some sense of closure		
(2.C) Writing - Narrative/Literary: Compose well-developed writing texts for audience and purpose.			
1.W.2.C	Write fiction or nonfiction narratives and poems that:		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
1.W.2.C.a	narrate a story or experience		
1.W.2.C.b	use details to describe the story or experience		
1.W.2.C.c	place events in the order they occurred		
1.W.2.C.d	use linking words to indicate beginning/middle/ end		
1.W.2.C.e	use words that are related to the topic		
1.W.2.C.f	provide a reaction to what happened in the events		
(3.A) Writing - Research Process: Gather, analyze, evaluate, and use information from a variety of sources.			
1.W.3.A	With assistance, apply research process to:		
1.W.3.A.a	generate a list of open-ended questions about topics of interest		
1.W.3.A.b	decide what sources of information might be relevant to answer these questions		
1.W.3.A.c	gather personal and natural evidence from available sources as well as from interviews with local experts		
1.W.3.A.d	organize information found during group or individual research, using graphic organizers or other aids		
1.W.3.A.e	make informal presentations of information gathered		
1.W.3.A.f	self-evaluate using previously established teacher/student criteria		
(1.A) Language - Grammar: Communicate using conventions of English language.			
1.L.1.A	In speech and written form, apply standard English grammar to:		
1.L.1.A.a	use nouns and action verbs that designate past, present, and future in sentences		
1.L.1.A.b	use adjectives/adverbs in sentences		
1.L.1.A.c	use the conjunctions and, but, and so in sentences		
1.L.1.A.d	use the articles a, an, and the in sentences		
1.L.1.A.e	use common prepositions		
1.L.1.A.f	use common pronouns		
1.L.1.A.g	produce complete simple and compound sentences		
(1.B) Language - Punctuation, Capitalization, Spelling: Communicate using conventions of English language.			
1.L.1.B	In written text:		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
1.L.1.B.a	print legibly, using correct spacing between words/sentences		
1.L.1.B.b	use ending punctuation		
1.L.1.B.c	capitalize the first letter of others' first and last names		
1.L.1.B.d	use commas to separate single words in a series		
1.L.1.B.e	spell words using regular spelling patterns		
1.L.1.B.f	spell words phonetically using phonemic awareness and spelling knowledge		
1.L.1.B.g	arrange words in alphabetical order to the first letter		
(1.A) Speaking and Listening - Purpose: Listen for a purpose.			
1.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
1.SL.1.A.a	following classroom listening rules		
1.SL.1.A.b	building on others' talk in conversations by responding to the comments of others		
1.SL.1.A.c	following two-step instructions, according to classroom expectations		
(2.A) Speaking and Listening - Entertainment: Listen for entertainment.			
1.SL.2.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
1.SL.2.A.a	demonstrating active listening, according to classroom expectations		
(3.A) Speaking and Listening - Collaborative Discussions: Speak effectively in collaborative discussions.			
1.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
1.SL.3.A.a	taking turns speaking, according to classroom expectations		
1.SL.3.A.b	building on others' talk in conversations by responding to comments of others		
1.SL.3.A.c	confirming comprehension of read-alouds and other media by retelling and asking appropriate questions		
(4.A) Speaking and Listening - Presenting: Speak effectively when presenting			
1.SL.4.A	Speak clearly, audibly, to the point, using conventions of language when presenting individually or with a group by:		
1.SL.4.A.a	explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding		
1.SL.4.A.b	reciting poetry with a group or individually		
1.SL.4.A.c	using complete sentences; adjusting volume, as needed		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
NS.A - Number Sense: Understand and use numbers up to 120.			
1.NS.A.1	Count to 120, starting at any number less than 120.		
1.NS.A.2	Read and write numerals and represent a number of objects with a written numeral.		
1.NS.A.3	Count backward from a given number between 20 and 1.		
NBT.A - Number Sense and Operations in Base Ten: Understand place value of two-digit numbers.			
1.NBT.A.1	Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s).	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.A.3	Compare two two-digit numbers using the symbols $>$, $=$ or $<$.	-Compare Numbers	- Compare Two-Digit Numbers
1.NBT.A.4	Count by 10s to 120 starting at any number.	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens/Ones in a Number - Count by Tens - Visually Make Tens Out of Ones
NBT.B - Number Sense and Operations in Base Ten: Use place value understanding to add and subtract.			
1.NBT.B.5	Add within 100.	-Add Two-Digit Numbers	<ul style="list-style-type: none"> - Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NBT.B.6	Calculate 10 more or 10 less than a given number mentally without having to count.	-Add and Subtract	<ul style="list-style-type: none"> - Find Ten More and Ten Less - Add One or Ten More to a Given Number
1.NBT.B.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
RA.A - Relationships and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
1.RA.A.1	Use addition and subtraction within 20 to solve problems.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.RA.A.2	Solve problems that call for addition of three whole numbers whose sum is within 20.		
1.RA.A.3	Develop meaning of equal sign; determine if equations involving addition and subtraction are true or false.	-What is Equal?	
1.RA.A.4	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	-Find the Missing Number	- Identify and Find the Missing Addend
RA.B - Relationships and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition/subtraction.			
1.RA.B.5	Use properties as strategies to add and subtract.	-Number Families -Use Counting to Add and Subtract	- Fact Families - Understand Properties of Addition - Add within 20 by Counting/ Counting On - Subtract within 20 by Counting Back
1.RA.B.6	Demonstrate that subtraction can be solved as an unknown-addend problem.	-Number Families	- Understand Properties of Addition
RA.C - Relationships and Algebraic Thinking: Add and subtract within 20.			
1.RA.C.7	Add and subtract within 20.	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
1.RA.C.8	Demonstrate fluency with addition and subtraction within 10.	-Add and Subtract Up to 20	- Add and Subtract within 10 and 20 - Add within 20 Using a Number Line
GM.A - Geometry and Measurement: Reason with shapes and their attributes.			
1.GM.A.1	Distinguish between defining attributes versus non-defining attributes; build/draw shapes that possess attributes.	-Learn About Shapes	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
1.GM.A.2	Compose/decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	-Build With Shapes	- Create 3D Shapes
1.GM.A.3	Recognize two- and three-dimensional shapes from different perspectives and orientations.		
1.GM.A.4	Partition circles and rectangles into two or four equal shares, and describe the shares and wholes verbally.	-Dividing Shapes	- Partition Shapes into Halves/Fourths
GM.B - Geometry and Measurement: Measure lengths in non-standard units.			
1.GM.B.5	Order three or more objects by length.	-Order Three Objects by Length	- Order and Compare Objects by Length - Compare Lengths Using a Third Object
1.GM.B.6	Compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Compare Lengths of Objects - Compare Lengths Using a Third Object
1.GM.B.7	Demonstrate the ability to measure length or distance using objects.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
GM.C - Geometry and Measurement: Work with time and money.			
1.GM.C.8	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
1.GM.C.9	Know the value of a penny, nickel, dime and quarter.		
DS.A - Data and Statistics: Represent and interpret data.			
1.DS.A.1	Collect, organize and represent data with up to three categories.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort/Chart Objects
1.DS.A.2	Draw conclusions from object graphs, picture graphs, T-charts and tallies.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort/Chart Objects

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Reading - Comprehension: Develop and apply skills to the reading process.			
2.R.1.A	Develop and demonstrate reading skills in response to text by:		
2.R.1.A.a	using text features to make and confirm predictions, explain why not confirmed	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
2.R.1.A.b	asking and responding to relevant questions	-Ask and Answer Questions	- Answer Questions About a Story
2.R.1.A.c	seeking clarification using information/facts/details about texts; supporting answers with evidence from text	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.R.1.A.d	retelling a story's beginning, middle, and end and determining its central message, lesson, or moral	-Stories Can Teach Lessons	- Retell a Story
2.R.1.A.e	monitoring comprehension and making corrections and adjustments when understanding breaks down		
(1.B) Reading - Vocabulary: Develop and apply skills to the reading process.			
2.R.1.B	Develop an understanding of vocabulary by:	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.R.1.B.a	using prefixes, root words, and suffixes to determine the meaning of words	-Adding Prefixes -Root Words	
2.R.1.B.b	using knowledge of the meaning of individual words to determine the meaning of compound words	-Compound Words	
2.R.1.B.c	using context to determine the meaning of a new word or multiple-meaning word in text	-Multiple Meaning Words -Find the Meaning of New Words	
2.R.1.B.d	using antonyms and synonyms	-Multiple Meaning Words -Compound Words	
2.R.1.B.e	locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases		
2.R.1.B.f	distinguishing meaning among closely related verbs and adjectives		
2.R.1.B.g	recognizing that some words have literal and non-literal meanings		

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2.R.1.B.h	using conversational, general academic, and domain-specific words and phrases		
(1.C) Reading - Making Connections: Develop and apply skills to the reading process.			
2.R.1.C	Determine the relevant connections between:		
2.R.1.C.a	text to text (text ideas, including similarities/differences regarding information/relationships in fiction/nonfiction)	-Compare and Contrast Texts	
2.R.1.C.b	text to world (text ideas regarding world experiences)		
(1.D) Reading - Independent Text: Develop and apply skills to the reading process.			
2.R.1.D	Read independently for multiple purposes over sustained periods of time by:		
2.R.1.D.a	reading text that is developmentally appropriate		
2.R.1.D.b	producing evidence of reading		
(2.A) Reading - Fiction: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
2.R.2.A	Read, infer, analyze, and draw conclusions to:		
2.R.2.A.a	describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	-Stories Can Teach Lessons	- Retell a Story
2.R.2.A.b	describe the main characters in works of fiction, including their traits, motivations, and feelings	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
2.R.2.A.c	compare/contrast different versions of same story with respect to their characters, settings, sequence of events	-Compare and Contrast Stories	
2.R.2.A.d	describe cause-and-effect relationships	-Explore Story Structure	- Describe Structure of a Story in Terms of Beginning, Middle, End - Describe Problem and Solution in a Story - Identify the Elements in a Story
2.R.2.A.e	explain how the story changes based on who is telling the story	-Discover Points of View	
2.R.2.A.f	compare and contrast the differences in points of view of characters and how stories are narrated	-Discover Points of View	

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(2.B) Reading - Poetry: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
2.R.2.B	Read, infer, and draw conclusions to:	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
2.R.2.B.a	describe how rhythm, rhyme, and repetition create imagery in poetry	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
2.R.2.B.b	use onomatopoeia	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
(2.C) Reading - Drama: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
2.R.2.C	Read, infer, and draw conclusions to:		
2.R.2.C.a	identify characters, setting, acts, and scenes in plays	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
2.R.2.C.b	identify the elements of dialogue and use them in informal plays		
(3.A) Reading - Text Features: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
2.R.3.A	Read, infer, and draw conclusions to:		
2.R.3.A.a	identify the main idea of sections of text and distinguish it from the topic	-Main Topic	- Find Main Topic of an Informational Text
2.R.3.A.b	demonstrate understanding by locating facts to answer and/or ask questions	-Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
2.R.3.A.c	use text features to locate specific information	-Nonfiction Text Features	- Identify Nonfiction Text Features

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2.R.3.A.d	explain common graphic features to assist in the interpretation of text	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
2.R.3.A.e	follow written multi-step directions		
2.R.3.A.f	describe connections between and state the order of the events or ideas	-Identify Steps in a Process	- Identify the Chronological Order of Events
(3.B) Reading - Literary Techniques: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
2.R.3.B	Read, infer, and draw conclusions to:		
2.R.3.B.a	explain why a text is fiction or nonfiction		
2.R.3.B.b	ask and answer questions to clarify meaning	-Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
2.R.3.B.c	explain examples of sensory details	-Rhythm and Alliteration	- Identify Meaning of Rhymes and Alliterations in a Text
(3.C) Reading - Text Structures: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
2.R.3.C	Read, infer, and draw conclusions to:		
2.R.3.C.a	explain main ideas and supporting details	-Main Topic	- Find the Main Topic of an Informational Text
2.R.3.C.b	describe the connection between events and retell the sequence of events	-Identify Steps in a Process	- Identify the Chronological Order of Events
2.R.3.C.c	describe the connection between and identify problems and solutions	-Find Evidence in the Text	
2.R.3.C.d	identify the author's purpose	-Purpose of a Text	
2.R.3.C.e	compare and contrast the most important points presented by text on the same topic	-Compare and Contrast Texts	

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(4.A) Reading - Digital and Media Literacy: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.			
2.R.4.A	Read to develop an understanding of media and its components by:		
2.R.4.A.a	explaining purposes of media		
2.R.4.A.b	describing techniques used to create media messages		
2.R.4.A.c	identifying various written conventions for using digital media		
(1.A) Reading Foundations - Print Awareness: Understand how English is written and read.			
2.RF.1.A	Develop print awareness in the reading process by:		
2.RF.1.A.a	understanding that sentences are organized into paragraphs to convey meaning		
(3.A) Reading Foundations - Phonics: Understand how English is written and read.			
2.RF.3.A	Develop phonics in the reading process by:	<ul style="list-style-type: none"> -Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words 	<ul style="list-style-type: none"> - 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
2.RF.3.A.a	decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	<ul style="list-style-type: none"> -R-Controlled Vowels -"ai," "ay," "ow" 	<ul style="list-style-type: none"> - Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
2.RF.3.A.b	distinguishing long and short vowels when reading regularly spelled one-syllable words	<ul style="list-style-type: none"> -Long and Short Vowels 	<ul style="list-style-type: none"> - Read Words with Long Vowels
2.RF.3.A.c	decoding regularly spelled two-syllable words with long vowels		
2.RF.3.A.d	decoding words with vowel diphthongs	<ul style="list-style-type: none"> -Tricky Spelling Patterns 	<ul style="list-style-type: none"> - Identify Words with Soft and Hard c

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
2.RF.3.A.e	decoding words with vowel digraphs	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.RF.3.A.f	reading words with common prefixes and suffixes	-Decode Words	- Identify Prefixes and Suffixes
2.RF.3.A.g	using contractions		
2.RF.3.A.h	using common syllable patterns to decode words including r-controlled vowels	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.RF.3.A.i	reading irregularly spelled high-frequency words	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
2.RF.3.A.j	demonstrating decoding skills when reading new words in a text	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
(4.A) Reading Foundations - Fluency: Understand how English is written and read.			
2.RF.4.A	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension		
2.RF.4.A.a	use context to confirm or self-correct word recognition and understanding, rereading as necessary		
(1.A) Writing - Prewriting: Apply a writing process to develop a text for audience and purpose.			
2.W.1.A	Follow a writing process to plan a first draft by:		
2.W.1.A.a	brainstorming and recording key ideas using a graphic organizer		
(1.B) Writing - Draft: Apply a writing process to develop a text for audience and purpose.			
2.W.1.B	Appropriate to genre type, develop a draft from prewriting by:		
2.W.1.B.a	sequencing ideas into clear and coherent sentences		
2.W.1.B.b	generating paragraphs with one main idea		
2.W.1.B.c	creating evidence of a beginning, middle, and end		
2.W.1.B.d	addressing an appropriate audience		
(1.C) Writing - Revise/Edit: Apply a writing process to develop a text for audience and purpose.			
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers to:		

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2.W.1.C.a	strengthen writing as needed by revising: <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice 		
2.W.1.C.b	edit for language conventions		
(1.D) Writing - Produce/Publish and Share Writing: Apply a writing process to develop a text for audience and purpose.			
2.W.1.D	With assistance from adults/peers:		
2.W.1.D.a	use a variety of conventional/digital tools to produce and publish writing		
2.W.1.D.b	introduce keyboarding skills		
(2.A) Writing - Opinion/Argumentative: Compose well-developed writing texts for audience and purpose.			
2.W.2.A	Write opinion texts that:		
2.W.2.A.a	introduce a topic/text being studied, using complete sentences		
2.W.2.A.b	state an opinion about the topic or text and provide reasons for the opinion		
2.W.2.A.c	use specific words that are related to the topic and audience		
2.W.2.A.d	use linking/transition words and phrases to signal event order		
2.W.2.A.e	provide evidence of a beginning, middle, and concluding statement or section		
(2.B) Writing - Informative/Explanatory: Compose well-developed writing texts for audience and purpose.			
2.W.2.B	Write informative/explanatory texts that:		
2.W.2.B.a	introduce a topic/text being studied, using complete sentences		
2.W.2.B.b	use facts/definitions to develop points in generating paragraphs		
2.W.2.B.c	use specific words that are related to the topic/audience		
2.W.2.B.d	use linking words and phrases to signal event order		
2.W.2.B.e	create a concluding statement or paragraph		
(2.C) Writing - Narrative/Literary: Compose well-developed writing texts for audience and purpose.			
2.W.2.C	Write fiction or non-fiction narratives and poems that:		

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2.W.2.C.a	establish a situation/topic based on the student's experience or imagination		
2.W.2.C.b	introduce a main character and setting		
2.W.2.C.c	develop sensory details		
2.W.2.C.d	follow a logical sequence of events using complete sentences to create a beginning/middle/end		
2.W.2.C.e	use linking/transition words to signal event order		
2.W.2.C.f	use specific words that are related to the topic/audience		

(3.A) Writing - Research Process: Gather, analyze, evaluate, and use information from a variety of sources.

2.W.3.A	Apply research process to:		
2.W.3.A.a	generate a list of open-ended questions about topics of interest		
2.W.3.A.b	create an individual question about a topic		
2.W.3.A.c	use own question to find information on a topic		
2.W.3.A.d	gather evidence from available sources, literary and informational		
2.W.3.A.e	record basic information from literary and informational texts in simple visual format		
2.W.3.A.f	present/evaluate information in written/oral reports/ displays, using previously established teacher/student criteria		

(1.A) Language - Grammar: Communicate using conventions of English language.

2.L.1.A	In speech/written form, apply standard English grammar to:		
2.L.1.A.a	use nouns and pronouns in writing		
2.L.1.A.b	use collective nouns		
2.L.1.A.c	use common irregular nouns		
2.L.1.A.d	use reflexive pronouns		
2.L.1.A.e	use regular verbs		
2.L.1.A.f	use helping verbs with regular verbs		
2.L.1.A.g	use adjectives and adverbs in sentences		
2.L.1.A.h	produce simple declarative, imperative, exclamatory, and interrogative sentences		

(1.B) Language - Punctuation, Capitalization, Spelling: Communicate using conventions of English language.

2.L.1.B	In written text:		
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Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
2.L.1.B.a	write legibly (print, cursive)		
2.L.1.B.b	use dialogue that contains quotation marks		
2.L.1.B.c	use apostrophes correctly for contractions		
2.L.1.B.d	capitalize weeks, days, months, holidays		
2.L.1.B.e	capitalize abbreviated titles of people		
2.L.1.B.f	spell words using irregular spelling patterns		
2.L.1.B.g	spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x		
2.L.1.B.h	use nouns that change their spelling in plural form		
2.L.1.B.i	arrange words in alphabetical order to the second letter		
(1.A) Speaking and Listening - Purpose: Listen for a purpose.			
2.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
2.SL.1.A.a	following classroom listening rules		
2.SL.1.A.b	following three-step instructions, according to classroom expectations		
(2.A) Speaking and Listening - Entertainment: Listen for entertainment.			
2.SL.2.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
2.SL.2.A.a	demonstrate active listening, based on classroom expectations		
(3.A) Speaking and Listening - Collaborative Discussions: Speak effectively in collaborative discussions.			
2.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually/with a group by:		
2.SL.3.A.a	taking turns in discussion with a shoulder partner, according to classroom expectations		
2.SL.3.A.b	confirming comprehension of read-alouds, independent reading by retelling/asking appropriate questions		
(4.A) Speaking and Listening - Presenting: Speak effectively when presenting.			
2.SL.4.A	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:		
2.SL.4.A.a	explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience		
2.SL.4.A.b	recalling and telling a story with details, including a beginning, middle, and end		
2.SL.4.A.c	using academic language and conventions		

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NBT.A - Number Sense and Operations in Base Ten: Understand place value of three digit numbers.			
2.NBT.A.1	Understand three-digit numbers are composed of hundreds, tens and ones.	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NBT.A.2	Understand that 100 can be thought of as 10 tens – called a “hundred”.	-Place Value	
2.NBT.A.3	Count within 1000 by 1s, 10s and 100s starting with any number.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.A.4	Read and write numbers to 1000 using number names, base-ten numerals 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.A.5	Compare two three-digit numbers using the symbols $>$, $=$ or $<$.	-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
NBT.B - Number Sense and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.6	Demonstrate fluency with addition and subtraction within 100.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
2.NBT.B.7	Add up to four two-digit numbers.		
2.NBT.B.8	Add or subtract within 1000, and justify the solution.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
2.NBT.B.9	Use the relationship between addition and subtraction to solve problems.		
2.NBT.B.10	Add or subtract mentally 10 or 100 to or from a given number within 1000.		
NBT.C - Number Sense and Operations in Base Ten: Represent and solve problems involving addition and subtraction.			
2.NBT.C.11	Write and solve problems involving addition and subtraction within 100.	-Word Problems	<ul style="list-style-type: none"> - Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
RA.A - Relationships and Algebraic Thinking: Add and subtract within 20.			
2.RA.A.1	Demonstrate fluency with addition and subtraction within 20.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> - Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
RA.B - Relationships and Algebraic Thinking: Develop foundations for multiplication and division.			
2.RA.B.2	Determine if a set of objects has an odd or even number of members.	-Odds and Evens	<ul style="list-style-type: none"> - 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.RA.B.2.a	Count by 2s to 100 starting with any even number.	-Odds and Evens	<ul style="list-style-type: none"> - 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

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
2.RA.B.2.b	Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.	-Odds and Evens	<ul style="list-style-type: none"> - 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.RA.B.2.c	Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	-Odds and Evens	<ul style="list-style-type: none"> - 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.RA.B.3	Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> - Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array

GM.A - Geometry and Measurement: Reason with shapes and their attributes.

2.GM.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or sides.	-Name and Draw Shapes	- Identify 3D Shapes
2.GM.A.1.a	Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.	-Name and Draw Shapes	- Identify 3D Shapes

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2.GM.A.1.b	Identify the faces of three-dimensional objects.	-Name and Draw Shapes	- Identify 3D Shapes
2.GM.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.GM.A.3	Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
2.GM.A.3.a	Demonstrate that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
GM.B - Geometry and Measurement: Measure and estimate lengths in standard units.			
2.GM.B.4	Measure the length of an object by selecting and using appropriate tools.	-Measure Length	- Measure Length Using a Ruler
2.GM.B.5	Analyze the results of measuring the same object with different units.		
2.GM.B.6	Estimate lengths using units of inches, feet, yards, centimeters and meters.		
2.GM.B.7	Measure to determine how much longer one object is than another.		
GM.C - Geometry and Measurement: Relate addition and subtraction to length.			
2.GM.C.8	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.		
2.GM.C.9	Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.		
GM.D - Geometry and Measurement: Work with time and money.			
2.GM.D.10	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.GM.D.11	Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.		

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2.GM.D.12	Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.GM.D.13	Find combinations of coins that equal a given amount.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
DS.A - Data and Statistics: Represent and interpret data.			
2.DS.A.1	Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.		
2.DS.A.2	Generate measurement data to the nearest whole unit, and display the data in a line plot.		
2.DS.A.3	Draw a picture graph or a bar graph to represent a data set with up to four categories.	-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 and Graph Objects
2.DS.A.4	Solve problems using information presented in line plots, picture graphs and bar graphs.	-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 and Graph Objects
2.DS.A.5	Draw conclusions from line plots, picture graphs and bar graphs.	-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 and Graph Objects

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Reading - Comprehension: Develop and apply skills to the reading process.			
3.R.1.A	Develop and demonstrate reading skills in response to text by:		
3.R.1.A.a	explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3.R.1.A.b	drawing conclusions and support with textual evidence	-Understanding the Text	- Ask and Answer Questions About a Story
3.R.1.A.c	summarizing a story's beginning, middle, and end determining its central message, lesson, or moral	-Determine Message, Lesson, Moral -Identifying Text Structure	- Retell a Story and Identify the Moral - Identify Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
3.R.1.A.d	monitoring comprehension and making corrections and adjustments when understanding breaks down		
(1.B) Reading - Vocabulary: Develop and apply skills to the reading process.			
3.R.1.B	Develop an understanding of vocabulary by:		
3.R.1.B.a	decoding/identifying the meaning of common prefixes/suffixes; knowing how they change meaning of root words		
3.R.1.B.b	using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words		
3.R.1.B.c	using homographs and homophones		
3.R.1.B.d	distinguishing the literal and non-literal meanings of words and phrases in context		
3.R.1.B.e	determining the meaning of the new word formed when a known affix is added to a known base word		
3.R.1.B.f	using a dictionary or a glossary to determine meanings, syllabication, and pronunciation of unknown words		
3.R.1.B.g	discussing analogies		
3.R.1.B.h	determining the meaning of the author's use of similes and metaphors to produce imagery	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.R.1.B.i	using conversational, general academic, and domain-specific words and phrases		

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(1.C) Reading - Making Connections: Develop and apply skills to the reading process.			
3.R.1.C	Explain relevant connections between:		
3.R.1.C.a	text to text (ideas/information in various fiction/nonfiction works, using compare and contrast)	-Compare, Contrast Series Books	
3.R.1.C.b	text to world		
(1.D) Reading - Independent Text: Develop and apply skills to the reading process.			
3.R.1.D	Read independently for multiple purposes over sustained periods of time by:		
3.R.1.D.a	reading text that is developmentally appropriate		
(2.A) Reading - Fiction: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
3.R.2.A	Read, infer, analyze, and draw conclusions to:		
3.R.2.A.a	summarize and sequence the events/plot and explain how past events impact future events	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
3.R.2.A.b	describe the personality traits of characters from their thoughts, words, and actions	-Describe Characters in a Story	- Describe Characters
3.R.2.A.c	describe the interaction of characters, including relationships and how they change	-Describe Characters in a Story	- Describe Characters
3.R.2.A.d	paraphrase the big idea/themes and supporting details of texts	-Understanding the Text	- Ask/Answer Questions About a Story
3.R.2.A.e	compare and contrast key elements in various types of fiction	-Compare, Contrast Series Books	
3.R.2.A.f	explain cause-and-effect relationships	-Logical Connections	
3.R.2.A.g	distinguish their own point of view from that of the narrator or those of the characters	-Point of View	
(2.B) Reading - Poetry: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
3.R.2.B	Read, infer, and draw conclusions to:		
3.R.2.B.a	use examples of alliteration		
3.R.2.B.b	identify basic forms of poetry		

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(2.C) Reading - Drama: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
3.R.2.C	Read, infer, and draw conclusions to:		
3.R.2.C.a	explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3.R.2.C.b	identify language that creates a graphic visual experience and appeals to the senses	-Use Pictures to Understand Words	- Answer Questions About Images in a Text - Explain Images in a Text
(3.A) Reading - Text Features: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
3.R.3.A	Read, infer, and draw conclusions to:		
3.R.3.A.a	explain the author's purpose	-Point of View	- Identify the Author's Point of View - Identify Author's Intent
3.R.3.A.b	identify the details or facts that support the main idea	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
3.R.3.A.c	use text and graphic features to locate information and to make and verify predictions	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
3.R.3.A.d	follow and explain a set of written multi-step directions		
3.R.3.A.e	describe the relationship between events, ideas, concepts, or steps	-Connecting Story Details	- Make Connections Between Details - Identify Cause and Effect Relationships
(3.B) Reading - Literary Techniques: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
3.R.3.B	Read, infer, and draw conclusions to:		

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3.R.3.B.a	distinguish the difference between a biography and an autobiography		
3.R.3.B.b	distinguish fact from opinion		
3.R.3.B.c	distinguish point of view from what the author is trying to persuade the reader to think or do	-Point of View	- Identify Author's Point of View - Identify Author's Intent
3.R.3.B.d	explain examples of sound devices, literal and nonliteral meanings, and figurative language	-Context Clues	
(3.C) Reading - Text Structures: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
3.R.3.C	Read, infer, and draw conclusions to:		
3.R.3.C.a	describe relationships among events, ideas, concepts, and cause and effect in texts	-Logical Connections	
3.R.3.C.b	explain the relationship between problems and solutions	-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
3.R.3.C.c	use information gained from illustrations and words to demonstrate understanding of the text	-Use Pictures to Understand Words	- Answer Questions About Images in a Text - Explain the Images in a Text
3.R.3.C.d	explain the author's purpose	-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
3.R.3.C.e	compare and contrast the most important points and key details presented in texts on the same topic	-Compare and Contrast	- Compare and Contrast Texts on Same Topic
(4.A) Reading - Digital and Media Literacy: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.			
3.R.4.A	Read to develop an understanding of media and its components by:		
3.R.4.A.a	understanding how communication changes when moving from one genre of media to another		

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3.R.4.A.b	explaining how various design techniques used in media influence the message		
3.R.4.A.c	comparing written conventions used for digital media		
3.R.4.A.d	identifying text structures/graphics features of a web page		

(3.A) Reading Foundations - Phonics: Understand how English is written and read.

3.RF.3.A	Develop phonics in the reading process by:	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read/Write High Frequency and Irregularly Spelled Words
3.RF.3.A.a	decoding multisyllabic words in context/independent of context by applying common spelling patterns		
3.RF.3.A.b	decoding words that double final consonants when adding an ending		
3.RF.3.A.c	using the meaning of common prefixes and suffixes	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes/Suffixes - Identify Prefixes and Suffixes
3.RF.3.A.d	using the meaning of homophones		
3.RF.3.A.e	decoding known/unknown words by spelling patterns		
3.RF.3.A.f	reading irregularly spelled high-frequency words	-Reading Sight Words	- Identify Sight Words - Read/Write High Frequency/Irregularly Spelled Words

(4.A) Reading Foundations - Fluency: Understand how English is written and read.

3.RF.4.A	Read appropriate texts with fluency, with purpose, and for comprehension	-Read with Fluency	- Read with Fluency
3.RF.4.A.a	use context to confirm or self-correct word recognition and understanding, rereading as necessary		

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(1.A) Writing - Prewriting: Apply a writing process to develop a text for audience and purpose.			
3.W.1.A	Follow a writing process to plan a first draft by:		
3.W.1.A.a	using a simple prewriting strategy when given the purpose and the intended audience		
(1.B) Writing - Draft: Apply a writing process to develop a text for audience and purpose.			
3.W.1.B	Appropriate to genre type, develop a draft from prewriting by:		
3.W.1.B.a	generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory		
3.W.1.B.b	supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)		
3.W.1.B.c	categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, end		
3.W.1.B.d	addressing an appropriate audience		
(1.C) Writing - Revise/Edit: Apply a writing process to develop a text for audience and purpose.			
3.W.1.C	Reread, revise, edit drafts with assistance from adults/peers to:		
3.W.1.C.a	develop and strengthen writing by revising: <ul style="list-style-type: none"> • main idea • sequence • focus • beginning/middle/end • details/facts • word choice • sentence structure • transitions • audience and purpose • voice 		
3.W.1.C.b	edit for language conventions		
(1.D) Writing - Produce/Publish and Share Writing: Apply a writing process to develop a text for audience and purpose.			
3.W.1.D	With assistance from adults/peers:		
3.W.1.D.a	use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(2.A) Writing - Opinion/Argumentative: Compose well-developed writing texts for audience and purpose.			
3.W.2.A	Write opinion texts that:		
3.W.2.A.a	introduce a topic/text being studied, using connected sentences		
3.W.2.A.b	state an opinion or establish a position and provide reasons for the opinion/position		
3.W.2.A.c	use specific/accurate words related to topic, audience, purpose		
3.W.2.A.d	contain information using student's original language except when using direct quotation from a source		
3.W.2.A.e	reference the name of the author(s) or name of the source used for details or facts included in the text		
3.W.2.A.f	use transitions to connect opinion and reason		
3.W.2.A.g	provide clear evidence of a beginning, middle, and, concluding statement or paragraph		
(2.B) Writing - Informative/Explanatory: Compose well-developed writing texts for audience and purpose.			
3.W.2.B	Write informative/explanatory texts that:		
3.W.2.B.a	introduce a topic or text being studied		
3.W.2.B.b	develop topic with simple facts, definitions, details, explanations		
3.W.2.B.c	use specific/relevant words related to topic, audience, purpose		
3.W.2.B.d	use original language except when quoting from a source		
3.W.2.B.e	use transition words to connect ideas within categories of info.		
3.W.2.B.f	create a concluding statement or paragraph		
(2.C) Writing - Narrative/Literary: Compose well-developed writing texts for audience and purpose.			
3.W.2.C	Write fiction or nonfiction narratives and poems that:		
3.W.2.C.a	establish a setting and situation/topic and introduce a narrator and/or characters		
3.W.2.C.b	use narrative techniques, such as dialogue/descriptions		
3.W.2.C.c	establish and organize an event sequence to establish a beginning/middle/end		
3.W.2.C.d	use transition words and phrases to signal event order		
3.W.2.C.e	use specific/relevant words related to topic, audience, purpose		
(3.A) Writing - Research Process: Gather, analyze, evaluate, and use information from a variety of sources.			
3.W.3.A	Apply research process to:		

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3.W.3.A.a	generate a list of subject-appropriate topics		
3.W.3.A.b	create an individual question about a topic		
3.W.3.A.c	decide what sources of information might be relevant to answer these questions		
3.W.3.A.d	locate information in reference texts, electronic resources, interviews, or visual sources and literary/informational texts		
3.W.3.A.e	determine the accuracy and relevance of the information related to a selected question		
3.W.3.A.f	take simple notes in own words and sort evidence into provided categories or organizer		
3.W.3.A.g	use quotation marks to denote direct quotations when recording specific words and sentences from a source		
3.W.3.A.h	create a resource page from notes		
3.W.3.A.i	present/evaluate the information in a report or annotated display, using previously established teacher/student criteria		

(1.A) Language - Grammar: Communicate using conventions of English language.

3.L.1.A	In speech/written form, apply standard English grammar to:		
3.L.1.A.a	use regular and irregular verbs and simple verb tenses		
3.L.1.A.b	use helping verbs with irregular verbs		
3.L.1.A.c	use complete subject and complete predicate in a sentence		
3.L.1.A.d	use comparative, superlative, demonstrative adjectives/adverbs		
3.L.1.A.e	use subject/verb agreement in sentences		
3.L.1.A.f	produce simple and compound imperative, exclamatory, declarative, and interrogative sentences		
3.L.1.A.g	use 1st-, 2nd-, and 3rd-person pronouns/their antecedents		

(1.B) Language - Punctuation, Capitalization, Spelling: Communicate using conventions of English language.

3.L.1.B	In written text:		
3.L.1.B.a	write legibly (print, cursive)		
3.L.1.B.b	use an apostrophe to form possessives		
3.L.1.B.c	demonstrate/use commas and quotation marks in dialogue		
3.L.1.B.d	capitalize dialogue correctly		
3.L.1.B.e	use commas for greeting and closing of a friendly letter		
3.L.1.B.f	capitalize names of places		
3.L.1.B.g	capitalize titles of books, stories, and songs		
3.L.1.B.h	use spelling patterns/generalizations to spell compound words		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
3.L.1.B.i	spell words that double the consonant		
3.L.1.B.j	spell plural words that change y to ies		
3.L.1.B.k	consult reference materials to check/correct spellings		
3.L.1.B.l	arrange words in alphabetical order to the third letter		
(1.A) Speaking and Listening - Purpose: Listen for a purpose.			
3.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
3.SL.1.A.a	following classroom listening rules		
3.SL.1.A.b	asking questions to check understanding of info. presented, staying on topic, linking comments to the remarks of others		
3.SL.1.A.c	following three-step instructions, according to classroom expectations		
(2.A) Speaking and Listening - Entertainment: Listen for entertainment.			
3.SL.2.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
3.SL.2.A.a	demonstrate active listening through body language/eye contact with speaker, according to classroom expectations		
(3.A) Speaking and Listening - Collaborative Discussions: Speak effectively in collaborative discussions.			
3.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually/with a group by:		
3.SL.3.A.a	coming to discussions prepared, having read/studied required material; explicitly drawing on that preparation and other info. known about topic to explore ideas under discussion		
3.SL.3.A.b	responding appropriately to discussion in a variety of settings, according to classroom expectations		
3.SL.3.A.c	expressing opinions of read-alouds/independent topics		
(4.A) Speaking and Listening - Presenting: Speak effectively when presenting.			
3.SL.4.A	Speak clearly, audibly, to the point, using conventions of language when presenting individually/with a group by:		
3.SL.4.A.a	using presentation skills and/or appropriate technology		
3.SL.4.A.b	presenting information with clear ideas and details while speaking clearly at an understandable pace		
3.SL.4.A.c	giving an informal presentation, using a variety of media		
3.SL.4.A.d	choosing words and phrases for effect		
3.SL.4.A.e	using academic language and conventions		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
NBT.A - Number Sense and Operations in Base Ten: Understand place value of three digit numbers.			
3.NBT.A.1	Round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NBT.A.2	Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.		
3.NBT.A.3	Demonstrate fluency with addition and subtraction within 1000.	-Add within 1000 -Subtract within 1000	- Add within 1000 Using the Standard Algorithm - Add within 1000 Using the Expanded Form Strategy - Add within 1000 Using a Number Line - Add within 1000 Using any Method - Subtract within 1000 Using a Number Line - Subtract within 1000 Using the Standard Algorithm - Subtract within 1000 Using the Expanded Form Strategy
3.NBT.A.1	Round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
NF.A - Number Sense and Operations in Fractions: Develop understanding of fractions as numbers.			
3.NF.A.1	Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.A.2	Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions

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3.NF.A.2.a	Describe the numerator as representing the number of pieces being considered.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.A.2.b	Describe the denominator as the number of pieces that make the whole.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.A.3	Represent fractions on a number line.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
3.NF.A.3.a	Understand the whole is the interval from 0 to 1.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
3.NF.A.3.b	Understand the whole is partitioned into equal parts.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
3.NF.A.3.c	Understand a fraction represents the endpoint of the length a given number of partitions from 0.	-Fractions on a Number Line	- Label Fractions on a Number Line - Identify Fractions on a Number Line
3.NF.A.4	Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
3.NF.A.5	Recognize and generate equivalent fractions using visual models, justify why fractions are equivalent.	-Generating Equivalent Fractions	
3.NF.A.6	Compare two fractions with the same numerator or denominator using the symbols $>$, $=$ or $<$, and justify the solution.	-Comparing Fractions	- Compare Fractions Using Visual Models

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
3.NF.A.7	Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	-Whole Numbers as Fractions	
RA.A - Relationships and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
3.RA.A.1	Interpret products of whole numbers.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.RA.A.2	Interpret quotients of whole numbers.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.RA.A.3	Describe in words or drawings a problem that illustrates a multiplication or division situation.		
3.RA.A.4	Use multiplication and division within 100 to solve problems.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.RA.A.5	Determine the unknown number in a multiplication or division equation relating three whole numbers.	-Unknown Number Equations	
RA.B - Relationships and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.			
3.RA.B.6	Apply properties of operations as strategies to multiply and divide.	-Properties of Multiplication -Division as an Unknown Factor	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
RA.C - Relationships and Algebraic Thinking: Multiply and divide within 100.			
3.RA.C.7	Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
3.RA.C.8	Demonstrate fluency with products within 100.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency

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RA.D - Relationships and Algebraic Thinking: Use the four operations to solve word problems.			
3.RA.D.9	Write and solve two-step problems involving variables using any of the four operations.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.RA.D.10	Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
RA.E - Relationships and Algebraic Thinking: Identify and explain arithmetic patterns.			
3.RA.E.11	Identify arithmetic patterns and explain the patterns using properties of operations.		
GM.A - Geometry and Measurement: Reason with shapes and attributes.			
3.GM.A.1	Understand that shapes in different categories may share attributes, shared attributes can define a larger category.		
3.GM.A.2	Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.		
3.GM.A.3	Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.		
GM.B - Geometry and Measurement: Solve problems involving the measurement of time, liquid volumes and weights of objects.			
3.GM.B.4	Tell and write time to the nearest minute.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.GM.B.5	Estimate time intervals in minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.GM.B.6	Solve problems involving addition and subtraction of minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.GM.B.7	Measure/estimate length, liquid volume, weight of objects.		
3.GM.B.8	Use the four operations to solve problems involving lengths, liquid volumes or weights given in same units.		

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GM.C - Geometry and Measurement: Understand concepts of area.			
3.GM.C.9	Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.		
3.GM.C.10	Label area measurements with squared units.		
3.GM.C.11	Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.GM.C.12	Multiply whole-number side lengths to solve problems involving the area of rectangles.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.GM.C.13	Find rectangular arrangements that can be formed for a given area.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.GM.C.14	Decompose a rectangle into smaller rectangles to find the area of the original rectangle.		
GM.D - Geometry and Measurement: Understand concepts of perimeter.			
3.GM.D.15	Solve problems involving perimeters of polygons.	-Perimeter of Polygons	
3.GM.D.16	Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	-Perimeter of Polygons	
DS.A - Data and Statistics: Represent and analyze data.			
3.DS.A.1	Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs and Pictographs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.DS.A.2	Solve one- and two-step problems using information presented in bar and/or picture graphs.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs and Pictographs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.DS.A.3	Create a line plot to represent data.		
3.DS.A.4	Use data shown in a line plot to answer questions.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Reading - Comprehension: Develop and apply skills to the reading process.			
4.R.1.A	Develop and demonstrate reading skills in response to text by:		
4.R.1.A.a	drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	-Inferences Using Evidence	- Make an Inference About a Story
4.R.1.A.b	drawing conclusions by providing textual evidence of what the text says explicitly	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences about a Text
4.R.1.A.c	monitoring comprehension and making corrections and adjustments when understanding breaks down		
(1.B) Reading - Vocabulary: Develop and apply skills to the reading process.			
4.R.1.B	Develop an understanding of vocabulary by:		
4.R.1.B.a	determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes		
4.R.1.B.b	using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.R.1.B.c	completing analogies		
4.R.1.B.d	identifying the meaning of common idioms and figurative language		
4.R.1.B.e	using a dictionary or glossary to determine meanings, syllabication, and pronunciation of unknown words		
4.R.1.B.f	using conversational, general academic, and domain-specific words and phrases		
(1.C) Reading - Making Connections: Develop and apply skills to the reading process.			
4.R.1.C	Explain relevant connections between:		
4.R.1.C.a	text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	-Be an Expert: Use Multiple Texts	
4.R.1.C.b	text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	-Compare and Contrast Themes	

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(1.D) Reading - Independent Text: Develop and apply skills to the reading process.			
4.R.1.D	Read independently for multiple purposes over sustained periods of time by:		
4.R.1.D.a	reading text that is developmentally appropriate		
4.R.1.D.b	producing evidence of reading		
(2.A) Reading - Fiction: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
4.R.2.A	Read, infer, analyze, and draw conclusions to:		
4.R.2.A.a	summarize and sequence the events/plot, explain how past events impact future events, and identify the theme	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.R.2.A.b	describe the personality traits of characters from their thoughts, words, and actions	-Describing Characters	- Describe a Character, Setting, or Event
4.R.2.A.c	describe the interaction of characters, including relationships and how they change	-Describing Characters	- Describe a Character, Setting, or Event
4.R.2.A.d	compare and contrast the adventures or exploits of characters and their roles	-Compare and Contrast Themes	
4.R.2.A.e	compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
(2.B) Reading - Poetry: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
4.R.2.B	Read, infer, and draw conclusions to:		
4.R.2.B.a	explain structural elements of poetry	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem

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(2.C) Reading - Drama: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
4.R.2.C	Read, infer, and draw conclusions to:		
4.R.2.C.a	analyze how characters change from the beginning to the end of a play or film	-Describing Characters	- Describe a Character, Setting, or Event
4.R.2.C.b	explain structural elements of dramatic literature	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
(3.A) Reading - Text Features: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
4.R.3.A	Read, infer, and draw conclusions to:		
4.R.3.A.a	use multiple text features to locate information and gain an overview of the contents of text	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
4.R.3.A.b	describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.R.3.A.c	interpret and explain factual information presented graphically	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
(3.B) Reading - Literary Techniques: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
4.R.3.B	Read, infer, and draw conclusions to:		
4.R.3.B.a	explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	-Compare a Story and Visuals	

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4.R.3.B.b	analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; support the analysis	-Developing Arguments	
4.R.3.B.c	explain how an author uses language to present information to influence what the reader thinks or does	-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

(3.C) Reading - Text Structures: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

4.R.3.C	Read, infer, and draw conclusions to:		
4.R.3.C.a	distinguish fact from opinion in a text and explain how to verify what is a fact		
4.R.3.C.b	explain explicit and implicit relationships among ideas in texts	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.R.3.C.c	explain author's purpose	-Developing Arguments	
4.R.3.C.d	compare and contrast a firsthand and secondhand account of the same event or topic	-Compare and Contrast Two Views	

(4.A) Reading - Digital and Media Literacy: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

4.R.4.A	Read to develop an understanding of media and its components by:		
4.R.4.A.a	explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior		
4.R.4.A.b	explaining how various design techniques used in media influence the message		
4.R.4.A.c	comparing various written conventions used for digital media		
4.R.4.A.d	explaining text structures and graphics features of a web page and how they help readers to comprehend text	-Graphics to Understand a Text	- Interpret and Analyze the Visuals in a Text

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(3.A) Reading Foundations - Phonics: Understand how English is written and read.			
4.RF.3.A	Develop phonics in the reading process by:		
4.RF.3.A.a	decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context		
4.RF.3.A.b	reading root words, prefixes, and suffixes and important words from specific content curricula		
(4.A) Reading Foundations - Fluency: Understand how English is written and read.			
4.RF.4.A	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension		
4.RF.4.A.a	use context to confirm or self-correct word recognition and understanding, rereading as necessary		
(1.A) Writing - Prewriting: Apply a writing process to develop a text for audience and purpose.			
4.W.1.A	Follow a writing process to plan a first draft by:		
4.W.1.A.a	selecting a genre appropriate for conveying the purpose to an intended audience		
4.W.1.A.b	formulating questions related to the topic		
4.W.1.A.c	accessing prior knowledge or building background knowledge related to the topic		
4.W.1.A.d	using a prewriting strategy		
(1.B) Writing - Draft: Apply a writing process to develop a text for audience and purpose.			
4.W.1.B	Appropriate to genre type, develop a draft from prewriting by:		
4.W.1.B.a	generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound		
4.W.1.B.b	establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph		
4.W.1.B.c	categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, concluding paragraphs		
4.W.1.B.d	addressing an appropriate audience		

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(1.C) Writing - Revise/Edit: Apply a writing process to develop a text for audience and purpose.			
4.W.1.C	Reread, revise, and edit drafts with assistance to:		
4.W.1.C.a	develop and strengthen writing by revising: <ul style="list-style-type: none"> • main idea • sequence • focus • beginning/middle/end • details/facts • word choice • sentence structure • transitions • audience/purpose • voice 		
4.W.1.C.b	edit for language conventions		
(1.D) Writing - Produce/Publish and Share Writing: Apply a writing process to develop a text for audience and purpose.			
4.W.1.D	With assistance from adults/peers:		
4.W.1.D.a	use technology, including the Internet, to produce and publish writing		
4.W.1.D.b	demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting		
(2.A) Writing - Opinion/Argumentative: Compose well-developed writing texts for audience and purpose.			
4.W.2.A	Write opinion texts that:		
4.W.2.A.a	introduce a topic or text being studied, using an introductory paragraph		
4.W.2.A.b	state an opinion or establish a position; provide reasons for the opinion/position supported by facts and details		
4.W.2.A.c	use specific and accurate words that are related to the topic, audience, and purpose		
4.W.2.A.d	contain information using student's original language except when using direct quotation from a source		
4.W.2.A.e	reference the name of the author(s) or name of the source used for details or facts included in the text		
4.W.2.A.f	use transitions to connect opinion and reason		
4.W.2.A.g	organize the supporting details/reasons into introductory, supporting, and concluding paragraphs		

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(2.B) Writing - Informative/Explanatory: Compose well-developed writing texts for audience and purpose.			
4.W.2.B	Write informative/explanatory texts that:		
4.W.2.B.a	introduce a topic using topic sentence/introductory paragraph		
4.W.2.B.b	develop topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, quotations		
4.W.2.B.c	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		
4.W.2.B.d	contain information using student's original language except when using direct quotations from a source		
4.W.2.B.e	use transitions to connect categories of information		
4.W.2.B.f	use text structures when useful		
4.W.2.B.g	create a concluding paragraph related to information		
(2.C) Writing - Narrative/Literary: Compose well-developed writing texts for audience and purpose.			
4.W.2.C	Write fiction or nonfiction narratives and poems that:		
4.W.2.C.a	establish a setting and situation/topic and introduce a narrator and/or characters		
4.W.2.C.b	use narrative techniques, such as dialogue, motivation, and descriptions		
4.W.2.C.c	organize an event sequence that unfolds naturally to establish a beginning/middle/ end		
4.W.2.C.d	use variety of transitions to manage sequence of events		
4.W.2.C.e	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		
(3.A) Writing - Research Process: Gather, analyze, evaluate, and use information from a variety of sources.			
4.W.3.A	Apply research process to:		
4.W.3.A.a	generate a list of subject-appropriate topics		
4.W.3.A.b	create a research question to address relevant/chosen topic		
4.W.3.A.c	identify a variety of relevant sources, literary/informational		
4.W.3.A.d	use organizational features of print and digital sources efficiently to locate information		
4.W.3.A.e	convert graphic/visual data into written notes		
4.W.3.A.f	determine the accuracy of the information gathered		
4.W.3.A.g	differentiate between paraphrasing and plagiarism when using ideas of others		

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4.W.3.A.h	record bibliographic information from sources according to a standard format		
4.W.3.A.i	present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria		
(1.A) Language - Grammar: Communicate using conventions of English language.			
4.L.1.A	In speech and written form, apply standard English grammar to:		
4.L.1.A.a	use the “be” helping verbs with “ing” verbs		
4.L.1.A.b	use and order adjectives within sentences to conventional patterns		
4.L.1.A.c	use progressive verbs to show past, present, and future		
4.L.1.A.d	use adverbs in writing use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns		
4.L.1.A.e	use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns		
4.L.1.A.f	use prepositions correctly in a sentence		
4.L.1.A.g	recognize the difference between and use coordinating conjunctions and subordinating conjunctions		
4.L.1.A.h	produce and expand the complete simple and compound four types of sentences		
4.L.1.A.i	correct sentence fragments and run-on sentences in writing		
(1.B) Language - Punctuation, Capitalization, Spelling: Communicate using conventions of English language.			
4.L.1.B	In written text:		
4.L.1.B.a	write legibly		
4.L.1.B.b	punctuate a dialogue between two or more characters		
4.L.1.B.c	insert a comma before a coordinating conjunction in a compound sentence		
4.L.1.B.d	capitalize proper adjectives		
4.L.1.B.e	use correct capitalization		
4.L.1.B.f	spell words with suffixes by dropping or leaving the final e		
4.L.1.B.g	spell words ending in the long e sound		
4.L.1.B.h	alphabetize reference sources		
4.L.1.B.i	use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read/spell accurately unfamiliar multisyllabic words		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Speaking and Listening - Purpose: Listen for a purpose.			
4.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
4.SL.1.A.a	following, generating, and justifying classroom listening rules		
4.SL.1.A.b	posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others		
4.SL.1.A.c	following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations		
(2.A) Speaking and Listening - Entertainment: Listen for entertainment.			
4.SL.2.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
4.SL.2.A.a	generating and following active listening rules, according to classroom expectations		
(3.A) Speaking and Listening - Collaborative Discussions: Speak effectively in collaborative discussions.			
4.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
4.SL.3.A.a	contributing to discussion after listening to others' ideas, according to classroom expectations		
4.SL.3.A.b	expressing opinions of read-alouds and independent reading and relating opinion to others		
(4.A) Speaking and Listening - Presenting: Speak effectively when presenting.			
4.SL.4.A	Speak clearly, audibly, to the point, using conventions of language when presenting individually or with a group by:		
4.SL.4.A.a	paraphrasing portions of a text read aloud or information presented in diverse media and formats		
4.SL.4.A.b	using efficient presentation skills with available resources		
4.SL.4.A.c	incorporating descriptive and sequential details in a student-designed or teacher-assigned topic		
4.SL.4.A.d	giving a formal presentation to classmates, using a variety of media		
4.SL.4.A.e	speaking with expression and fluency		
4.SL.4.A.f	adjusting formal/informal language according to context and topic		

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NBT.A - Number Sense and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.			
4.NBT.A.1	Round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
4.NBT.A.2	Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.A.3	Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.	-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.A.4	Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NBT.A.5	Demonstrate fluency with addition and subtraction of whole numbers.	-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.A.6	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.	-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

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
4.NBT.A.7	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide
NF.A - Number Sense and Operations in Fractions: Extend understanding of fraction equivalence and ordering.			
4.NF.A.1	Explain and/or illustrate why two fractions are equivalent.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.A.2	Recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.A.3	Compare two fractions using the symbols $>$, $=$ or $<$, and justify the solution.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
NF.B - Number Sense and Operations in Fractions: Extend understanding of operations on whole numbers to fraction operations.			
4.NF.B.4	Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NF.B.5	Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NF.B.6	Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.		
4.NF.B.7	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number

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4.NF.B.8	Solve problems involving multiplication of a fraction by a whole number.		
4.NF.B.4	Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NF.B.5	Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NF.B.6	Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.		
NF.C - Number Sense and Operations in Fractions: Understand decimal notation for fractions, and compare decimal fractions.			
4.NF.C.9	Use decimal notation for fractions with denominators of 10 or 100.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.C.10	Understand that fractions and decimals are equivalent representations of the same quantity.		
4.NF.C.11	Read, write and identify decimals to the hundredths place using number names, base ten numerals and expanded form.		
4.NF.C.12	Compare two decimals to the hundredths place using the symbols $>$, $=$ or $<$, and justify the solution.		
RA.A - Relationships and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
4.RA.A.1	Multiply or divide to solve problems involving a multiplicative comparison.	-Multiplicative Comparisons -Multiply with Word Problems	- Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons - Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems

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4.RA.A.2	Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of answer.	-Multistep Word Problems	- Solve Multistep Word Problems
4.RA.A.3	Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.	-Multistep Word Problems	- Solve Multistep Word Problems
RA.B - Relationships and Algebraic Thinking: Work with factors and multiples.			
4.RA.B.4	Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.	-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 Through 100 - Find Factor Pairs for Numbers 1 Through 100
4.RA.B.5	Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.	-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 Through 100 - Find Factor Pairs for Numbers 1 Through 100
RA.C - Relationships and Algebraic Thinking: Generate and analyze patterns.			
4.RA.C.6	Generate a number pattern that follows a given rule.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

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4.RA.C.7	Use words or mathematical symbols to express a rule for a given pattern.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
GM.A - Geometry and Measurement: Classify 2-dimensional shapes by properties of their lines and angles.			
4.GM.A.1	Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.		
4.GM.A.2	Classify two-dimensional shapes by their sides and/or angles.		
4.GM.A.3	Construct lines of symmetry for a two-dimensional figure.		
GM.B - Geometry and Measurement: Understand the concepts of angle and measure angles.			
4.GM.B.4	Identify and estimate angles and their measure.	-Measuring Angles	
4.GM.B.5	Draw and measure angles in whole-number degrees using a protractor.	-Measuring Angles	
GM.C - Geometry and Measurement: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
4.GM.C.6	Know relative sizes of measurement units within one system of units.	-Customary and Metric Measurement	- Convert Units of Time
4.GM.C.6.a	Convert measurements in a larger unit in terms of a smaller unit.	-Customary and Metric Measurement	- Convert Units of Time
4.GM.C.7	Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	-Measurement Word Problems	
4.GM.C.8	Apply the area and perimeter formulas for rectangles to solve problems.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
DS.A - Data and Statistics: Represent and analyze data.			
4.DS.A.1	Create a frequency table and/or line plot to display measurement data.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.DS.A.2	Solve problems involving addition and subtraction by using information presented in a data display.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.DS.A.3	Analyze the data in a frequency table, line plot, bar graph or picture graph.		

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(1.A) Reading - Comprehension: Develop and apply skills to the reading process.			
5.R.1.A	Develop and demonstrate reading skills in response to text by:		
5.R.1.A.a	drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
5.R.1.A.b	drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text	-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
5.R.1.A.c	monitoring comprehension and making corrections and adjustments when understanding breaks down		
(1.B) Reading - Vocabulary: Develop and apply skills to the reading process.			
5.R.1.B	Develop an understanding of vocabulary by:		
5.R.1.B.a	determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context		
5.R.1.B.b	using context to determine meaning of unfamiliar or multiple-meaning words		
5.R.1.B.c	constructing analogies		
5.R.1.B.d	explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, other sayings in text		
5.R.1.B.e	identifying and using words and phrases that signal contrast, addition, and relationships		
5.R.1.B.f	using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices		
5.R.1.B.g	using conversational, general academic, and domain-specific words and phrases		
(1.C) Reading - Making Connections: Develop and apply skills to the reading process.			
5.R.1.C	Compare, contrast, and analyze relevant connections between:		
5.R.1.C.a	text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	-Comparing Similar Texts	
5.R.1.C.b	text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	-Integrate Information	

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(1.D) Reading - Independent Text: Develop and apply skills to the reading process.			
5.R.1.D	Read independently for multiple purposes over sustained periods of time by:		
5.R.1.D.a	reading text that is developmentally appropriate		
5.R.1.D.b	producing evidence of reading		
(2.A) Reading - Fiction: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
5.R.2.A	Read, infer, analyze, and draw conclusions :		
5.R.2.A.a	compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5.R.2.A.b	explain the theme or moral lesson, conflict, and resolution in a story or novel	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
5.R.2.A.c	describe how a narrator's or speaker's point of view influences events	-Narrator's Point of View	- Identify the Point of View of a Story
5.R.2.A.d	recognize foreshadowing	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
5.R.2.A.e	explain the effect of a historical event or movement in literature		
5.R.2.A.f	introduce origin myths and culturally significant characters/events in mythology		
5.R.2.A.g	introduce different forms of third-person points of view in stories	-Narrator's Point of View	- Identify the Point of View of a Story
(2.B) Reading - Poetry: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
5.R.2.B	Read, infer, and draw conclusions to:		
5.R.2.B.a	explain how poets use sound and visual elements in poetry	-Enhance Meaning and Tone with Multimedia	

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5.R.2.B.b	identify forms of poems	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
(2.C) Reading - Drama: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.			
5.R.2.C	Read, infer, and draw conclusions to:		
5.R.2.C.a	analyze the similarities between an original text and its dramatic adaptation	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
5.R.2.C.b	identify structural elements of dramatic literature	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
5.R.2.C.c	evaluate the critical impact of sensory details, imagery, and figurative language	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
(3.A) Reading - Text Features: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
5.R.3.A	Read, infer, and draw conclusions to:		
5.R.3.A.a	use multiple text features and graphics to locate information and gain an overview of the contents of text information	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.R.3.A.b	interpret details from procedural text to complete a task, solve a problem, or perform an action	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.R.3.A.c	interpret factual or quantitative information		
(3.B) Reading - Literary Techniques: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
5.R.3.B	Read, infer, and draw conclusions to:		
5.R.3.B.a	evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim		

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5.R.3.B.b	analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent		
5.R.3.B.c	verify facts through established methods		
5.R.3.B.d	identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument		
5.R.3.B.e	recognize exaggerated, contradictory, or misleading statements		
5.R.3.B.f	explain the type of evidence used to support a claim in a persuasive text	-Explain Two Related Ideas	- Explain How Two Ideas are Related
5.R.3.B.g	use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning		
(3.C) Reading - Text Structures: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
5.R.3.C	Read, infer, and draw conclusions to:		
5.R.3.C.a	identify devices used in biographies and autobiographies, including how an author presents major events in a person's life		
5.R.3.C.b	explain the difference between a stated and implied purpose for an expository text	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.R.3.C.c	analyze how the pattern of organization of a text influences the relationships	-Comparing Text Structure	- Identify the Structure of a Text
5.R.3.C.d	analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view		
5.R.3.C.e	integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	-Using Text Features	- Use Text Features to Answer Questions about a Text
(4.A) Reading - Digital and Media Literacy: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.			
5.R.4.A	Read to develop an understanding of media and its components by:		
5.R.4.A.a	explaining how messages conveyed in various forms of media are presented differently		

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5.R.4.A.b	comparing and contrasting the difference in techniques used in media		
5.R.4.A.c	identifying the point of view of media presentations		
5.R.4.A.d	analyzing various digital media venues for levels of formality and informality		
5.R.4.A.e	explaining textual and graphics features of a web page and how they help readers to comprehend text	-Using Text Features	- Use Text Features to Answer Questions About a Text
(3.A) Reading Foundations - Phonics: Understand how English is written and read.			
5.RF.3.A	Develop phonics in the reading process by:		
5.RF.3.A.a	decoding words using knowledge of all letter-sound correspondences, syllabication patterns, morphology to read unfamiliar multisyllabic words in context		
5.RF.3.A.b	reading root words, prefixes, suffixes, and important words from all specific content curricula		
(4.A) Reading Foundations - Fluency: Understand how English is written and read.			
5.RF.4.A	Read appropriate texts with fluency with purpose, and for comprehension		
5.RF.4.A.a	use context to confirm or self-correct word recognition and understanding, rereading as necessary		
(1.A) Writing - Prewriting: Apply a writing process to develop a text for audience and purpose.			
5.W.1.A	Follow a writing process to plan a first draft by:		
5.W.1.A.a	selecting a genre appropriate for conveying the purpose to an intended audience		
5.W.1.A.b	formulating questions related to the topic		
5.W.1.A.c	accessing prior knowledge or building background knowledge related to the topic		
5.W.1.A.d	using a prewriting strategy		
(1.B) Writing - Draft: Apply a writing process to develop a text for audience and purpose.			
5.W.1.B	Appropriate to genre type, develop a draft from prewriting by:		
5.W.1.B.a	choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre		

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5.W.1.B.b	establishing and supporting a main idea with an overall topic sentence at, or near, beginning of first paragraph		
5.W.1.B.c	categorizing, organizing, and sequencing facts, details, and events into clear introductory, supporting, concluding paragraphs applicable to organizational structure		
5.W.1.B.d	restating the overall main idea in concluding statement		
5.W.1.B.e	addressing appropriate audience, organization, purpose		
(1.C) Writing - Revise/Edit: Apply a writing process to develop a text for audience and purpose.			
5.W.1.C	Reread, revise, and edit drafts with assistance to:		
5.W.1.C.a	develop and strengthen writing by revising: <ul style="list-style-type: none"> • main idea • sequence • focus • organizational structure • details/facts • word choice • sentence structure • transitions • audience and purpose • voice 		
5.W.1.C.b	edit for language conventions		
(1.D) Writing - Produce/Publish and Share Writing: Apply a writing process to develop a text for audience and purpose.			
5.W.1.D	With assistance from adults/peers:		
5.W.1.D.a	use technology, including Internet, to produce/publish writing		
5.W.1.D.b	demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in single sitting		
(2.A) Writing - Opinion/Argumentative: Compose well-developed writing texts for audience and purpose.			
5.W.2.A	Write opinion texts that:		
5.W.2.A.a	introduce a topic/text being studied, using introductory paragraph that clearly supports the writer's purpose		
5.W.2.A.b	state an opinion or establish a position, provide relevant reasons for opinion supported by multiple facts and details		
5.W.2.A.c	use specific and accurate words that are related to the topic, audience, and purpose		
5.W.2.A.d	contain information using student's original language except when using direct quotation from a source		

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5.W.2.A.e	reference the name of the author(s) or name of the source used for details or facts included in the text		
5.W.2.A.f	use transitions to connect opinion and reason		
5.W.2.A.g	organize the supporting details/reasons into introductory, supporting, and concluding paragraphs		
(2.B) Writing - Informative/Explanatory: Compose well-developed writing texts for audience and purpose.			
5.W.2.B	Write informative/ explanatory texts that:		
5.W.2.B.a	introduce a topic using a topic sentence in an introductory paragraph		
5.W.2.B.b	develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations		
5.W.2.B.c	use an organizational format that suits the topic		
5.W.2.B.d	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		
5.W.2.B.e	contain information using student's original language except when using direct quotations from a source		
5.W.2.B.f	use transition words to connect ideas within and across categories of information		
5.W.2.B.g	use text structures when useful		
5.W.2.B.h	create a concluding paragraph related to information		
(2.C) Writing - Narrative/Literary: Compose well-developed writing texts for audience and purpose.			
5.W.2.C	Write fiction or nonfiction narratives and poems that:		
5.W.2.C.a	establish a setting and situation/topic and introduce a narrator and/or characters		
5.W.2.C.b	use narrative techniques, such as dialogue, motivation, and descriptions		
5.W.2.C.c	organize an event sequence that unfolds naturally to establish a beginning/middle/ end		
5.W.2.C.d	use a variety of transitions to manage the sequence of events		
5.W.2.C.e	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose		
(3.A) Writing - Research Process: Gather, analyze, evaluate, and use information from a variety of sources.			
5.W.3.A	Apply research process to:		

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5.W.3.A.a	generate a list of subject-appropriate topics		
5.W.3.A.b	formulate and refine an open-ended research question		
5.W.3.A.c	follow guidelines for collecting and recording information		
5.W.3.A.d	select relevant resources, literary and informational		
5.W.3.A.e	assess relevance, accuracy, and reliability of information in print and digital sources		
5.W.3.A.f	convert graphic/visual data into written notes		
5.W.3.A.g	differentiate between paraphrasing and plagiarism when using ideas of others		
5.W.3.A.h	present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria		
5.W.3.A.i	record bibliographic information from sources according to a standard format		

(1.A) Language - Grammar: Communicate using conventions of English language.

5.L.1.A	In speech/written form, apply standard English grammar to:		
5.L.1.A.a	explain/use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection		
5.L.1.A.b	use relative pronouns and relative adverbs		
5.L.1.A.c	use pronouns consistently across a text		
5.L.1.A.d	use and correct verb tenses		
5.L.1.A.e	produce a variety of complex sentences in writing		

(1.B) Language - Punctuation, Capitalization, Spelling: Communicate using conventions of English language.

5.L.1.B	In written text:		
5.L.1.B.a	write legibly		
5.L.1.B.b	use a comma before a coordinating conjunction when writing compound sentences		
5.L.1.B.c	use a comma to separate an introductory clause in a complex sentence		
5.L.1.B.d	use a comma to set off the words yes and no		
5.L.1.B.e	use italics when keyboarding titles of books, magazines, and newspapers		
5.L.1.B.f	use underlining when writing titles of books, magazines, and newspapers		
5.L.1.B.g	use quotation marks when writing titles of stories, songs, poems, articles		

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5.L.1.B.h	use apostrophes in singular nouns to show possession		
5.L.1.B.i	write apostrophes in regular plural nouns to show possession		
5.L.1.B.j	use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context		
(1.A) Speaking and Listening - Purpose: Listen for a purpose.			
5.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:		
5.SL.1.A.a	following agreed upon rules for listening and fulfilling discussion rules independently		
5.SL.1.A.b	posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to remarks of others		
5.SL.1.A.c	following, restating, giving multi-step instructions from others in collaborative groups, according to classroom expectations		
5.SL.1.A.d	listening for speaker's message and summarizing main points based on evidence		
(2.A) Speaking and Listening - Entertainment: Listen for entertainment.			
5.SL.2.A	Develop and apply effective listening skills and strategies in formal and informal setting by:		
5.SL.2.A.a	evaluating and modifying own active listening skills		
(3.A) Speaking and Listening - Collaborative Discussions: Speak effectively in collaborative discussions.			
5.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually/with a group by:		
5.SL.3.A.a	summarizing points made by others before presenting own ideas, according to classroom expectations		
5.SL.3.A.b	providing and evaluating evidence to support opinion		
(4.A) Speaking and Listening - Presenting: Speak effectively when presenting.			
5.SL.4.A	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:		
5.SL.4.A.a	using efficient presentation skills with available resources using a variety of media		
5.SL.4.A.b	planning an appropriate presentation based on audience		
5.SL.4.A.c	employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
NBT.A - Number Sense and Operations in Base Ten: Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.			
5.NBT.A.1	Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals
5.NBT.A.2	Compare two numbers from billions to thousandths using the symbols $>$, $=$ or $<$, and justify the solution.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.NBT.A.3	Understand that in a multi-digit number, a digit represents $\frac{1}{10}$ times what it would represent in the place to its left.		
5.NBT.A.4	Evaluate the value of powers of 10 and understand the relationship to the place value system.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NBT.A.5	Round numbers from billions to thousandths place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
5.NBT.A.6	Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
5.NBT.A.7	Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.A.8	Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model

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NF.A - Number Sense and Operations in Fractions: Understand the relationship between fractions and decimals.			
5.NF.A.1	Understand that parts of a whole can be expressed as fractions and/or decimals.		
5.NF.A.2	Convert decimals to fractions and fractions to decimals.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.A.3	Compare and order fractions and/or decimals to the thousandths place using the symbols $>$, $=$ or $<$, and justify the solution.	-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
NF.B - Number Sense and Operations in Fractions: Perform operations and solve problems with fractions and decimals.			
5.NF.B.4	Estimate results of sums, differences and products with fractions and decimals to the thousandths.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.NF.B.5	Justify the reasonableness of a product when multiplying with fractions.		
5.NF.B.5.a	Estimate the size of the product based on the size of the two factors.		
5.NF.B.5.b	Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.		
5.NF.B.5.c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.		
5.NF.B.5.d	Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.		

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5.NF.B.6	Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.	-Add and Subtract Fractions -Word Problems: Mixed Numbers	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators - Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.NF.B.7	Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.B.7.a	Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.B.7.b	Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.		
5.NF.B.7.c	Calculate and interpret the product of two fractions less than one.		
5.NF.B.8	Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.8.a	Calculate and interpret the quotient of a unit fraction by a non-zero whole number.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.8.b	Calculate and interpret the quotient of a whole number by a unit fraction.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
RA.A - Relationships and Algebraic Thinking: Represent and analyze patterns and relationships.			
5.RA.A.1	Investigate the relationship between two numeric patterns.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.RA.A.1.a	Generate two numeric patterns given two rules.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.RA.A.1.b	Translate two numeric patterns into two sets of ordered pairs.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern

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5.RA.A.1.c	Graph numeric patterns on the Cartesian coordinate plane.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.RA.A.1.d	Identify the relationship between two numeric patterns.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.RA.A.2	Write a rule to describe or explain a given numeric pattern.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
RA.B - Relationships and Algebraic Thinking: Write and interpret numerical expressions.			
5.RA.B.3	Write, evaluate and interpret numerical expressions using the order of operations	-Order of Operations	- Solve Problems Using Order of Operations
5.RA.B.4	Translate written expressions into algebraic expressions.	-Words to Numbers	- Write Expressions Using Words/Symbols - Write Expressions to Represent Different Situations
RA.C - Relationships and Algebraic Thinking: Use the four operations to represent and solve problems.			
5.RA.C.5	Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
GM.A - Geometry and Measurement: Classify two-and three-dimensional geometric shapes.			
5.GM.A.1	Understand that attributes belonging to a category of figures also belong to all subcategories.	-Classifying Quadrilaterals	
5.GM.A.2	Classify figures in a hierarchy based on properties.	-Classifying Quadrilaterals	
5.GM.A.3	Analyze/describe the properties of prisms/pyramids.		
GM.B - Geometry and Measurement: Understand and compute volume.			
5.GM.B.4	Understand the concept of volume and recognize that volume is measured in cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism

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5.GM.B.4.a	Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.GM.B.4.b	Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	-Volume of Rectangular Prisms	
5.GM.B.5	Apply formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths	-Volume of Rectangular Prisms	
GM.C - Geometry and Measurement: Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.			
5.GM.C.6	Define a first quadrant Cartesian coordinate system.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.C.6.a	Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.C.6.b	Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.C.6.c	Define the first number in an ordered pair as the horizontal distance from the origin.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.C.6.d	Define the second number in an ordered pair as the vertical distance from the origin.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.C.7	Plot and interpret points in the first quadrant of the Cartesian coordinate plane.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
GM.D - Geometry and Measurement: Solve problems involving measurement and conversions within a measurement system.			
5.GM.D.8	Convert measurements of capacity, length and weight within a given measurement system.	-Converting Measurements	- Convert Units of Metric Length
5.GM.D.9	Solve multi-step problems that require measurement conversions.	-Converting Measurements	- Convert Units of Metric Length
DS.A - Data and Statistics: Represent and analyze data.			
5.DS.A.1	Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.		
5.DS.A.2	Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers; generating median.		

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(1.A) Reading Literary Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RL.1.A	Draw conclusions, infer, and analyze by citing 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
(1.B) Reading Literary Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.		
(1.C) Reading Literary Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).		
(1.D) Reading Literary Text - Summarize/Theme: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RL.1.D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
(2.A) Reading Literary Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RL.2.A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
(2.B) Reading Literary Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RL.2.B	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
(2.C) Reading Literary Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RL.2.C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.		

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(2.D) Reading Literary Text - Interaction and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RL.2.D	Describe how a particular text plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
(3.A) Reading Literary Text - Text in Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RL.3.A	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 same text, noting how a performance impacts personal interpretation.	-Compare a Text with a Performance	
(3.B) Reading Literary Text - Relationships in Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RL.3.B	Compare and contrast texts in different genres that address similar themes or topics.	-Compare and Contrast Genres	
(3.C) Reading Literary Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RL.3.C	Explain how plot and conflict reflect historical and/or cultural contexts.		
(3.D) Reading Literary Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RL.3.D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		
(1.A) Reading Informational Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RI.1.A	Draw conclusions, infer and, analyze by citing 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
(1.B) Reading Informational Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.		

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(1.C) Reading Informational Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
(1.D) Reading Informational Text - Summarize/Claim: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
6.RI.1.D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text - Identify Main Idea and Key Details in an Informational Text
(2.A) Reading Informational Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RI.2.A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	-Text Structure	
(2.B) Reading Informational Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RI.2.B	Explain how an author's point of view or purpose is conveyed in a text.	-Author's Argument	
(2.C) Reading Informational Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RI.2.C	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.		
(2.D) Reading Informational Text - Argument/Evidence: Analyze Craft and Structure (Approaching Texts as a Writer)			
6.RI.2.D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
(3.A) Reading Informational Text - Texts/Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RI.3.A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	-Compare a Text with a Performance	

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(3.B) Reading Informational Text - Relationships/Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RI.3.B	Compare and contrast one author's presentation of events with that of another.	-Compare and Contrast	
(3.C) Reading Informational Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	-Development of an Idea or Event	
(3.D) Reading Informational Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
6.RI.3.D	Read and comprehend informational text independently and proficiently.		
(1.A) Writing - Research: Approaching the Task as a Researcher			
6.W.1.A	Approach the task as a researcher:		
6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate info. using a standard citation system.		
6.W.1.A.b	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.		
(2.A) Writing - Development: Approaching the Task as a Writer			
6.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, voice are appropriate to task, purpose, audience; develop writing with narrative, expository, argumentative techniques.		
6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.		
6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, details.		
6.W.2.A.c	Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.		
(3.A) Writing - Revise and Edit: Approaching the Task as a Reader			
6.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.		

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6.W.3.A.a	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.		
6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.		
6.W.3.A.c	Conventions of standard English/usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.		
6.W.3.A.d	Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.		
6.W.3.A.e	Use technology, including the Internet, to produce/publish writing as well as to interact and collaborate with others.		
(1.A) Speaking and Listening - Conversations: Collaborating			
6.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
(1.B) Speaking and Listening - Questioning: Collaborating			
6.SL.1.B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
(1.C) Speaking and Listening - Viewpoints of Others: Collaborating			
6.SL.1.C	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
(2.A) Speaking and Listening - Verbal Delivery: Presenting			
6.SL.2.A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.		
(2.B) Speaking and Listening - Nonverbal: Presenting			
6.SL.2.B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.		
(2.C) Speaking and Listening - Multimedia: Presenting			
6.SL.2.C	Plan and deliver appropriate presentations based on task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.		

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RP.A - Ratio and Proportion: Understand and use ratios to solve problems.			
6.RP.A.1	Understand a ratio as a comparison of two quantities and represent these comparisons.	-Introduction to Ratios	- Complete a Ratio Table
6.RP.A.2	Understand the concept of a unit rate associated with a ratio, and describe the meaning of unit rate.	-Introduction to Unit Rates	
6.RP.A.3	Solve problems involving ratios and rates.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.A.3.a	Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on the Cartesian coordinate plane.	-Ratio Tables	
6.RP.A.3.b	Solve unit rate problems.	-Introduction to Unit Rates	
6.RP.A.3.c	Solve percent problems.	-Percent of a Quantity	
6.RP.A.3.d	Convert measurement units within and between two systems of measurement.	-Using Ratios to Convert Units	
NS.A - The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.			
6.NS.A.1	Compute and interpret quotients of positive fractions.	-Dividing Fractions	
6.NS.A.1.a	Solve problems involving division of fractions by fractions.	-Dividing Fractions	
NS.B - The Number System: Compute with non-negative multi-digit numbers, and find common factors and multiples.			
6.NS.B.2	Demonstrate fluency with division of multi-digit whole numbers.	-Divide Multi-Digit Numbers	
6.NS.B.3	Demonstrate fluency with addition, subtraction, multiplication and division of decimals.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.B.4	Find common factors and multiples.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.B.4.a	Find the greatest common factor (GCF) and the least common multiple (LCM).	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.B.4.b	Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers.	-Common Multiples & Factors	- Find the Greatest Common Factor

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NS.C - The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.			
6.NS.C.5	Use positive and negative numbers to represent quantities.	-Positive and Negative Numbers	
6.NS.C.6	Locate a rational number as a point on the number line.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.C.6.a	Locate rational numbers on a horizontal or vertical number line.	-Opposites of Numbers	
6.NS.C.6.b	Write, interpret and explain problems of ordering of rational numbers.	-Opposites of Numbers	
6.NS.C.6.c	Understand that a number and its opposite (additive inverse) are located on opposite sides of zero on the number line.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.C.7	Understand that the absolute value of a rational number is its distance from 0 on the number line.	-Graphing in the Coordinate Plane -Absolute Value	
EEI.A - Expressions, Equations and Inequalities: Apply and extend previous understandings of arithmetic to algebraic expressions.			
6.EEI.A.1	Describe the difference between an expression and an equation.		
6.EEI.A.2	Create and evaluate expressions involving variables and whole number exponents.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EEI.A.2.a	Identify parts of an expression using mathematical terminology.	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions

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6.EEI.A.2.b	Evaluate expressions at specific values of the variables.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EEI.A.2.c	Evaluate non-negative rational number expressions.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.EEI.A.2.d	Write and evaluate algebraic expressions.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EEI.A.2.e	Understand the meaning of the variable in the context of the situation.		
6.EEI.A.3	Identify and generate equivalent algebraic expressions using mathematical properties.	-Equivalent Expressions	
EEI.B - Expressions, Equations and Inequalities: Reason about and solve one-variable equations and inequalities.			
6.EEI.B.4	Use substitution to determine whether a given number in a specified set makes a one-variable equation or inequality true.		
6.EEI.B.5	Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.		
6.EEI.B.6	Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context of the situation.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.EEI.B.7	Solve one-step linear equations in one variable involving non-negative rational numbers.	-Solve One Variable Equations	
6.EEI.B.8	Recognize that inequalities may have infinitely many solutions.		
6.EEI.B.8.a	Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition.		
6.EEI.B.8.b	Graph the solution set of an inequality.		

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EEI.C - Expressions, Equations and Inequalities: Represent and analyze quantitative relationships between dependent and independent variables.			
6.EEI.C.9	Identify and describe relationships between two variables that change in relationship to one another.		
6.EEI.C.9.a	Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.		
6.EEI.C.9.b	Analyze the relationship between the dependent and independent variables using graphs, tables and equations and relate these representations to each other.		
GM.A - Geometry and Measurement: Solve problems involving area, surface area and volume.			
6.GM.A.1	Find the area of polygons by composing or decomposing the shapes into rectangles or triangles.		
6.GM.A.2	Find the volume of right rectangular prisms.		
6.GM.A.2.a	Understand that the volume of a right rectangular prism can be found by filling the prism with multiple layers of the base.		
6.GM.A.2.b	Apply $V = l * w * h$ and $V = Bh$ to find the volume of right rectangular prisms.		
6.GM.A.3	Solve problems by graphing points in all four quadrants of the Cartesian coordinate plane.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.GM.A.3.a	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the Cartesian coordinate plane.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.GM.A.3.b	Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Opposites of Numbers	
6.GM.A.3.c	Find distances between points with the same first coordinate or the same second coordinate.	-Opposites of Numbers	
6.GM.A.3.d	Construct polygons in the Cartesian coordinate plane.		
6.GM.A.4	Solve problems using nets.		
6.GM.A.4.a	Represent three-dimensional figures using nets made up of rectangles and triangles.		
6.GM.A.4.b	Use nets to find the surface area of three-dimensional figures whose sides are made up of rectangles and triangles.		

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DSP.A - Data Analysis, Statistics and Probability: Develop understanding of statistical variability.			
6.DSP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	-Introduction to Statistics	
6.DSP.A.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.DSP.A.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 from a single number.	-Measures of Center and Variation	
DSP.B - Data Analysis, Statistics and Probability: Summarize and describe distributions.			
6.DSP.B.4	Display and interpret data.	-Displaying Data	
6.DSP.B.4.a	Use dot plots, histograms and box plots to display and interpret numerical data.	-Displaying Data	
6.DSP.B.4.b	Create and interpret circle graphs.	-Displaying Data	
6.DSP.B.5	Summarize numerical data sets in relation to the context.	-Summarizing Data Sets	
6.DSP.B.5.a	Report the number of observations.	-Summarizing Data Sets	
6.DSP.B.5.b	Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
6.DSP.B.5.c	Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context of the data.	-Summarizing Data Sets	
6.DSP.B.5.d	Analyze the choice of measures of center and variability based on the shape of the data distribution and/or the context of the data.	-Summarizing Data Sets	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Reading Literary Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RL.1.A	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn.	-Cite Textual Evidence	
(1.B) Reading Literary Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RL.1.B	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings using context, affixes, or reference materials.	-Figurative Language	
(1.C) Reading Literary Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).		
(1.D) Reading Literary Text - Summarize/Theme: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RL.1.D	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	-Thematic Development	
(2.A) Reading Literary Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RL.2.A	Analyze how a text's form or overall structure contributes to meaning.	-Text Structure	
(2.B) Reading Literary Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RL.2.B	Analyze how an author develops and contrasts points of view of different characters or narrators in a text.	-Contrasting Point of View	
(2.C) Reading Literary Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RL.2.C	Analyze how specific word choices contribute to meaning and tone.		
(2.D) Reading Literary Text - Interaction and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RL.2.D	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	-Elements of a Short Story	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(3.A) Reading Literary Text - Text in Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RL.3.A	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	-Compare Text and Multimedia	
(3.B) Reading Literary Text - Relationships in Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RL.3.B	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	-Historical Fiction	
(3.C) Reading Literary Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RL.3.C	Explain how characters and settings reflect historical and/or cultural contexts.		
(3.D) Reading Literary Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RL.3.D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		
(1.A) Reading Informational Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RI.1.A	Draw conclusions, infer, and analyze by citing 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	
(1.B) Reading Informational Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.		
(1.C) Reading Informational Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.D) Reading Informational Text - Summarize/Claim: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
7.RI.1.D	Explain the central/main idea(s) of a text and explain the relationship between the central idea/supporting evidence; summarize text distinct from personal opinions.	-Central Ideas in a Text	
(2.A) Reading Informational Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RI.2.A	Analyze how a text's organization or overall structure contributes to meaning.	-Text Structure	
(2.B) Reading Informational Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RI.2.B	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	-Author's Point of View and Goal	
(2.C) Reading Informational Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RI.2.C	Analyze how word choice contributes to meaning and tone.		
(2.D) Reading Informational Text - Argument/Evidence: Analyze Craft and Structure (Approaching Texts as a Writer)			
7.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
(3.A) Reading Informational Text - Texts/Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	-Print vs. Multimedia Text	
(3.B) Reading Informational Text - Relationships/Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RI.3.B	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	-Compare Texts, Analyze Arguments	
(3.C) Reading Informational Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	-How Ideas Are Related	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(3.D) Reading Informational Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
7.RI.3.D	Read and comprehend informational text independently and proficiently.		
(1.A) Writing - Research: Approaching the Task as a Researcher			
7.W.1.A	Approach the task as a researcher:		
7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.		
7.W.1.A.b	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/conclusions of others while avoiding plagiarism, following a standard format for citation.		
(2.A) Writing - Development: Approaching the Task as a Writer			
7.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.		
7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.		
7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.		
7.W.2.A.c	Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.		
(3.A) Writing - Revise and Edit: Approaching the Task as a Reader			
7.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.		
7.W.3.A.a	Organization and content: Introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from text. Add/delete content to clarify meaning.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
7.W.3.A.b	Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.		
7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.		
7.W.3.A.d	Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.		
7.W.3.A.e	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.		
(1.A) Speaking and Listening - Conversations: Collaborating			
7.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
(1.B) Speaking and Listening - Questioning: Collaborating			
7.SL.1.B	Delineate a speaker's argument and claims, evaluating reasoning in order to 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.		
(1.C) Speaking and Listening - Viewpoints of Others: Collaborating			
7.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.		
(2.A) Speaking and Listening - Verbal Delivery: Presenting			
7.SL.2.A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.		
(2.B) Speaking and Listening - Nonverbal: Presenting			
7.SL.2.B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.		
(2.C) Speaking and Listening - Multimedia: Presenting			
7.SL.2.C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
RP.A - Ratio and Proportion: Analyze proportional relationships and use them to solve problems.			
7.RP.A.1	Compute unit rates, including those that involve complex fractions, with like or different units.	-Compute Unit Rates	
7.RP.A.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.A.2.a	Determine when two quantities are in a proportional relationship.	-Find, Show Proportional Amounts	
7.RP.A.2.b	Identify and/or compute the constant of proportionality (unit rate).	-Find, Show Proportional Amounts	
7.RP.A.2.c	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.	-Represent Proportions	
7.RP.A.2.d	Recognize that the graph of any proportional relationship will pass through the origin.	-Represent Proportions	
7.RP.A.3	Solve problems involving ratios, rates, percentages and proportional relationships.	-Ratio, Proportion Word Problems	
NS.A - The Number System: Apply and extend previous understandings of operations to add, subtract, multiply and divide rational numbers.			
7.NS.A.1	Apply and extend previous understandings of numbers to add and subtract rational numbers.	-Add and Subtract Rational Numbers	
7.NS.A.1.a	Add and subtract rational numbers.	-Add and Subtract Rational Numbers	
7.NS.A.1.b	Represent addition and subtraction on a horizontal or vertical number line.	-Add and Subtract Rational Numbers	
7.NS.A.1.c	Describe situations and show that a number and its opposite have a sum of 0 (additive inverses).	-Add Rational Numbers	
7.NS.A.1.d	Understand subtraction of rational numbers as adding the additive inverse.	-Subtract Rational Numbers	
7.NS.A.1.e	Determine the distance between two rational numbers on the number line is the absolute value of their difference.	-Subtract Rational Numbers	
7.NS.A.1.f	Interpret sums and differences of rational numbers.	-Add Rational Numbers	
7.NS.A.2	Apply and extend previous understandings of numbers to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
7.NS.A.2.a	Multiply and divide rational numbers.	-Multiply Rational Numbers	
7.NS.A.2.b	Determine that a number and its reciprocal have a product of 1 (multiplicative inverse).	-Multiply Rational Numbers	
7.NS.A.2.c	Understand that every quotient of integers (with non-zero divisor) is a rational number.	-Division of Rational Numbers	
7.NS.A.2.d	Convert a rational number to a decimal.	-Convert Numbers to Decimals	
7.NS.A.2.e	Understand that all rational numbers can be written as fractions or decimal numbers that terminate or repeat.	-Division of Rational Numbers	
7.NS.A.2.f	Interpret products and quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
7.NS.A.3	Solve problems involving the four arithmetic operations with rational numbers.	-Four Operations with Numbers	
EEI.A - Expressions, Equations and Inequalities: Use properties of operations to generate equivalent expressions.			
7.EEI.A.1	Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients.	-Generate Equivalent Expressions	
7.EEI.A.2	Understand how to use equivalent expressions to clarify quantities in a problem.	-Generate Equivalent Expressions	
EEI.B - Expressions, Equations and Inequalities: Solve problems using numerical and algebraic expressions and equations.			
7.EEI.B.3	Solve multi-step problems posed with rational numbers.	-Multi-Step, Real-World Problems	
7.EEI.B.3.a	Convert between equivalent forms of the same number.	-Multi-Step, Real-World Problems	
7.EEI.B.3.b	Assess the reasonableness of answers using mental computation and estimation strategies.	-Multi-Step, Real-World Problems	
7.EEI.B.4	Write and/or solve linear equations and inequalities in one variable.	-Solving Equations -Solving Inequalities	
7.EEI.B.4.a	Write and/or solve equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers.	-Solving Equations	
7.EEI.B.4.b	Write and/or solve two-step equations of the form $px + q = r$ and $p(x + q) = r$, where p , q and r are rational numbers, and interpret the meaning of the solution in the context of the problem.	-Solving Inequalities	
7.EEI.B.4.c	Write, solve and/or graph inequalities of the form $px + q > r$ or $px + q < r$, where p , q and r are rational numbers.	-Solving Inequalities	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
GM.A - Geometry and Measurement: Draw and describe geometrical figures and describe the relationships between them.			
7.GM.A.1	Solve problems involving scale drawings of real objects and geometric figures, including computing actual lengths and areas from a scale drawing and reproducing the drawing at a different scale.		
7.GM.A.2	Use a variety of tools to construct geometric shapes.		
7.GM.A.2.a	Determine if provided constraints will create a unique triangle through construction.		
7.GM.A.2.b	Construct special quadrilaterals given specific parameters.		
7.GM.A.3	Describe two-dimensional cross sections of pyramids, prisms, cones and cylinders.		
7.GM.A.4	Understand concepts of circles.		
7.GM.A.4.a	Analyze the relationships among the circumference, the radius, the diameter, the area and Pi in a circle.		
7.GM.A.4.b	Know and apply the formulas for circumference and area of circles to solve problems.		
GM.B - Geometry and Measurement: Apply and extend previous understanding of angle measure, area and volume.			
7.GM.B.5	Use angle properties to write and solve equations for an unknown angle.		
7.GM.B.6	Understand the relationship between area, surface area and volume.		
7.GM.B.6.a	Find the area of triangles, quadrilaterals and other polygons composed of triangles and rectangles.		
7.GM.B.6.b	Find the volume and surface area of prisms, pyramids and cylinders.		
DSP.A - Data Analysis, Statistics and Probability: Use random sampling to draw inferences about a population.			
7.DSP.A.1	Understand that statistics can be used to gain info. about a population by examining a sample of population.	-Inferential Statistics	
7.DSP.A.1.a	Understand that a sample is a subset of a population.	-Inferential Statistics	
7.DSP.A.1.b	Understand that generalizations from a sample are valid only if the sample is representative of population.	-Inferential Statistics	
7.DSP.A.1.c	Understand that random sampling is used to produce representative samples and support valid inferences.	-Inferential Statistics	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
7.DSP.A.2	Use data from multiple samples to draw inferences about a population and investigate variability in estimates of the characteristic of interest.	-Inferential Statistics	
DSP.B - Data Analysis, Statistics and Probability: Draw informal comparative inferences about two populations.			
7.DSP.B.3	Analyze different data distributions using statistical measures.		
7.DSP.B.4	Compare the numerical measures of center, measures of frequency and measures of variability from two random samples to draw inferences about population.	-Measures of Central Tendency	
DSP.C - Data Analysis, Statistics and Probability: Develop, use and evaluate probability models.			
7.DSP.C.5	Investigate the probability of chance events.	-Probability of a Chance Event	
7.DSP.C.5.a	Determine probabilities of simple events.	-Probability of a Chance Event	
7.DSP.C.5.b	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	-Probability of a Chance Event	
7.DSP.C.6	Investigate the relationship between theoretical and experimental probabilities for simple events.	-Predict and Compare Probability	
7.DSP.C.6.a	Predict outcomes using theoretical probability.	-Predict and Compare Probability	
7.DSP.C.6.b	Perform experiments that model theoretical probability.	-Predict and Compare Probability	
7.DSP.C.6.c	Compare theoretical and experimental probabilities.	-Predict and Compare Probability	
7.DSP.C.7	Explain possible discrepancies between a developed probability model and observed frequencies.	-Predict and Compare Probability	
7.DSP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	-Predict and Compare Probability	
7.DSP.C.7.b	Develop a probability model by observing frequencies in data generated from a chance process.	-Predict and Compare Probability	
7.DSP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams and simulations.	-Probabilities of Compound Events	
7.DSP.C.8.a	Represent the sample space of a compound event.	-Probabilities of Compound Events	
7.DSP.C.8.b	Design and use a simulation to generate frequencies for compound events.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.A) Reading Literary Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RL.1.A	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what text says explicitly as well as inferences drawn from text.	-Evidence and Inferences	
(1.B) Reading Literary Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.		
(1.C) Reading Literary Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).		
(1.D) Reading Literary Text - Summarize/Theme: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RL.1.D	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	-Theme	
(2.A) Reading Literary Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RL.2.A	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	-Comparing Text Structure	
(2.B) Reading Literary Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RL.2.B	Analyze how differences in the points of view of characters and the audience or reader create dramatic irony.	-Point of View	
(2.C) Reading Literary Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RL.2.C	Analyze how specific word choices and sentence structures contribute to meaning and tone.		
(2.D) Reading Literary Text - Interaction and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RL.2.D	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	-Analyze Incidents in a Story	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(3.A) Reading Literary Text - Text in Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RL.3.A	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	
(3.B) Reading Literary Text - Relationships in Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RL.3.B	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	-Fiction: Themes and Patterns	
(3.C) Reading Literary Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RL.3.C	Explain how themes reflect historical and/or cultural contexts.		
(3.D) Reading Literary Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RL.3.D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		
(1.A) Reading Informational Text - Evidence/Inference: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RI.1.A	Draw conclusions, infer, and analyze by citing 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	
(1.B) Reading Informational Text - Word Meanings: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	-Word Choice and Meaning	
(1.C) Reading Informational Text - Text Features: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(1.D) Reading Informational Text - Summarize/Claim: Comprehend and Interpret Texts (Approaching Texts as a Reader)			
8.RI.1.D	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	-Central Idea	
(2.A) Reading Informational Text - Structure: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RI.2.A	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	-Text Structure	
(2.B) Reading Informational Text - Point of View: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RI.2.B	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	-Author's Point of View and Goal	
(2.C) Reading Informational Text - Craft and Meaning: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RI.2.C	Analyze how word choice and sentence structure contribute to meaning and tone.	-Word Choice and Meaning	
(2.D) Reading Informational Text - Argument/Evidence: Analyze Craft and Structure (Approaching Texts as a Writer)			
8.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is sound and evidence is relevant/sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
(3.A) Reading Informational Text - Texts/Forms: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	-Multi-Media and Expository Text	
(3.B) Reading Informational Text - Relationships/Texts: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RI.3.B	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	-Understand Conflicting Texts	
(3.C) Reading Informational Text - Historical Context: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RI.3.C	Explain how the central ideas of text reflect historical and/or cultural contexts.	-Text Development	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
(3.D) Reading Informational Text - Comprehension: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)			
8.RI.3.D	Read and comprehend informational text independently and proficiently.		
(1.A) Writing - Research: Approaching the Task as a Researcher			
8.W.1.A	Approach the task as a researcher:		
8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print digital; integrate information using a standard citation system.		
8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
(2.A) Writing - Development: Approaching the Task as a Writer			
8.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, voice are appropriate to the task, purpose, audience; develop writing with narrative, expository, argumentative techniques.		
8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.		
8.W.2.A.b	Expository: Develop informative/explanatory writing; examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.		
8.W.2.A.c	Argumentative: Develop argumentative writing by introducing, supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.		
(3.A) Writing - Revise and Edit: Approaching the Task as a Reader			
8.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.		
8.W.3.A.a	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.		
8.W.3.A.b	Word choice, syntax, style: Choose precise language; make syntactical choices appropriate for style, task, and audience.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.		
8.W.3.A.d	Use variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.		
8.W.3.A.e	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.		
(1.A) Speaking and Listening - Conversations: Collaborating			
8.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
(1.B) Speaking and Listening - Questioning: Collaborating			
8.SL.1.B	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
(1.C) Speaking and Listening - Viewpoints of Others: Collaborating			
8.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.		
(2.A) Speaking and Listening - Verbal Delivery: Presenting			
8.SL.2.A	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.		
(2.B) Speaking and Listening - Nonverbal: Presenting			
8.SL.2.B	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.		
(2.C) Speaking and Listening - Multimedia: Presenting			
8.SL.2.C	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.		

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
NS.A - The Number System: Know that there are numbers that are not rational, and approximate them by rational numbers.			
8.NS.A.1	Explore the real number system.	-Convert to Rational Numbers	
8.NS.A.1.a	Know the differences between rational and irrational numbers.	-Convert to Rational Numbers	
8.NS.A.1.b	Understand that all rational numbers have a decimal expansion that terminates or repeats.	-Convert to Rational Numbers	
8.NS.A.1.c	Convert decimals which repeat into fractions and fractions into repeating decimals.	-Convert to Rational Numbers	
8.NS.A.1.d	Generate equivalent representations of rational numbers.	-Convert to Rational Numbers	
8.NS.A.2	Estimate the value and compare the size of irrational numbers and approximate their locations on a number line.	-Estimate Irrational Numbers	
EEI.A - Expressions, Equations and Inequalities: Work with radicals and integer exponents.			
8.EEI.A.1	Know and apply the properties of integer exponents to generate equivalent expressions.	-Integer Exponents	
8.EEI.A.2	Investigate concepts of square and cube roots.	-Square and Cube Roots	
8.EEI.A.2.a	Solve equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.	-Square and Cube Roots	
8.EEI.A.2.b	Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes less than or equal to 1000.	-Square and Cube Roots	
8.EEI.A.2.c	Recognize that square roots of non-perfect squares are irrational.	-Square and Cube Roots	
8.EEI.A.3	Express very large and very small quantities in scientific notation and approximate how many times larger one is than the other.	-Scientific Notation	
8.EEI.A.4	Use scientific notation to solve problems.	-Scientific Notation: Operations	
8.EEI.A.4.a	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.	-Scientific Notation: Operations	
8.EEI.A.4.b	Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.	-Scientific Notation: Operations	

Oklahoma Code	Oklahoma Standard	Quest Title	Small Group Skill Lessons
EEI.C - Expressions, Equations and Inequalities: Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.			
8.EEI.C.7	Solve linear equations and inequalities in one variable.	-Solutions to Linear Equations	
8.EEI.C.7.a	Create and identify linear equations with one solution, infinitely many solutions or no solutions.	-Solutions to Linear Equations	
8.EEI.C.7.b	Solve linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms.	-Solutions to Linear Equations	
8.EEI.C.8	Analyze and solve systems of linear equations.	-Solutions to Linear Equations	
8.EEI.C.8.a	Graph systems of linear equations and recognize the intersection as the solution to the system.	-Solutions to Linear Equations	
8.EEI.C.8.b	Explain why solution(s) to a system of two linear equations in two variables correspond to point(s) of intersection of the graphs.	-Solutions to Linear Equations	
8.EEI.C.8.c	Explain why systems of linear equations can have one solution, no solution or infinitely many solutions.	-Solutions to Linear Equations	
8.EEI.C.8.d	Solve systems of two linear equations.		
GM.A - Geometry and Measurement: Understand congruence and similarity using physical models, transparencies or geometry software.			
8.GM.A.1	Verify experimentally the congruence properties of rigid transformations.		
8.GM.A.1.a	Verify that angle measure, betweenness, collinearity and distance are preserved under rigid transformations.		
8.GM.A.1.b	Investigate if orientation is preserved under rigid transformations.		
8.GM.A.2	Understand that two-dimensional figures are congruent if a series of rigid transformations can be performed to map the preimage to the image.		
8.GM.A.2.a	Describe a possible sequence of rigid transformations between two congruent figures.		
8.GM.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		

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8.GM.A.4	Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the preimage to the image.		
8.GM.A.4.a	Describe a possible sequence of transformations between two similar figures.		
8.GM.A.5	Explore angle relationships and establish informal arguments.		
8.GM.A.5.a	Derive the sum of the interior angles of a triangle.		
8.GM.A.5.b	Explore the relationship between the interior and exterior angles of a triangle.		
8.GM.A.5.c	Construct and explore the angles created when parallel lines are cut by a transversal.		
8.GM.A.5.d	Use the properties of similar figures to solve problems.		
GM.B - Geometry and Measurement: Understand and apply the Pythagorean Theorem.			
8.GM.B.6	Use models to demonstrate a proof of the Pythagorean Theorem and its converse.		
8.GM.B.7	Use the Pythagorean Theorem to determine unknown side lengths in right triangles in problems in two- and three-dimensional contexts.		
8.GM.B.8	Use the Pythagorean Theorem to find the distance between points in a Cartesian coordinate system.		
GM.C - Geometry and Measurement: Solve problems involving volume of cones, pyramids and spheres.			
8.GM.C.9	Solve problems involving surface area and volume.		
8.GM.C.9.a	Understand the concept of surface area and find surface area of pyramids.		
8.GM.C.9.b	Understand the concepts of volume and find the volume of pyramids, cones and spheres.		
DSP.A - Data Analysis, Statistics and Probability: Investigate patterns of association in bivariate data.			
8.DSP.A.1	Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities.	-Construct, Explain Scatter Plots	
8.DSP.A.2	Generate and use a trend line for bivariate data, and informally assess the fit of the line.	-Line of Best Fit	

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8.DSP.A.3	Interpret the parameters of a linear model of bivariate measurement data to solve problems.		
8.DSP.A.4	Understand the patterns of association in bivariate categorical data displayed in a two-way table.	-Two-Way Table	- Test Apps
8.DSP.A.4.a	Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.	-Two-Way Table	- Test Apps
8.DSP.A.4.b	Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	-Two-Way Table	- Test Apps
F.A - Functions: Define, evaluate and compare functions.			
8.F.A.1	Explore the concept of functions. (The use of function notation is not required.)		
8.F.A.1.a	Understand that a function assigns to each input exactly one output.		
8.F.A.1.b	Determine if a relation is a function.		
8.F.A.1.c	Graph a function.		
8.F.A.2	Compare characteristics of two functions each represented in a different way.		
8.F.A.3	Investigate the differences between linear and nonlinear functions.		
8.F.A.3.a	Interpret the equation $y = mx + b$ as defining a linear function, whose parameters are the slope (m) and the y-intercept (b).		
8.F.A.3.b	Recognize that the graph of a linear function has a constant rate of change.		
8.F.A.3.c	Give examples of nonlinear functions.		
F.B - Functions: Use functions to model relationships between quantities.			
8.F.B.4	Use functions to model linear relationships between quantities.		
8.F.B.4.a	Explain the parameters of a linear function based on the context of a problem.		
8.F.B.4.b	Determine the parameters of a linear function.		
8.F.B.4.c	Determine the x-intercept of a linear function.		
8.F.B.5	Describe the functional relationship between two quantities from a graph or a verbal description.		