



eSpark Learning Alignment with the South Carolina College- and Career-Ready Standards (2015)

eSpark Learning is aligned to the South Carolina College- and Career-Ready Standards (2015). 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 South Carolina codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
K-I.1.1	Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
K-I.2.1	With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	-How to Use Words	
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
K-I.3.1	With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.		
K-I.3.2	With guidance and support, select information, revise ideas, and record and communicate findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
K-I.4.1	With guidance and support, discover relationships and patterns during the inquiry process.	-Let's Make Categories!	
K-I.4.2	With guidance/support, use tools to communicate findings.		
K-I.4.3	With guidance and support, reflect on findings.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
K-I.5.1	With guidance and support, recognize the value of individual and collective thinking.		

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K-I.5.2	With guidance and support monitor and assess learning to guide inquiry.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
K-RL.P.1.1	Follow words from left to right, top to bottom, and front to back.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K-RL.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K-RL.P.1.3	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K-RL.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters - Recognize Uppercase and Lowercase Letters
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
K-RL.P.2.1	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K-RL.P.2.2	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count the Syllables in a Word
K-RL.P.2.3	Blend and segment onsets and rimes of single-syllable spoken words.		
K-RL.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
K-RL.P.2.5	Add or substitute individual sounds in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

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Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
K-RL.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.	-Letter Sounds	- Make all the Letter Sounds
K-RL.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.		
K-RL.P.3.3	Read regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
K-RL.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
K-RL.P.3.5	Read common high-frequency words.	-Sight Words	- Recognize Sight Words
K-RL.P.3.6	Recognize grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
K-RL.P.4.1	Read emergent-reader texts with purpose and understanding.		
K-RL.P.4.2	Read emergent-reader texts orally with accuracy, appropriate rate, and expression.		
K-RL.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
K-RL.MC.5.1	With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	-Ask and Answer Questions	- Answer Questions about a Story

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K-RL.MC.5.2	With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	-Ask and Answer Questions	- Answer Questions about a Story
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.			
K-RL.MC.6.1	Describe the relationship between illustrations and the text.	-Using Pictures in Stories	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
K-RL.MC.7.1	With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
K-RL.MC.7.2	Read/listen closely to compare familiar texts.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
K-RL.MC.8.1a	With guidance and support, read or listen closely to: describe characters and their actions.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
K-RL.MC.8.1b	With guidance and support, read or listen closely to: compare characters' experiences to those of the reader.	-Compare and Contrast Stories	
K-RL.MC.8.1c	With guidance and support, read or listen closely to: describe setting.	-Tell What Happened	- Identify Major Events in a Story
K-RL.MC.8.1d	With guidance and support, read or listen closely to: identify the problem and solution.	-Tell What Happened	- Identify Major Events in a Story
K-RL.MC.8.1e	With guidance and support, read or listen closely to: identify the cause of an event.	-Tell What Happened	- Identify Major Events in a Story

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Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
K-RL.LCS.9.1	With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	-Sorting Words -Words and Their Use -What are Synonyms?	
K-RL.LCS.9.2	With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
K-RL.LCS.10.1	With guidance and support, ask and answer questions about known and unknown words.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K-RL.LCS.10.2	With guidance and support, identify new meanings for familiar words and apply them accurately.		
K-RL.LCS.10.3	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	-Adding Word Parts	
K-RL.LCS.10.4	With guidance and support, identify individual words used to form a compound word.	-Compound Words	
K-RL.LCS.10.5	With guidance and support, use print and multimedia resources to explore word relationships; nuances in word meanings.		
K-RL.LCS.10.6	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.		

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Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
K-RL.LCS.11.1	Identify the author and illustrator and define the role of each.		
K-RL.LCS.11.2	Identify who is telling the story, the narrator or characters.	-Identify Who's Telling the Story	
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
K-RL.LCS.12.1	Recognize and sort types of literary texts.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems
K-RL.LCS.12.2	Recognize the crafted text structure of recurring phrases.		
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
K-RL.RC.13.1	Engage in whole and small group reading with purpose/understanding.		
K-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
K-RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
K-RI.P.1.1	Follow words from left to right, top to bottom, and front to back.	-Read Stories	- Follow Text from Left to Right, Top to Bottom
K-RI.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right, Top to Bottom
K-RI.P.1.3	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence

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K-RI.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
K-RI.P.2.1	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K-RI.P.2.2	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count the Syllables in a Word
K-RI.P.2.3	Blend and segment onsets and rimes of single-syllable spoken words.		
K-RI.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
K-RI.P.2.5	Add or substitute individual sounds in simple, single-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
K-RI.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
K-RI.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.	-Letter Sounds	- Make all the Letter Sounds
K-RI.P.3.3	Read regularly spelled single-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

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K-RI.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
K-RI.P.3.5	Read common high-frequency words.	-Sight Words	- Recognize Sight Words
K-RI.P.3.6	Recognize grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
K-RI.P.4.1	Read emergent-reader texts with purpose and understanding.		
K-RI.P.4.2	Read emergent-reader texts orally with accuracy, appropriate rate, and expression.		
K-RI.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
K-RI.MC.5.1	With guidance and support, ask and answer who, what, when, where, why, how questions about a text; refer to key details to make inferences; draw conclusions in text heard/read.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
K-RI.MC.5.2	With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
K-RI.MC.6.1	With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text

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K-RI.P.3.5	Read common high-frequency words.	-Sight Words	- Recognize Sight Words
K-RI.P.3.6	Recognize grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
K-RI.MC.7.1	With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
K-RI.LCS.8.1	With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	-Pictures Help You Read	
K-RI.LCS.8.2	With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
K-RI.LCS.9.1	With guidance and support, ask and answer questions about known/unknown words.	-Learn New Words	
K-RI.LCS.9.2	With guidance and support, identify new meanings for familiar words and apply them accurately.	-Find Meaning of Words	
K-RI.LCS.9.3	With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	-Adding Word Parts	

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K-RI.LCS.9.4	With guidance and support, use print and multimedia resources to explore word relationships and meanings.		
K-RI.LCS.9.5	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words/phrases.	-Let's Make Categories -Opposites! -How to Use Words -Similar Action Words	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
K-RI.LCS.10.1	Identify the author and illustrator and define the role of each.	-Name Authors and Illustrators	- Identify Authors and Illustrators
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
K-RI.LCS.11.1	With guidance and support, explore informational text structures within texts heard or read.	-Same and Different	- Note Similarities and Differences Between Texts
K-RI.LCS.11.2	With guidance and support, identify reasons an author gives to support a position.	-Author's Purpose	
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
K-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		
K-RI.RC.12.2	Read independently sustained periods of time.		
K-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
K-W.MCC.1.1	Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.		

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K-W.MCC.1.2	With guidance and support, plan, revise, and edit building on personal ideas/the ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
K-W.MCC.2.1	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.		
K-W.MCC.2.2	With guidance and support, plan, revise, and edit building on personal ideas/the ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
K-W.MCC.3.1	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.		
K-W.MCC.3.2	With guidance and support, plan, revise, and edit building on personal ideas/the ideas of others to strengthen writing.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
K-W.L.4.1	With guidance and support, use nouns.		
K-W.L.4.2	With guidance and support, form regular plural nouns orally by adding /s/ or /es/.		
K-W.L.4.3	With guidance and support, understand/use interrogatives.		
K-W.L.4.4	With guidance and support, use verbs.		
K-W.L.4.5	With guidance and support, use adjectives.		
K-W.L.4.6	With guidance and support, use prepositional phrases.		
K-W.L.4.7	With guidance and support, use conjunctions.		
K-W.L.4.8	Produce and expand complete sentences.		

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Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
K-W.L.5.1	Capitalize the first word in a sentence and the pronoun I.		
K-W.L.5.2	Recognize and name end punctuation.		
K-W.L.5.3	Write letter(s) for familiar consonant and vowel sounds.		
K-W.L.5.4	Spell simple words phonetically.		
K-W.L.5.5	Consult print and multimedia resources to check and correct spellings.		
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
K-W.RC.6.1	With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.		
K-W.RC.6.2	Print upper-and lower-case letters.		
K-W.RC.6.3	Recognize that print moves from left to right and that there are spaces between words.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K-W.RC.6.4	Locate letter keys on an electronic device.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.			
K-C.MC.1.1	Explore and create meaning through play, conversation, drama, and story-telling.		
K-C.MC.1.2	Practice the skills of taking turns, listening to others, and speaking clearly.		
K-C.MC.1.3	Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, posture.		
K-C.MC.1.4	Participate in conversations with varied partners about focused grade level topics and texts in small/large groups.		

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K-C.MC.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
K-C.MC.2.1	With guidance and support, recall info. from experiences or gather information from sources to ask and answer questions.		
K-C.MC.2.2	With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
K-C.MC.3.1	Explore how ideas and topics are depicted in a variety of media and formats.		
K-C.MC.3.2	Use appropriate props, images, or illustrations to support verbal communication.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
K-C.LCS.4.1	Identify speaker's purpose.		
K-C.LCS.4.2	Identify the introduction and conclusion of a presentation.		
K-C.LCS.4.3	Identify when the speaker uses intonation/word stress.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.			
K-C.LCS.5.1	Use voice inflection, expression, rhythm, rhyme, when presenting poems, short stories, role-plays, or songs.		
K-C.LCS.5.2	Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.		

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Number Sense			
K.NS.1	Count forward by ones and tens to 100.	-Let's Count	- Count Large Numbers
K.NS.2	Count forward by ones beginning from any number less than 100.	-Let's Count	- Count Large Numbers
K.NS.3	Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
K.NS.4	Understand the relationship between number and quantity.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are - Count a Set of Objects to Determine How Many when Adding One More
K.NS.4a	Connect counting to cardinality by demonstrating an understanding that the last number said tells the number of objects in the set (cardinality).	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are
K.NS.4b	Connect counting to cardinality by demonstrating an understanding that the number of objects is the same regardless of their arrangement or the order in which they are counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects - Determine How Many
K.NS.4c	Connect counting to cardinality by demonstrating an understanding that each successive number refers to a quantity that is one more, each previous number name refers to a quantity that is one less.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
K.NS.5	Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.	-Count How Many	- Count a Set of Objects within Ten and Twenty
K.NS.6	Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	-Count How Many	- Count a Set of Objects within Ten and Twenty
K.NS.7	Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching/counting strategies.	-More or Less?	- Compare Groups of Objects Using More and Fewer

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K.NS.8	Compare two written numerals up to 10 using more than, less than or equal to.	-Compare Two Numbers	- Compare Numbers within 10
K.NS.9	Identify first through fifth and last positions in a line of objects.		
Number Sense and Base Ten			
K.NSBT.1	Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	-Make Numbers	- Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
Algebraic Thinking and Operations			
K.ATO.1	Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.ATO.2	Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	-Let's Add and Subtract	- Solve Addition and Subtraction Story and Word Problems
K.ATO.3	Compose and decompose numbers up to 10 using objects, drawings, and equations.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Different Ways
K.ATO.4	Create a sum of 10 using objects and drawings when given one of two addends 1 – 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
K.ATO.5	Add and subtract fluently within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
K.ATO.6	Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Geometry			
K.G.1	Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.G.2	Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes and three-dimensional shapes.	-Different Shapes	
K.G.3	Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	-Flat or Solid?	
K.G.4	Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	-Square or Cube?	
K.G.5	Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	-Draw Shapes	- Make Two-Dimensional Shapes
Measurement and Data Analysis			
K.MDA.1	Identify measurable attributes (length, weight) of an object.		
K.MDA.2	Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
K.MDA.3	Sort and classify data into 2 or 3 categories with data not to exceed 20 items 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.MDA.4	Represent data using object and picture graphs and draw conclusions from the graphs.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
1-I.1.1	Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
1-I.2.1	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	-Words and Their Use	
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
1-I.3.1	Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.		
1-I.3.2	Select the most important information, revise ideas, and record and communicate findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
1-I.4.1	Draw conclusions from relationships and patterns discovered during the inquiry process.	-Sorting Words	
1-I.4.2	Determine tools to communicate findings.		
1-I.4.3	Reflect on findings and take action.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
1-I.5.1	Recognize the value of individual/collective thinking.		
1-I.5.2	Monitor and assess learning to guide inquiry.		
1-I.5.3	Articulate the thinking process.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
1-RL.P.1.1	Recognize the distinguishing features of a sentence.	-Sentences	
1-RL.P.1.2 1-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
1-RL.P.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	<ul style="list-style-type: none"> - Identify Long and Short Vowels in Words - Find the Long Vowel Sounds
1-RL.P.2.2	Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.		
1-RL.P.2.3	Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1-RL.P.2.4	Segment spoken single-syllable words into their complete sequence of individual sounds.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
1-RL.P.3.1	Demonstrate the sound correspondences for common consonant blends and digraphs.	-Blend Sounds to Make Words -"Sh" and "Ch" -"Wh," "Th," and "Ck"	<ul style="list-style-type: none"> - Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
1-RL.P.3.2	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	-Identify Syllables	<ul style="list-style-type: none"> - Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1-RL.P.3.3	Read a two-syllable word by breaking the word into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1-RL.P.3.4	Use final-e and common vowel team conventions to read words with long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Silent E Words - Understand How Silent E Changes Vowel Sound
1-RL.P.3.5	Read words with inflectional endings.		
1-RL.P.3.6	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
1-RL.P.4.1	Read grade-level texts with purpose/understanding.		
1-RL.P.4.2	Read grade-level texts orally with accuracy, appropriate rate, expression on successive readings.		
1-RL.P.4.3	Use context to confirm/self-correct word recognition and understanding rereading as necessary.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
1-RL.MC.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	-Questions About Stories	- Answer Questions about a Story - Ask Questions about a Story
1-RL.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, information about author/illustrator.	-Questions About Stories	- Answer Questions about a Story
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.			
1-RL.MC.6.1	Describe the relationship between the illustrations and the characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions about Characters and Events

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
1-RL.MC.7.1	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	-Retell Stories	- Identify Lesson in a Story - Identify Parts of a Story - Retell a Story
1-RL.MC.7.2	Read/listen closely to compare/contrast texts and texts in author and genre studies.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
1-RL.MC.8.1a	Read or listen closely to: describe characters' actions and feelings.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
1-RL.MC.8.1b	Read or listen closely to: compare and contrast characters' experiences to those of the reader.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
1-RL.MC.8.1c	Read or listen closely to: describe setting.	-Characters, Plot, and Setting	- Identify the Main Events in a Story
1-RL.MC.8.1d	Read or listen closely to: identify the plot including problem and solution.	-Characters, Plot, and Setting	- Identify the Main Events in a Story
1-RL.MC.8.1e	Read or listen closely to: describe cause and effect relationships.	-Characters, Plot, and Setting	- Identify the Main Events in a Story
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
1-RL.LCS.9.1	Identify the literary devices of rhythm, repetitive language, simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how author uses each.	-Sorting Words -Words & Their Use -What are Synonyms?	
1-RL.LCS.9.2	Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	-Find Feeling Words in Stories	- Figure Out Character Feelings - Identify Words/Phrases that Show Feelings

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
1-RL.LCS.10.1	Ask and answer questions about known and unknown words.	-Context Clues -Prefixes/Suffixes	
1-RL.LCS.10.2	Identify new meanings for familiar words and apply them accurately.		
1-RL.LCS.10.3	Use inflectional endings and affixes to determine the meaning of unknown words.		
1-RL.LCS.10.4	Identify words used to form a compound word.	-Compound Words	
1-RL.LCS.10.5	Use print/multimedia resources to explore word relationships and nuances in word meanings.		
1-RL.LCS.10.6	Use words and phrases acquired through talk and text; explore nuances of words.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
1-RL.LCS.11.1	Identify the author’s purpose.		
1-RL.LCS.11.2	Distinguish who is telling the story at various points in a text, the narrator or characters.	-Identify Who's Telling the Story	
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
1-RL.LCS.12.1	Classify literary texts according to characteristics of a genre.	-Fiction or Nonfiction?	- Identify if a Text Is Fiction/Nonfiction
1-RL.LCS.12.2	Recognize how the author uses crafted text structures of recurring phrases/dialogue.		
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
1-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
1-RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers/thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
1-RI.P.1.1	Recognize distinguishing features of a sentence.	-Sentences	
1-RI.P.1.2 1-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
1-RI.P.2.1	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Long Vowel Sounds
1-RI.P.2.2	Produce single-syllable words by blending sounds, including consonant blends.		
1-RI.P.2.3	Isolate/pronounce initial, medial, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1-RI.P.2.4	Segment spoken single-syllable words into sequence of individual sounds.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know/apply grade-level phonics/word analysis skills when decoding words.			
1-RI.P.3.1	Demonstrate the sound correspondences for common consonant blends/digraphs.	-Blend Sounds to Make Words -"Sh," "Ch" "Wh," "Th," "Ck"	- Know the Letter-Sound Correspondence of "Sh" - Read Words with the "Sh" and "Wh" Digraphs
1-RI.P.3.2	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	-Identify Syllables	- Divide Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
1-RI.P.3.3	Read a two-syllable word by breaking the word into syllables.	-Identify Syllables	- Divide Syllables - Find the Number of Syllables in a Word

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1-RI.P.3.4	Use final -e and common vowel team conventions to read words with long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with Silent E - Understand How Silent E Changes the Vowel Sound
1-RI.P.3.5	Read words with inflectional endings.		
1-RI.P.3.6	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
1-RI.P.4.1	Read leveled texts with purpose/understanding.		
1-RI.P.4.2	Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.		
1-RI.P.4.3	Use context to confirm/self-correct word recognition/understanding rereading as necessary.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
1-RI.MC.5.1	Ask/answer questions to show understanding; use key details to make inferences/draw conclusions in texts heard/read.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
1-RI.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author/illustrator.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
1-RI.MC.6.1	Retell the central idea and key details to summarize a text heard, read, viewed.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
1-RI.MC.7.1	Compare/contrast topics within a thematic or author study heard, read, or viewed.	-Make Connections	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
1-RI.LCS.8.1	Identify words, phrases, illustrations, and photographs used to provide information.	-Use Images To Explain a Text	- Use Images to Explain a Text
1-RI.LCS.8.2	Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate/describe facts/information.		
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
1-RI.LCS.9.1	Ask and answer questions about known and unknown words in a text.	-Find Meaning of Words	
1-RI.LCS.9.2	Identify new meanings for familiar words and apply them accurately.	-Find Meaning of Words	
1-RI.LCS.9.3	Use inflectional endings and affixes to determine the meaning of unknown words.	-Prefixes and Suffixes	
1-RI.LCS.9.4	Use print and multimedia resources to explore word relationships and meanings.		
1-RI.LCS.9.5	Use words and phrases acquired through talk/text; explore nuances of words.		
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
1-RI.LCS.10.1	Identify the author’s purpose – to explain, entertain, inform, or convince.	-Identify Author's Purpose	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
1-RI.LCS.11.1	Explore informational text structures; identify sequential order/compare and contrast relationships.	-Compare and Contrast Texts	
1-RI.LCS.11.2	Identify the reasons an author gives to support a position.	-Identify Author's Purpose	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
1-RI.RC.12.1	Engage in whole/small group reading with purpose.		
1-RI.RC.12.2	Read independently for periods of time.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
1-W.MCC.1.1	Explore print/multimedia sources to write opinion pieces that introduce topic, state an opinion, give a reason for the opinion; provide a sense of closure.		
1-W.MCC.1.2	Plan, revise, edit building on personal ideas and ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
1-W.MCC.2.1	Explore print/multimedia to write informative/explanatory texts that name a topic, supply facts and provide a sense of closure.		
1-W.MCC.2.2	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
1-W.MCC.3.1	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.		
1-W.MCC.3.2	Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
1-W.L.4.1	Use common, proper, and possessive nouns.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1-W.L.4.2	Use singular/plural nouns with matching verbs in sentences.		
1-W.L.4.3	Use personal, possessive, indefinite pronouns.		
1-W.L.4.4	Use verbs to convey a sense of past, present, and future.		
1-W.L.4.5	Use adjectives and adverbs.		
1-W.L.4.6	Use prepositional phrases.		
1-W.L.4.7	Use conjunctions.		
1-W.L.4.8	Produce/expand complete simple and compound declarative, interrogative, imperative, exclamatory sentences.		

Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of English capitalization, punctuation, spelling when writing.

1-W.L.5.1	Capitalize first word of a sentence, dates, names, pronoun I.		
1-W.L.5.2a	Use end punctuation at the end of sentences.		
1-W.L.5.2b	Use commas in dates/to separate items in a series.		
1-W.L.5.3	Use conventional spelling for words with spelling patterns.		
1-W.L.5.4	Spell unknown words phonetically; spell common irregularly-spelled, grade appropriate high-frequency words.		
1-W.L.5.5	Consult print/multimedia resources to check/correct spellings.		

Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

1-W.RC.6.1	Write routinely/persevere in writing tasks for a variety of purposes.		
1-W.RC.6.2	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.		
1-W.RC.6.3	Write left to right leaving space between words.	-Sentences	
1-W.RC.6.4	Locate letter keys on electronic device to type simple messages.		

Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to express one's own views; respecting diverse perspectives

1-C.MC.1.1	Explore and create meaning through conversation, drama, questioning, and story-telling.		
1-C.MC.1.2	Practice skills of taking turns, listening to others, speaking clearly.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1-C.MC.1.3	Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.		
1-C.MC.1.4	Participate in shared conversations with varied partners about focused grade level topics and texts.		
1-C.MC.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
1-C.MC.2.1	Express ideas gathered from various print and multimedia sources in a clear and concise manner.		
1-C.MC.2.2	Participate in shared research exploring variety of texts; express opinions, talk about findings.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
1-C.MC.3.1	Explore and compare how ideas and topics are depicted in a variety of media and formats.		
1-C.MC.3.2	Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
1-C.LCS.4.1	Identify speaker's purpose and details that keep the listener engaged.		
1-C.LCS.4.2	Identify introduction, body, conclusion of presentation.		
1-C.LCS.4.3	Identify when the speaker uses intonation and word stress and includes media.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage/impact audience & convey messages			
1-C.LCS.5.1	Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, rhyme.		
1-C.LCS.5.2	Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	-Sorting Words -Words and Their Use -What are Synonyms	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Base Ten			
1.NSBT.1	Extend the number sequence.		
1.NSBT.1a	Extend number sequence to count forward by ones to 120 starting at any number.		
1.NSBT.1b	Extend the number sequence to count by fives and tens to 100, starting at any number.		
1.NSBT.1c	Extend the number sequence to read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form.		
1.NSBT.1d	Extend the number sequence to read and write in word form numbers zero through nineteen, and multiples of ten through ninety.		
1.NSBT.2	Understand place value through 99.	-Tens and Ones	- Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NSBT.2a	Understand place value through 99 by demonstrating that ten ones can be thought of as a bundle (group) called a “ten.”	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NSBT.2b	Understand place value through 99 by demonstrating that the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones.	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NSBT.2c	Understand place value through 99 by demonstrating that two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	-Tens and Ones	- Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NSBT.3	Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	-Compare Numbers	- Compare Two-Digit Numbers

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1.NSBT.4	Add through 99 using concrete models, drawings, and strategies based on place value.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NSBT.4a	Add through 99 using concrete models, drawings, and strategies based on place value to: add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NSBT.4b	Add through 99 using concrete models, drawings, and strategies based on place value to: add a two-digit number and a multiple of 10.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NSBT.5	Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	-Add and Subtract	- Find Ten More, Ten Less - Add One or Ten More to a Given Number
1.NSBT.6	Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.		
Algebraic Thinking and Operations			
1.ATO.1	Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.ATO.2	Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.		
1.ATO.3	Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.	-Number Families	- Learn Fact Families - Understand Properties of Addition
1.ATO.4	Understand subtraction as an unknown addend problem.	-Number Families	- Understand Properties of Addition
1.ATO.5	Recognize how counting relates to addition and subtraction.	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Subtract within 20 by Counting Back

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1.ATO.6	Demonstrate addition and subtraction.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
1.ATO.6a	Demonstrate addition and subtraction addition and subtraction through 20.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
1.ATO.6 b	Demonstrate addition and subtraction fluency with addition and related subtraction facts through 10.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
1.ATO.7	Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	-What is Equal?	
1.ATO.8	Determine the missing number in addition and subtraction equations within 20.	-Find the Missing Number	<ul style="list-style-type: none"> - Identify the Missing Addend - Find the Missing Addend
1.ATO.9	Create, extend and explain using pictures and words.		
1.ATO.9a	Create, extend and explain using pictures and words repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns).		
1.ATO.9 b	Create, extend and explain using pictures and words growing patterns (between 2 and 4 terms/figures).		
Geometry			
1.G.1	Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	-Learn About Shapes	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
1.G.2	Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	-Build With Shapes	- Create 3D Shapes
1.G.3	Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
1.G.4	Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).		
Measurement and Data Analysis			
1.MDA.1	Order three objects by length using indirect comparison.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.MDA.2	Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
1.MDA.3	Use analog and digital clocks to tell and record time to the hour and half hour.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MDA.4	Collect, organize, and represent data with up to 3 categories using 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 and Chart Objects
1.MDA.5	Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.		
1.MDA.6	Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests/needs that can be investigated.			
2-I.1.1	Ask self-generated questions that lead to group conversations, explorations, and investigations.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
2-I.2.1	Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
2-I.3.1	Develop a plan of action for collecting relevant info. from multiple sources through play, observation, texts, websites, and conversations with adults/peers.		
2-I.3.2	Select the most important information, revise ideas, and record and communicate findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
2-I.4.1	Interpret relationships and patterns discovered during the inquiry process.		
2-I.4.2	Use appropriate tools to communicate findings and/or take informed action.		
2-I.4.3	Reflect on findings/pose new questions for inquiry.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
2-I.5.1	Acknowledge and value individual/collective thinking.		
2-I.5.2	Monitor and assess learning to guide inquiry.		
2-I.5.3	Articulate the process of learning/seek appropriate help.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
2-RL.P.1.1 2-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
2-RL.P.2.1 2-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
2-RL.P.3.1	Use knowledge of r-controlled vowels to read.	-R-Controlled Vowels -"ai," "ay," and "ow"	- Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
2-RL.P.3.2	Use knowledge of how syllables work to read multisyllabic words.		
2-RL.P.3.3	Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
2-RL.P.3.4	Use and apply knowledge of vowel diphthongs.	-Long and Short Vowels	- Read Words with Long Vowels
2-RL.P.3.5	Use and apply knowledge of how inflectional endings change words.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
2-RL.P.3.6	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
2-RL.P.4.1	Read grade-level texts with purpose/understanding.		
2-RL.P.4.2	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		
2-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
2-RL.MC.5.1	Ask/answer literal/inferential questions to demonstrate understanding of a text; use specific details to make inferences, draw conclusions in texts heard or read.	-Ask and Answer Questions	- Answer Questions about a Story
2-RL.MC.5.2	Make predictions before and during reading; confirm or modify thinking.	-Ask and Answer Questions	- Answer Questions about a Story
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.			
2-RL.MC.6.1	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
2-RL.MC.7.1	Retell the sequence of major events using key details; determine theme in a text heard/read.	-Stories Can Teach Lessons	- Retell a Story
2-RL.MC.7.2	Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	-Compare and Contrast Stories	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
2-RL.MC.8.1a	Read or listen closely to: compare and contrast characters' actions, feelings, and responses to major events/challenges.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events
2-RL.MC.8.1b	Read or listen closely to: describe how cultural context influences characters, setting, and the development of the plot.	-Stories Can Teach Lessons	- Retell a Story

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2-RL.MC.8.1c	Read or listen closely to: explain how cause and effect relationships affect the development of plot.	-Explore Story Structure	<ul style="list-style-type: none"> - Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify Elements in a Story

Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

2-RL.LCS.9.1	Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.		
2-RL.LCS.9.2	Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text

Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

2-RL.LCS.10.1	Use context to determine the meaning of words and phrases.	-Multiple Meaning Words	
2-RL.LCS.10.2	Determine the meaning of a newly formed word when a known affix is added.	-Adding Prefixes	
2-RL.LCS.10.3	Use a base word to determine meaning of an unknown word with the same base.	-Root Words	
2-RL.LCS.10.4	Use the meanings of individual words to predict the meaning of compound words.	-Compound Words	
2-RL.LCS.10.5	Use print/multimedia resources to determine the precise meaning of words.		
2-RL.LCS.10.6	Use general academic and domain specific words and phrases acquired through talk and text; explore nuances of words.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
2-RL.LCS.11.1	Identify and analyze the author’s purpose.		
2-RL.LCS.11.2	Recognize differences between the points of view and perspectives of the narrator and various characters.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
2-RL.LCS.12.1	Describe the overall structure of a narrative including how the beginning introduces and ending concludes the action.		
2-RL.LCS.12.2	Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.		
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
2-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.		
2-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
2-RL.RC.13.3	Read and respond according to task/purpose to become self-directed, critical readers/thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
2-RI.P.1.1 2-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
2-RI.P.2.1 2-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
2-RI.P.3.1	Use knowledge of r-controlled vowels to read.	-R-Controlled Vowels -"ai," "ay," and "ow"	- Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
2-RI.P.3.2	Use knowledge of how syllables work to read multisyllabic words.	-"ai," "ay," "ow" -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Spell Words with Common Vowel Teams
2-RI.P.3.3	Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
2-RI.P.3.4	Use and apply knowledge of vowel diphthongs.	-R-Controlled Vowels	- Read Words with R-controlled Vowels
2-RI.P.3.5	Use and apply knowledge of how inflectional endings change words.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
2-RI.P.3.6	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
2-RI.P.4.1	Read leveled texts with purpose/understanding.		
2-RI.P.4.2	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		
2-RI.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
2-RI.MC.5.1	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	-Answer Questions about Texts	- Learn the 5 W's and Practice Answering Nonfiction Text Questions

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2-RI.MC.5.2	Make predictions before and during reading; confirm or modify thinking.	-Answer Questions about Texts	- Answer Questions about a Text - Learn the 5 W's and Practice Answering Nonfiction Text Questions
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
2-RI.MC.6.1	Retell the central idea/key details from multi-paragraph texts; summarize text by stating topic of each paragraph heard, read/viewed.	-Main Topic	- Find the Main Topic of an Informational Text
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
2-RI.MC.7.1	Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	-Compare and Contrast Texts	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
2-RI.LCS.8.1	Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
2-RI.LCS.8.2	Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and text.	-Nonfiction Text Features	- Identify Nonfiction Text Features
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
2-RI.LCS.9.1	Use context to determine the meaning of words and phrases.	-Multiple Meaning Words	
2-RI.LCS.9.2	Determine the meaning of a newly formed word when a known affix is added to the word.	-Find the Meaning of New Words	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2-RI.LCS.9.3	Use a base word to determine the meaning of an unknown word with the same base.	-Root Words	
2-RI.LCS.9.4	Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	-Compound Words	
2-RI.LCS.9.5	Acquire/use general academic/domain-specific words acquired through talk, text; identify nuances of words.		
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>			
2-RI.LCS.10.1	Identify and analyze the author’s purpose.	-Purpose of a Text	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>			
2-RI.LCS.11.1	Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	-Identify Steps in a Process	- Identify Chronological Order of Events
2-RI.LCS.11.2	Identify the structures an author uses to support specific points.	-Find Evidence in the Text	
<p>Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>			
2-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		
2-RI.RC.12.2	Read independently for sustained periods of time.		
2-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
<p>Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p>			
2-W.MCC.1.1	Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions/reasons, provide a concluding statement or section.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2-W.MCC.1.2	Plan, revise, and edit, focusing on a topic while building on personal ideas/the ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
2-W.MCC.2.1	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts/definitions to develop points, provide a concluding statement or section.		
2-W.MCC.2.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
2-W.MCC.3.1	Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, feelings; use temporal words to signal event order; provide a sense of closure.		
2-W.MCC.3.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking			
2-W.L.4.1	Use collective nouns.		
2-W.L.4.2	Form/use frequently occurring plural nouns.		
2-W.L.4.3	Use reflexive pronouns.		
2-W.L.4.4	Form/use past tense of frequently occurring irregular verbs.		
1-W.L.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
2-W.L.4.6	Use positional, time, place prepositional phrases.		
2-W.L.4.7	Use conjunctions.		
2-W.L.4.8	Produce, expand, rearrange simple/compound sentences.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
2-W.L.5.1	Capitalize greetings, months, days of the week, holidays, geographic names, and titles.		
2-W.L.5.2a	Use end punctuation at the end of sentences.		
2-W.L.5.2b	Use commas in greetings and closings of letters, dates, and to separate items in a series.		
2-W.L.5.2c	Use apostrophes to form contractions and singular possessive nouns.		
2-W.L.5.3	Generalize learned spelling patterns/word families.		
2-W.L.5.4	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-controlled Vowels - Spell Words with Vowel Teams
2-W.L.5.5	Consult print/multimedia to check and correct spelling.		
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
2-W.RC.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.		
2-W.RC.6.2	Print upper- and lower-case letters proportionally using appropriate handwriting techniques.		
2-W.RC.6.3	Students are expected to build upon and continue applying previous learning.		
2-W.RC.6.4	Begin to develop efficient keyboarding skills.		
2-W.RC.6.5	Begin to develop cursive writing.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas/concepts, communicate meaning, develop logical interpretations through collaborative conversations; build upon ideas of others to clearly express own views while respecting diverse perspectives			
2-C.MC.1.1	Explore and create meaning through conversation, drama, questioning, and story-telling.		
2-C.MC.1.2	Apply skills: taking turns, listening, speaking clearly.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2-C.MC.1.3	Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.		
2-C.MC.1.4	Participate in shared conversations with varied partners about focused grade level topics in small and large groups.		
2-C.MC.1.5	Explain personal ideas and build on the ideas of others by responding/relating to comments made in exchanges.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
2-C.MC.2.1	Articulate ideas information gathered from various print and multimedia sources in a concise manner that maintains a focus.		
2-C.MC.2.2	Participate in shared research; record observations, new learning, opinions and articulate findings.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
2-C.MC.3.1	Explain how ideas and topics are depicted in media/formats.		
2-C.MC.3.2	Create a simple presentation using audio, visual, multimedia tools to support communication/clarify ideas, thoughts, feelings.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
2-C.LCS.4.1	Identify speaker's purpose/details that keep listeners engaged.		
2-C.LCS.4.2	Determine if the presentation has a logical introduction, body, and conclusion.		
2-C.LCS.4.3	Identify when speaker uses intonation and word stress, includes media, addresses the audience, determines word choice.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage/impact audience; convey messages.			
2-C.LCS.5.1	Utilize intonation and word stress to highlight essential concepts and engage the audience.		
2-C.LCS.5.2	Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Base Ten			
2.NSBT.1	Understand place value through 999.	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NSBT.1a	Understand place value through 999 by demonstrating that 100 can be thought of as a bundle (group) of 10 tens called a “hundred.”	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NSBT.1b	Understand place value through 999 by demonstrating that the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones.		- Identify the Place Values of Three Digit Numbers
2.NSBT.1c	Understand place value through 999 by demonstrating that three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).		
2.NSBT.2	Count by tens and hundreds to 1,000 starting with any number.	-Skip-Count to 1000	- Skip Count by Tens
2.NSBT.3	Read, write and represent numbers through 999 using concrete models, standard form, and equations in 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.NSBT.4	Compare two numbers with up to three digits using words and symbols (i.e., $>$, $=$, 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
2.NSBT.5	Add and subtract fluently through 99 using knowledge of place value and properties of operations.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2.NSBT.6	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.		
2.NSBT.7	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.		
2.NSBT.8	Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.		
Algebraic Thinking and Operations			
2.ATO.1	Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	-Word Problems	<ul style="list-style-type: none"> - Solve Addition Word Problems - Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
2.ATO.2	Demonstrate fluency with addition and related subtraction facts through 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 - Add and Subtract within 20
2.ATO.3	Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$).	-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

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2.ATO.4	Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> - Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
Geometry			
2.G.1	Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	-Name and Draw Shapes	- Identify 3D Shapes
2.G.2	Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.3	Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
Measurement and Data Analysis			
2.MDA.1	Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	-Measure Length	- Measure Length Using a Ruler
2.MDA.2	Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.		
2.MDA.3	Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
2.MDA.4	Measure to determine how much longer one object is than another, using standard length units.		
2.MDA.5	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.		
2.MDA.6	Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	-Tell and Write Time	<ul style="list-style-type: none"> - Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.MDA.7	Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	-Coin Values	<ul style="list-style-type: none"> - Identify Coin Values - Solve Problems Using Coins and Their Values
2.MDA.8	Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.		
2.MDA.9	Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	-Using Bar Graphs	<ul style="list-style-type: none"> - Sort Items, Create a Picture Graph, and Answer Questions about Their Graph - Read Bar Graphs and Answer "How Many" Questions about the Data - Sort and Graph Objects
2.MDA.10	Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	-Using Bar Graphs	<ul style="list-style-type: none"> - Sort Items, Create a Picture Graph, and Answer Questions about Their Graph - Read Bar Graphs and Answer "How Many" Questions about the Data - Sort and Graph Objects

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
3-I.1.1	Formulate questions to focus thinking on an idea to narrow and direct further inquiry.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
3-I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
3-I.3.1	Develop a plan of action for collecting relevant information from primary/secondary sources.		
3-I.3.2	Organize and categorize important info.; collaborate to validate or revise thinking; report findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
3-I.4.1	Draw logical conclusions from relationships and patterns discovered during inquiry process.		
3-I.4.2	Reflect on findings to build deeper understanding and determine next steps.		
3-I.4.3	Determine appropriate tools and develop plan to communicate findings or take informed action.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
3-I.5.1	Acknowledge/value individual/collective thinking.		
3-I.5.2	Employ past learning to monitor and assess current learning to guide inquiry.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-I.5.3	Assess the process and determine strategies to revise the plan and apply learning for future inquiry.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
3-RL.P.1.1 3-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
3-RL.P.2.1 - 3-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
3-RL.P.3.1	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
3-RL.P.3.2 3-RL.P.3.5	Students are expected to build upon and continue applying previous learning.		
3-RL.P.3.6	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
3-RL.P.4.1	Students are expected to build upon and continue applying previous learning.		
3-RL.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, phrasing on successive readings.	-Read with Fluency	- Read with Fluency

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		
<p>Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>			
3-RL.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	-Understanding the Text	- Ask and Answer Questions about a Story
3-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		
<p>Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.</p>			
3-RL.MC.6.1	Determine the theme by recalling key details that support the theme.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
<p>Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.</p>			
3-RL.MC.7.1	Explain how illustrations contribute to create mood/emphasize aspects of character or setting.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3-RL.MC.7.2	Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	-Compare, Contrast Series Books	
<p>Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>			
3-RL.MC.8.1a	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot.	-Describe Characters in a Story	- Describe Characters
3-RL.MC.8.1b	Use text evidence to: explain the influence of cultural and historical context on characters, setting, plot development.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
3-RL.LCS.9.1	Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	-Literal vs Nonliteral Language	<ul style="list-style-type: none"> - Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3-RL.LCS.9.2	Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character/setting.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
3-RL.LCS.10.1	Use paragraph-level context to determine the meaning of words and phrases.		
3-RL.LCS.10.2	Determine the meaning of a word when an affix is added to a base word.		
3-RL.LCS.10.3 3-RL.LCS.10.4	Students are expected to build upon and continue applying previous learning.		
3-RL.LCS.10.5	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words.		
3-RL.LCS.10.6	Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
3-RL.LCS.11.1	Explain the differences between first and third person points of view.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-RL.LCS.11.2	Compare and contrast the reader's point of view to that of the narrator or a character.	-Point of View	
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
3-RL.LCS.12.1	Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	-Identifying Text Structure	<ul style="list-style-type: none"> - Identify the Parts of a Text - Identify the Elements of a Drama and a Poem
3-RL.LCS.12.2	Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.		
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
3-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.		
3-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
3-RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
3-RI.P.1.1 3-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
3-RI.P.2.1 3-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know/apply grade-level phonics/word analysis skills when decoding words.			
3-RI.P.3.1	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
3-RI.P.3.2 3-RI.P.3.5	Students are expected to build upon and continue applying previous learning.		
3-RI.P.3.6	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
3-RI.P.4.1	Students are expected to build upon and continue applying previous learning.		
3-RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
3-RI.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
3-RI.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	-Asking and Answering Questions	- Find Text Evidence to Answer Questions about Informational Text - Refer to Text Evidence to Answer Questions about Informational Text
3-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
3-RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
3-RI.MC.7.1	Compare and contrast diverse texts on the same topic, idea, or concept.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
3-RI.LCS.8.1	Explain how the author uses words and phrases to inform, explain, or describe.	-Logical Connections	
3-RI.LCS.8.2	Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text - Identify Nonfiction Text Features
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
3-RI.LCS.9.1	Use paragraph-level context to determine the meaning of words and phrases.		
3-RI.LCS.9.2	Determine the meaning of a word when an affix is added to a base word.	-Context Clues	
3-RI.LCS.9.3	Students are expected to build upon and continue applying previous learning.		
3-RI.LCS.9.4	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-RI.LCS.9.5	Acquire/use general academic and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.		
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
3-RI.LCS.10.1	State the author’s purpose; distinguish one’s perspective from that of the author.	-Point of View	- Identify Author's Point of View - Identify the Author's Intent
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
3-RI.LCS.11.1	Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
3-RI.LCS.11.2	Describe the structures an author uses to support specific points.	-Use Pictures to Understand Words	- Answer Questions about the Images in a Text - Explain the Images in a Text
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
3-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		
3-RI.RC.12.2	Read independently for sustained periods of time.		
3-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
2-W.MCC.1.1a	Write opinion pieces that: introduce topic, state an opinion, create an organizational structure that includes reasons.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-W.MCC.1.1b	Write opinion pieces that: use information from multiple print and multimedia sources.		
3-W.MCC.1.1c	Write opinion pieces that: organize supporting reasons.		
3-W.MCC.1.1d	Write opinion pieces that: use transitional words or phrases to connect opinions and reasons.		
3-W.MCC.1.1e	Write opinion pieces that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.		
3-W.MCC.1.1f	Write opinion pieces that: use paraphrasing and original language to avoid plagiarism.		
3-W.MCC.1.1g	Write opinion pieces that: provide a concluding statement or section.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
3-W.MCC.2.1a	Write informative/explanatory texts that: introduce a topic and group related information together.		
3-W.MCC.2.1b	Write informative/explanatory texts that: use information from multiple print and multimedia sources.		
3-W.MCC.2.1c	Write informative/explanatory texts that: include illustrations to aid comprehension.		
3-W.MCC.2.1d	Write informative/explanatory texts that: develop the topic with facts, definitions, and details.		
3-W.MCC.2.1e	Write informative/explanatory texts that: develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and ideas of others.		
3-W.MCC.2.1f	Write informative/explanatory texts that: use paraphrasing and original language to avoid plagiarism.		
3-W.MCC.2.1g	Write informative/explanatory texts that: use transition words/phrases to connect ideas within categories.		
3-W.MCC.2.1h	Write informative/explanatory texts that: develop a style and tone authentic to the purpose.		
3-W.MCC.2.1i	Write informative/explanatory texts that: provide a concluding statement or section.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
3-W.MCC.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
3-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: establish a situation and introduce a narrator and/or characters.		
3-W.MCC.3.1c	Gather ideas from texts, multimedia, and personal experience to write narratives that: organize an event sequence that unfolds naturally.		
3-W.MCC.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that: use descriptions of actions, thoughts, feelings to develop experiences/events or show the response of characters to situations.		
3-W.MCC.3.1e	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.		
3-W.MCC.3.1f	Gather ideas from texts, multimedia, and personal experience to write narratives that: use temporal words and phrases to signal event order.		
3-W.MCC.3.1g	Gather ideas from texts, multimedia, and personal experience to write narratives that: use imagery, precise words, and sensory details to develop characters and convey experiences and events.		
3-W.MCC.3.1h	Gather ideas from texts, multimedia, personal experience to write narratives that: provide a sense of closure.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
3-W.L.4.1a	When writing: show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs.		
3-W.L.4.1b	When writing: form and use regular and irregular plural nouns; use abstract nouns.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-W.L.4.1c	When writing: form and use regular and irregular verbs.		
3-W.L.4.1d	When writing: form and use the simple verb tenses.		
3-W.L.4.1e	When writing: ensure subject-verb and pronoun antecedent agreement.		
3-W.L.4.1f	When writing: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
3-W.L.4.1g	When writing: form and use prepositional phrases.		
3-W.L.4.1h	When writing: use coordinating/subordinating conjunctions.		
3-W.L.4.1i	When writing: produce simple, compound, and complex sentences.		

Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3-W.L.5.1	Capitalize appropriate words in titles, historical periods, company names, product names, and special events.		
3-W.L.5.2a	Use apostrophes to form contractions and singular and plural possessives		
3-W.L.5.2b	Use quotation marks to mark direct speech.		
3-W.L.5.2c	Use commas in locations and addresses, to mark direct speech, and with coordinating adjectives.		
3-W.L.5.3	Students are expected to build upon and continue applying previous learning.		
3-W.L.5.4	Use spelling patterns and generalizations.		
3-W.L.5.5	Consult print and multimedia sources to check and correct spellings.		

Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

3-W.RC.6.1a	Write routinely and persevere in writing tasks: over short and extended time frames.		
3-W.RC.6.1b	Write routinely and persevere in writing tasks: for a range of domain-specific tasks.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-W.RC.6.1c	Write routinely and persevere in writing tasks: for a variety of purposes and audiences.		
3-W.RC.6.1d	Write routinely and persevere in writing tasks: by adjusting the writing process for the task, increasing the length and complexity.		
3-W.RC.6.2 3-W.RC.6.3	Students are expected to build upon and continue applying previous learning.		
3-W.RC.6.4	Continue to develop effective keyboarding skills.		
3-W.RC.6.5	Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.		

Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

3-C.MC.1.1	Explore and create meaning through conversation and interaction with peers and adults.		
3-C.MC.1.2	Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.		
3-C.MC.1.3	Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.		
3-C.MC.1.4	Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.		
3-C.MC.1.5	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.		

Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

3-C.MC.2.1	Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.		
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S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3-C.MC.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.		
3-C.MC.2.4	Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.		

Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3-C.MC.3.1	Compare how ideas and topics are depicted in a variety of media and formats.		
3-C.MC.3.2	Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.		

Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

3-C.LCS.4.1	Identify the presentation style a speaker uses to present content.		
3-C.LCS.4.2	Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.		
3-C.LCS.4.3a	Identify why the speaker: uses intonation/word stress.		
3-C.LCS.4.3b	Identify why the speaker: includes media.		
3-C.LCS.4.3c	Identify why the speaker: addresses the audience.		
3-C.LCS.4.3d	Identify why the speaker: determines word choice.		
3-C.LCS.4.3e	Identify why the speaker: incorporates figurative language and literary devices.		

Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

3-C.LCS.5.1	Set a purpose and integrate craft techniques to create presentations.		
3-C.LCS.5.2	Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Base Ten			
3.NSBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NSBT.2	Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm and the Expanded Form Strategy - Add and Subtract within 1000 Using a Number Line - Add within 1000 Using any Method
3.NSBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.		
3.NSBT.4	Read and write numbers through 999,999 in standard form, equations in expanded form.		
3.NSBT.5	Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.		
Number Sense – Fractions			
3.NSF.1	Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NSF.1a	A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts.	-Getting Started with Fractions	- Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NSF.1b	A fraction a/b is the quantity formed by a parts of size $1/b$.	-Getting Started with Fractions	- Identify Equal Parts to Make Fractions - Identify Unit Fractions
3.NSF.1c	A fraction is a number that can be represented on a number line based on counts of a unit fraction.	-Getting Started with Fractions	- Identify Unit Fractions
3.NSF.1d	A fraction can be represented using set, area, and linear models.	-Getting Started with Fractions	- Identify Equal Parts to Make Fractions

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3.NSF.2	Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10).	-Identifying Equivalent Fractions -Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NSF.2a	Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating that two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line.	-Whole Numbers as Fractions	
3.NSF.2b	Explain fraction equivalence (denominators 2, 3, 4, 6, 8, 10) by demonstrating that fraction equivalence can be represented using set, area, and linear models.	-Comparing Fractions	- Compare Fractions Using Visual Models
3.NSF.2c	Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating that whole numbers can be written as fractions.	-Whole Numbers as Fractions	
3.NSF.2d	Explain fraction equivalence by demonstrating that fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	-Generating Equivalent Fractions	
3.NSF.3	Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	-Fractions on a Number Line	- Identify and Label Fractions on a Number Line
Algebraic Thinking and Operations			
3.ATO.1	Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors and product.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.ATO.2	Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient divisor and dividend.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3.ATO.3	Solve real-world problems involving equal groups, area/array, number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for unknown.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.ATO.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	-Unknown Number Equations	
3.ATO.5	Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative and Distributive Property
3.ATO.6	Understand division as a missing factor problem.	-Division as an Unknown Factor	
3.ATO.7	Understand division as a missing factor problem.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Division Facts - Divide with Fluency
3.ATO.8	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.ATO.9	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent problems using equations with a letter for the unknown quantity.		
Geometry			
3.G.1	Understand that shapes in different categories may share attributes and the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals; draw examples of quadrilaterals that do not belong to any subcategories.		
3.G.2	Partition two-dimensional shapes into 2/3/4/6/8 parts with equal areas; express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
3.G.3	Use a right angle as a benchmark to identify and sketch acute and obtuse angles.		
3.G.4	Identify a three-dimensional shape based on a given two-dimensional net and explain the relationship between the shape and the net.		
Measurement and Data Analysis			
3.MDA.1	Use analog and digital clocks to determine and record time to the nearest minute, using a.m./ p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to Nearest Minute
3.MDA.2	Estimate and measure liquid volumes in customary units and metric units to the nearest whole unit.		
3.MDA.3	Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems about Bar Graphs - Solve One and Two Step Comparative Problems about Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.MDA.4	Generate data by measuring length to nearest inch, half-inch/quarter-inch; organize data in a line plot using horizontal scale marked off appropriate units.		
3.MDA.5	Understand the concept of area measurement.		
3.MDA.5a	Recognize area as an attribute of plane figures.		
3.MDA.5b	Measure area by building arrays and counting standard unit squares.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle
3.MDA.5c	Determine the area of a rectilinear polygon and relate to multiplication and addition.	-Area of Rectangles	- Find the Area of a Rectangle
3.MDA.6	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas; with same area/different perimeters.	-Perimeter of Polygons	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
4-I.1.1	Formulate questions to focus thinking on an idea to narrow and direct further inquiry.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
4-I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
4-I.3.1	Develop a plan of action for collecting relevant information from primary/secondary sources.		
4-I.3.2	Organize/categorize important info.; collaborate to validate or revise thinking; report relevant findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
4-I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.		
4-I.4.2	Reflect on findings to build deeper understanding and determine next steps.		
4-I.4.3	Determine appropriate tools and develop plan to communicate findings or take informed action.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
4-I.5.1	Acknowledge/value individual/collective thinking.		
4-I.5.2	Employ past learning to monitor and assess current learning		
4-I.5.3	Assess the process and determine strategies to revise the plan and apply learning for future inquiry.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
4-RL.P.1.1 4-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
4-RL.P.2.1 4-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics/word analysis skills when decoding words.			
4-RL.P.3.1	Use combined knowledge of all letter sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.		
4-RL.P.3.2 4-RL.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
4-RL.P.4.1 4-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
4-RL.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details/examples within a text to support inferences and conclusions.	-Inferences Using Evidence	- Make an Inference about a Story
4-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details/ideas to support analysis of thematic development.			
4-RL.MC.6.1	Determine the development of a theme within a text; summarize using key details.	-Summarize a Text's Main Idea	- Use Key Details to Summarize a Story - Identify the Theme of a Poem
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
4-RL.MC.7.1	Explore similarities and differences among textual, dramatic, visual, oral presentations.	-Compare a Story and Visuals	
4-RL.MC.7.2	Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	-Compare and Contrast Themes	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
4-RL.MC.8.1a	Use text evidence to: explain how conflicts cause the characters to change or revise plans while moving toward resolution.	-Describing Characters	- Describe a Character, Setting, or Event
4-RL.MC.8.1b	Use text evidence to: explain the influence of cultural, historical, and social context on characters, setting, and plot development.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
4-RL.LCS.9.1	Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	-Meaning of Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
4-RL.LCS.9.2	Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	-Poems, Drama, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
4-RL.LCS.10.1	Use definitions, examples, and restatements to determine the meaning of words or phrases.	-Meaning of Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
4-RL.LCS.10.2	Determine the meaning of an unknown word using knowledge of base words and Greek/Latin affixes.		
4-RL.LCS.10.3 4-RL.LCS.10.5	Students are expected to build upon and continue applying previous learning.		
4-RL.LCS.10.6	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
4-RL.LCS.11.1	Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4-RL.LCS.11.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
4-RL.LCS.12.1	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	-Poems, Drama, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4-RL.LCS.12.2	Determine characteristics of crafted text structures and describe why an author uses these structure.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
4-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.		
4-RL.RC.13.2	Read independently for periods of time to build stamina.		
4-RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
4-RI.P.1.1 4-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
4-RI.P.2.1 4-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
4-RI.P.3.1	Use combined knowledge of all letter sound correspondences, syllabication patterns, base words, affixes to read accurately multisyllabic words in context.		
4-RI.P.3.2 4-RI.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
4-RI.P.4.1 4-RI.P.4.3	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
4-RI.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	-Inferences and Conclusions	<ul style="list-style-type: none"> - Use Evidence From a Text to Answer Questions - Make Inferences about a Text
4-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
4-RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.	-Main Ideas and Details	<ul style="list-style-type: none"> - Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
4-RI.MC.7.1	Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	-Be an Expert: Use multiple texts	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
4-RI.LCS.8.1	Determine how the author uses words and phrases to shape and clarify meaning.		
4-RI.LCS.8.2	Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	-Science Texts: Events and Steps	<ul style="list-style-type: none"> - Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>			
4-RI.LCS.9.1	Use definitions, examples, and restatements to determine the meaning of words/phrases.	-Graphics to Understand a Text	- Interpret/Analyze the Visuals in a Text
4-RI.LCS.9.2	Determine the meaning of an unknown word using knowledge of base words/affixes.		
4-RI.LCS.9.3	Students are expected to build upon and continue applying previous learning.		
4-RI.LCS.9.4			
4-RI.LCS.9.5	Acquire/use general academic/domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.		
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>			
4-RI.LCS.10.1	Identify/describe differences between a primary and secondary account of the same event.	-Compare/Contrast Two Views	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>			
4-RI.LCS.11.1	Apply knowledge of text structures to describe how structures contribute to meaning.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions about Cause/Effect Text Structure
4-RI.LCS.11.2	Explain how an author uses reasons and evidence to support particular points.	-Developing Arguments	
<p>Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>			
4-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4-RI.RC.12.2	Read independently for sustained periods of time.		
4-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers/thinkers.		

Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

4-W.MCC.1.1a	Write opinion pieces that: introduce a topic or text clearly, state an opinion, create an organizational structure, which related ideas are grouped to support writer's purpose.		
4-W.MCC.1.1b	Write opinion pieces that: use information from multiple print and multimedia sources.		
4-W.MCC.1.1c	Write opinion pieces that: provide reasons supported by facts and details.		
4-W.MCC.1.1d	Write opinion pieces that: use transitional words or phrases to connect opinions and reasons.		
4-W.MCC.1.1e	Write opinion pieces that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.		
4-W.MCC.1.1f	Write opinion pieces that: use paraphrasing, quotations, and original language to avoid plagiarism.		
4-W.MCC.1.1g	Write opinion pieces that: provide a concluding statement or section related to the opinion presented.		

Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4-W.MCC.2.1a	Write informative/explanatory texts that: introduce a topic clearly.		
4-W.MCC.2.1b	Write informative/explanatory texts that: use information from multiple print and multimedia sources.		
4-W.MCC.2.1c	Write informative/explanatory texts that: group related information in paragraphs and sections.		
4-W.MCC.2.1d	Write informative/explanatory texts that: include formatting, illustrations, and multimedia to aid comprehension.		
4-W.MCC.2.1e	Develop the topic with facts, definitions, concrete details, quotations, or other info. and examples related to the topic.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4-W.MCC.2.1f	Write informative/explanatory texts that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas/the ideas of others.		
4-W.MCC.2.1g	Write informative/explanatory texts that: use paraphrasing, quotations, and original language to avoid plagiarism.		
4-W.MCC.2.1h	Write informative/explanatory texts that: link ideas within categories of information using words/phrases.		
4-W.MCC.2.1i	Write informative/explanatory texts that: use precise language and domain-specific vocabulary to inform.		
4-W.MCC.2.1j	Write informative/explanatory texts that: develop a style and tone authentic to the purpose.		
4-W.MCC.2.1k	Write informative/explanatory texts that: provide a concluding statement or section related to the information.		

Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

4-W.MCC.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop real or imagined experiences or events using effective technique.		
4-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: orient the reader by establishing a situation/introducing a narrator or characters.		
4-W.MCC.3.1c	Organize an event sequence that unfolds naturally.		
4-W.MCC.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that: use dialogue and description to develop experiences/events or show responses of characters.		
4-W.MCC.3.1e	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.		
4-W.MCC.3.1f	Gather ideas from texts, multimedia, and personal experience to write narratives that: use a variety of transitional words and phrases to manage the sequence of events.		
4-W.MCC.3.1g	Gather ideas from texts, multimedia, and personal experience to write narratives that: use imagery, precise words/sensory details to develop characters and convey experiences.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4-W.MCC.3.1h	Gather ideas from texts, multimedia, and personal experience to write narratives that: provide a conclusion that follows from the narrated experiences or events.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar/usage when writing/speaking.			
4-W.L.4.1a	When writing: use relative pronouns and relative adverbs.		
4-W.L.4.1b	When writing: form and use the progressive verb tenses.		
4-W.L.4.1c	When writing: use modal auxiliaries to convey conditions.		
4-W.L.4.1d	When writing: use modal auxiliaries/progressive verb tenses, recognizing/correcting inappropriate shifts in verb tense.		
4-W.L.4.1e	When writing: order adjectives within sentences according to conventional patterns.		
4-W.L.4.1f	When writing: explore using prepositional phrases in different positions within a sentence.		
4-W.L.4.1g	When writing: use coordinating/subordinating conjunctions.		
4-W.L.4.1h	When writing: use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
4-W.L.4.1i	When writing: use confused homonyms correctly.		
Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of English capitalization, punctuation, spelling when writing.			
4-W.L.5.1	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, first word in quotations.		
4-W.L.5.2a	Use apostrophes to form possessives/contractions.		
4-W.L.5.2b	Use quotation marks/commas to mark direct speech.		
4-W.L.5.2c	Use commas before a coordinating conjunction in a compound sentence.		
4-W.L.5.3	Students are expected to build upon and continue applying previous learning.		
4-W.L.5.4	Use spelling patterns and generalizations.		
4-W.L.5.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, routinely for a variety of tasks, purposes, and audiences.			
4-W.RC.6.1a	Write routinely and persevere in writing tasks: over short and extended time frames.		
4-W.RC.6.1b	Write routinely and persevere in writing tasks: for a range of domain-specific tasks.		
4-W.RC.6.1c	Write routinely for a variety of purposes and audiences.		
4-W.RC.6.1d	Write routinely and persevere in writing tasks: by adjusting the writing process for task, increasing the length/complexity.		
4-W.RC.6.2	Students are expected to build upon and continue applying previous learning.		
4-W.RC.6.3			
4-W.RC.6.4	Demonstrate effective keyboarding skills.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas/concepts, communicate meaning, develop logical interpretations through collaborative conversations; build upon ideas of others to clearly express views while respecting diverse perspectives.			
4-C.MC.1.1	Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers/adults, sharing ideas and considering alternative viewpoints.		
4-C.MC.1.2	Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.		
4-C.MC.1.3	Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.		
4-C.MC.1.4	Engage in focused conversations about grade appropriate topics and texts; build on ideas of others, pose specific questions, respond to clarify thinking, express new thoughts.		
4-C.MC.1.5	Explain personal ideas and build on the ideas of others by responding/relating to comments made in exchanges.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
4-C.MC.2.1	Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, conclusion.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4-C.MC.2.2	Discuss the purpose and the credibility of information presented in diverse media/formats.		
5-C.MC.2.4	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
4-C.MC.3.1	Compare and contrast how ideas and topics are depicted in a variety of media and formats.		
4-C.MC.3.2	Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
4-C.LCS.4.1	Identify the presentation style a speaker uses to enhance the development of a central idea/theme.		
4-C.LCS.4.2	Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.		
4-C.LCS.4.3a	Identify how and why the speaker: uses intonation and word stress.		
4-C.LCS.4.3b	Identify how and why the speaker: includes media.		
4-C.LCS.4.3c	Identify how and why the speaker: addresses the audience.		
4-C.LCS.4.3d	Identify how and why the speaker: determines word choice.		
4-C.LCS.4.3e	Identify how and why the speaker: incorporates figurative language and literary devices.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.			
4-C.LCS.5.1	Set a purpose and integrate craft techniques to create presentations.		
4-C.LCS.5.2	Employ hyperbole, imagery, personification, idioms, adages, proverbs when appropriate to convey messages.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Base Ten			
4.NSBT.1	Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	-Place Value and Division	- Learn How Multiplying by 10 Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NSBT.2	Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.		
4.NSBT.3	Use rounding as one form of estimation and round whole numbers to any given place value.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
4.NSBT.4	Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	-Multiply Multi-Digit Numbers	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.NSBT.6	Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide
Number Sense and Operations – Fractions			
4.NSF.1	Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{n \times a}{n \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize/generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4.NSF.2	Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using the symbols $>$, $=$, or $<$.	-Comparing Fractions	<ul style="list-style-type: none"> - Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NSF.3	Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.	<ul style="list-style-type: none"> -Add and Subtract Fractions -Add and Subtract Mixed Numbers 	<ul style="list-style-type: none"> - Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NSF.3a	Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation.	-Add and Subtract Fractions	<ul style="list-style-type: none"> - Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NSF.3b	Add and subtract mixed numbers with like denominators.	-Add and Subtract Mixed Numbers	<ul style="list-style-type: none"> - Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
4.NSF.3c	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.		
4.NSF.4	Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NSF.4a	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NSF.4b	Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NSF.4c	Solve real-world problems involving multiplication of a fraction by a whole number.		
4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
4.NSF.6	Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NSF.7	Compare/order decimal numbers to hundredths, and justify using concrete visual models.		
Algebraic Thinking and Operations			
4.ATO.1	Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	-Multistep Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	-Multistep Word Problems	- Solve Multistep Word Problems
4.ATO.4	Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1 Through 100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for the Numbers 1 Through 100 - Determine Multiples for the Numbers 1 Through 100 - Find Factor Pairs for Numbers 1 Through 100
4.ATO.5	Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Geometry			
4.G.1	Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.		
4.G.2	Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.		
4.G.3	Recognize right triangles as a category, and identify right triangles.		
4.G.4	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line symmetric figures and draw lines of symmetry.		
Measurement and Data Analysis			
4.MDA.1	Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric from a larger to a smaller unit.	-Customary and Metric Measurement	- Convert Units of Time
4.MDA.2	Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.	-Measurement Word Problems	
4.MDA.3	Apply the area and perimeter formulas for rectangles.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
4.MDA.4	Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch/eighth-inch) and interpret the line plot.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.MDA.5	Understand the relationship of an angle measurement to a circle.	-Measuring Angles	
4.MDA.6	Measure and draw angles in whole number degrees using a protractor.	-Measuring Angles	
4.MDA.7	Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.	-Additive Angles	
4.MDA.8	Determine the value of a collection of coins and bills greater than \$1.00.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
5-I.1.1	Formulate questions to focus thinking on an idea to narrow and direct further inquiry.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
5-I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; alternative views.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
5-I.3.1	Develop a plan of action for collecting relevant information from primary and secondary sources.		
5-I.3.2	Organize/categorize important information; collaborate to validate or revise thinking; report relevant findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
5-I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.		
5-I.4.2	Reflect on findings and determine next steps.		
5-I.4.3	Determine appropriate tools and develop plan to communicate findings and/or take informed action.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
5-I.5.1	Acknowledge/value individual/collective thinking.		
5-I.5.2	Employ past learning to monitor and assess current learning to guide inquiry.		
5-I.5.3	Assess the process/determine strategies to revise the plan; apply learning for future inquiry.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
5-RL.P.1.1 5-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
5-RL.P.2.1 - 5-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics/word analysis skills when decoding words.			
5-RL.P.3.1 5-RL.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
5-RL.P.4.1 5-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
5-RL.MC.5.1	Quote accurately to analyze the meaning of and beyond the text to support inferences/conclusions.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
5-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details/ideas to support analysis of thematic development.			
5-RL.MC.6.1	Determine and analyze the development of a theme within a text; summarize using key details.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details - Identify the Theme of a Poem and Story

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
5-RL.MC.7.1	Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	-Enhance Meaning and Tone with Multimedia	
5-RL.MC.7.2	Compare/contrast the treatment of similar themes, topics, and patterns of events.	-Comparing Similar Texts	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
5-RL.MC.8.1a	Cite evidence within text to: analyze two or more characters, events, or settings in a text and explain the impact on the plot.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5-RL.MC.8.1b	Cite evidence within text to: explain influence of cultural, historical, social, political context on characters, setting, plot development.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
5-RL.LCS.9.1	Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
5-RL.LCS.9.2	Analyze and cite examples of how author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character/setting.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
5-RL.LCS.10.1	Use cause/effect relationships/comparisons to determine the meaning of words.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
5-RL.LCS.10.2	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.		
5-RL.LCS.10.3 5-RL.LCS.10.5	Students are expected to build upon and continue applying previous learning.		
5-RL.LCS.10.6	Acquire/use general academic/domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.		

Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

5-RL.LCS.11.1	Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
5-RL.LCS.11.2	Students are expected to build upon and continue applying previous learning.		

Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

5-RL.LCS.12.1	Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
5-RL.LCS.12.2	Compare how different crafted text structures contribute to meaning and impact the reader.		

Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

5-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.		
5-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
5-RL.RC.13.3	Read and respond according to task/purpose to become self-directed, critical readers/thinkers.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
5-RI.P.1.1 5-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
5-RI.P.2.1 5-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
5-RI.P.3.1 5-RI.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
5-RI.P.4.1 5-RI.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
5-RI.MC.5.1	Quote accurately from a text to analyze meaning in and beyond the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences about a Text
5-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
5-RI.MC.6.1	Summarize a text with two or more central ideas; cite key supporting details.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
5-RI.MC.7.1	Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
5-RI.LCS.8.1	Analyze how the author uses words and phrases to shape and clarify meaning.		
5-RI.LCS.8.2	Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	-Integrate Information	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
5-RI.LCS.9.1	Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.		
5-RI.LCS.9.2	Determine the meaning of an unknown word using knowledge of base words and Greek/Latin affixes.		
5-RI.LCS.9.3 5-RI.LCS.9.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
5-RI.LCS.10.1	Compare/contrast a primary/secondary account of the same event/topic.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
5-RI.LCS.11.1	Apply knowledge of text structures across multiple texts to locate info. and gain meaning.	-Comparing Text Structure	- Identify the Structure of a Text
5-RI.LCS.11.2	Explain how an author uses reasons/evidence to support particular points, identifying which reasons and evidence support which points.		
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
5-RI.RC.12.1	Engage in whole/small group reading with purpose.		
5-RI.RC.12.2	Read independently for sustained periods of time.		
5-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
5-W.MCC.1.1a	Write arguments that: introduce a topic or text clearly, state a claim; create an organizational structure which related ideas are grouped to support the purpose.		
5-W.MCC.1.1b	Write arguments that: use information from multiple print and multimedia sources.	-Using Text Features	- Use Text Features to Answer Questions about a Text
5-W.MCC.1.1c	Write arguments that: provide logically ordered reasons supported by relevant facts and details.		
5-W.MCC.1.1d	Write arguments that: use transitional words, phrases, and clauses to connect claim/reasons.		
5-W.MCC.1.1e	Write arguments that: develop/strengthen writing as needed by planning, revising, editing, rewriting.		
5-W.MCC.1.1f	Write arguments that: use paraphrasing, summarizing, quotations, and original language to avoid plagiarism.		
5-W.MCC.1.1g	Write arguments that: provide a concluding statement or section related to the claim presented.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
5-W.MCC.2.1a	Write informative/explanatory texts that: introduce the topic clearly.		
5-W.MCC.2.1b	Write informative/explanatory texts that: use relevant information from multiple print and multimedia sources.		
5-W.MCC.2.1c	Write informative/explanatory texts that: provide a general observation and focus.		
5-W.MCC.2.1d	Write informative/explanatory texts that: group related information logically.		
5-W.MCC.2.1e	Write informative/explanatory texts that: use sources.		
5-W.MCC.2.1f	Write informative/explanatory texts that: include formatting, illustrations, multimedia to aid comprehension.		
5-W.MCC.2.1g	Write informative/explanatory texts that: develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
5-W.MCC.2.1h	Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas/the ideas of others.		
5-W.MCC.2.1i	Write informative/explanatory texts that: use paraphrasing, quotations, summarizing, original language to avoid plagiarism.		
5-W.MCC.2.1j	Write informative/explanatory texts that: link ideas within and across categories of information using words, phrases/clauses.		
5-W.MCC.2.1k	Write informative/explanatory texts that: use precise language and domain-specific vocabulary to inform or explain the topic.		
5-W.MCC.2.1l	Write informative/explanatory texts that: develop a style and tone authentic to the purpose.		
5-W.MCC.2.1m	Write informative/explanatory texts that: provide a concluding statement or section related to info. or explanation presented.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
5-W.MCC.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
5-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: orient the reader by establishing a situation and introducing a narrator and/or characters.		
5-W.MCC.3.1c	Gather ideas from texts, multimedia, and personal experience to write narratives that: organize an event sequence that unfolds naturally.		
5-W.MCC.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that: use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.		
5-W.MCC.3.1e	Develop/strengthen writing as needed by planning, revising, editing building on personal ideas and the ideas of others.		
5-W.MCC.3.1f	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
5-W.MCC.3.1g	Use imagery, precise words, and sensory details to develop characters and convey experiences.		
5-W.MCC.3.1h	Provide a conclusion that follows from the narrated experiences or events.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
5-W.L.4.1a	When writing: show knowledge of the function of conjunctions, prepositions, and interjections.		
5-W.L.4.1b	When writing: form and use perfect verb tenses.		
5-W.L.4.1c	When writing: use verb tense to convey various times, sequences, states, and conditions.		
5-W.L.4.1d	When writing: recognize and use appropriate continuity or shifts in verb tense.		
5-W.L.4.1e	When writing: use correlative conjunctions.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of English capitalization, punctuation, spelling when writing.			
5-W.L.5.1	Apply correct usage of capitalization.		
5-W.L.5.2a	Use apostrophes and quotation marks.		
5-W.L.5.2b	Use commas for appositives, to set off the words yes/no, to set off a tag question from the rest of the sentence.		
5-W.L.5.3 5-W.L.5.5	Students are expected to build upon and continue applying previous learning.		
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
5-W.RC.6.1a	Write routinely and persevere in writing tasks: over short and extended time frames.		
5-W.RC.6.1b	For a range of domain-specific tasks.		
5-W.RC.6.1c	For a variety of purposes and audiences.		
5-W.RC.6.1d	Adjust writing process for task, increasing length/complexity.		
5-W.RC.6.2 5-W.RC.6.5	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas/concepts, communicate meaning, develop logical interpretations through collaborative conversations; build upon ideas of others to clearly express views while respecting diverse perspectives.			
5-C.MC.1.1	Consider viewpoints of others by listening, reflecting, and formulating questions before articulating contributions.		
5-C.MC.1.2	Participate in discussions; ask and respond to probing questions to acquire/confirm information concerning a topic.		
5-C.MC.1.3	Apply effective communication techniques and use of formal/informal voice based on audience/setting.		
5-C.MC.1.4	Engage in focused conversations about grade appropriate topics and texts; build on ideas of others, pose questions, respond to clarify thinking, and express new thoughts.		
5-C.MC.1.5	Explain personal ideas while building on ideas of others to demonstrate understanding of diverse perspectives.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
5-C.MC.2.1	Analyze ideas, perspectives and information using examples; supporting evidence related to the topic.		
5-C.MC.2.2	Analyze the credibility of info. in diverse media/formats.		
5-C.MC.2.4	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
5-C.MC.3.1	Compare and contrast how ideas and topics are depicted in a variety of media and formats.		
5-C.MC.3.2	Create presentations that integrate visual displays/other multimedia to enrich the presentation.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
5-C.LCS.4.1	Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.		
5-C.LCS.4.2	Identify the speaker's use of chronological, cause/effect, problem/solution, compare/contrast relationships.		
5-C.LCS.4.3a	Identify how/why the speaker: use intonation/word stress.		
5-C.LCS.4.3b	Identify how and why the speaker: includes media.		
5-C.LCS.4.3c	Identify how and why the speaker: addresses the audience.		
5-C.LCS.4.3d	Identify how and why the speaker: determines word choice.		
5-C.LCS.4.3e	Incorporate figurative language/literary devices in writing.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage audience and convey messages.			
5-C.LCS.5.1	Set purpose, integrate craft techniques/maintain clear focus.		
5-C.LCS.5.2	Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Base Ten			
5.NSBT.1	Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents $\frac{1}{10}$ times what the same digit represents in the place to its left.		
5.NSBT.2	Use whole number exponents.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NSBT.2a	Use whole number exponents to explain patterns in the number of zeroes of the product when multiplying a number by powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NSBT.2b	Use whole number exponents to explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NSBT.3	Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify Expanded Form of Decimals to Thousandths - Read Decimals in Expanded Form to the Thousandths - Read and Write Decimals - Compare Two Decimals
5.NSBT.4	Round decimals to any given place value within thousandths.	-Round Decimals to Any Place	- Round Decimals - Round Decimals to Any Place Using a Number Line
5.NSBT.5	Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NSBT.6	Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.	-Find Whole-Number Quotients	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Number Sense and Operations – Fractions			
5.NSF.1	Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NSF.2	Solve real-world problems involving addition and subtraction of fractions with unlike denominators.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.NSF.3	Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NSF.4	Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NSF.4a	Recognize the relationship between multiplying fractions; finding areas of rectangles with fractional side lengths.		
5.NSF.4b	Interpret multiplication of a fraction by a whole number and a whole number by a fraction/compute the product.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NSF.4c	Interpret multiplication in which both factors are fractions less than one and compute the product.		
5.NSF.5	Justify the reasonableness of a product when multiplying with fractions.		
5.NSF.5a	Estimate the size of the product based on the size of the two factors.		
5.NSF.5b	Explain why multiplying a given number by a number greater than 1 results in product larger than given number.		
5.NSF.5c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than given number.		
5.NSF.5d	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.		
5.NSF.6	Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
5.NSF.7	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.NSF.7a	Interpret division of a unit fraction by a non-zero whole number and compute the quotient.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NSF.7b	Interpret division of a whole number by a unit fraction and compute the quotient.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NSF.8	Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations.		

Algebraic Thinking and Operations

5.ATO.1	Evaluate numerical expressions involving grouping symbols (parentheses, brackets, braces).	-Order of Operations	- Solve Problems Using Order of Operations
5.ATO.2	Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
5.ATO.3	Investigate the relationship between two numerical patterns.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.ATO.3a	Generate two numerical patterns given two rules and organize in tables.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.ATO.3b	Translate the two numerical patterns into two sets of ordered pairs.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.ATO.3c	Graph the two sets of ordered pairs on the same coordinate plane.		
5.ATO.3d	Identify the relationship between the two numerical patterns.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern

Geometry

5.G.1	Define a coordinate system.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
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S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
5.G.1a	The x- and y- axes are perpendicular number lines that intersect at 0 (the origin).	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.1b	Any point on coordinate plane represented by coordinates.		
5.G.1c	The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin.		
5.G.1d	The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.		
5.G.2	Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
5.G.3	Understand attributes belonging to a category of two-dimensional figures also belong to all subcategories.	-Classifying Quadrilaterals	
5.G.4	Classify two-dimensional figures in a hierarchy based on their attributes.	-Classifying Quadrilaterals	

Measurement and Data Analysis

5.MDA.1	Convert measurements within a single system of measurement: customary or metric from a larger to a smaller unit and a smaller to a larger unit.	-Converting Measurements	- Convert Units of Metric Length
5.MDA.2	Create line plot consisting of unit fractions; use operations on fractions to solve problems related to line plot.		
5.MDA.3	Understand the concept of volume measurement.	-Concepts of Volume	- Use Formulas Strategies to Find the Volume of a Rectangular Prism
5.MDA.3a	Recognize volume as an attribute of right rectangular prisms.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MDA.3b	Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms; then counting the layers of standard unit cubes.	-Volume of Rectangular Prisms	
5.MDA.3c	Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.	-Volume of Rectangular Prisms	
5.MDA.4	Differentiate among perimeter, area/volume; identify which application is appropriate for a given situation.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests/needs that can be investigated.			
6-I.1.1	Develop questions to broaden thinking on a specific idea that frames inquiry for new learning/deeper understanding.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
6-I.2.1	Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
6-I.3.1	Develop a plan of action by using discipline-specific strategies.		
6-I.3.2	Examine historical, cultural, political context to broaden inquiry.		
6-I.3.3	Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, bias.		
6-I.3.4	Organize and categorize important information, revise ideas, and report relevant findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
6-I.4.1	Employ critical stance to demonstrate that relationships/patterns of evidence lead to conclusions, acknowledging alternative views.		
6-I.4.2	Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.		
6-I.4.3	Reflect on findings/pose appropriate questions for further inquiry.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
6-I.5.1	Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6-I.5.2	Employ past and present learning in order to monitor and guide inquiry.		
6-I.5.3	Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
6-RL.P.1.1 6-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
6-RL.P.2.1 6-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
6-RL.P.3.1 6-RL.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
6-RL.P.4.1 6-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
6-RL.MC.5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
6-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.			
6-RL.MC.6.1	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	- Use Key Details From the Text to Determine the Theme or Main Idea of the Story
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
6-RL.MC.7.1	Compare/contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	-Compare a Text with a Performance	
6-RL.MC.7.2	Compare /contrast texts in different forms/genres in terms of their approaches to similar themes/topics.	-Compare and Contrast Genres	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
6-RL.MC.8.1	Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
6-RL.LCS.9.1	Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning/tone.		
6-RL.LCS.9.2	Analyze the author’s word/convention choices; draw conclusions about how they impact meaning/tone.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
6-RL.LCS.10.1	Use the overall meaning of a text or a word’s position or function to determine meaning of a word/phrase.		
6-RL.LCS.10.2 6-RL.LCS.10.5	Students are expected to build upon and continue applying previous learning.		
6-RL.LCS.10.6	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
6-RL.LCS.11.1	Explain how an author’s development of the point of view of narrator/speaker impacts content/meaning.	-Point of View	- Analyze the Point of View of a Poem
6-RL.LCS.11.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
6-RL.LCS.12.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text; contributes to development of theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
6-RL.LCS.12.2	Compare and contrast how different text structures contribute to meaning and impact the reader.	-Compare a Text with a Performance	
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
6-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6-RL.RC.13.2	Read independently for sustained periods of time to build stamina.		
6-RL.RC.13.3	Read and respond to grade level text to become self-directed, critical readers and thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
6-RI.P.1.1 6-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
6-RI.P.2.1 6-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
6-RI.P.3.1 6-RI.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
6-RI.P.4.1	Read grade-level text with purpose/understanding.		
6-RI.P.4.2	Read grade-level prose/poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing.		
6-RI.P.4.3	Use context to confirm/self-correct word recognition and understanding, rereading as necessary.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
6-RI.MC.5.1	Cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions about Informational Texts

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
6-RI.MC.6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
6-RI.MC.7.1	Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
6-RI.LCS.8.1	Determine figurative, connotative, technical meanings of words and phrases used in a text; analyze impact of specific word choice on meaning and tone.		
6-RI.LCS.8.2	Identify text features and structures that support an author's ideas or claim.	-Development of an Idea or Event	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
6-RI.LCS.9.1	Determine the meaning of a word/phrase using the overall meaning of a text or a word's position/function.	-Text Structure	
6-RI.LCS.9.2	Determine/clarify the meaning of a word/phrase using knowledge of word patterns, origins, bases, affixes.		
6-RI.LCS.9.3 6-RI.LCS.9.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
6-RI.LCS.10.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	-Compare and Contrast	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
6-RI.LCS.11.1	Identify text features and structures that support an author’s idea or claim.	-Author's Argument	
6-RI.LCS.11.2	Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
6-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		
6-RI.RC.12.2	Read independently for sustained periods of time.		
6-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
6-W.MCC.1.1a	Write arguments that: introduce a focused claim and organize reasons and evidence clearly.		
6-W.MCC.1.1b	Write arguments that: use information from multiple print and multimedia sources.		
6-W.MCC.1.1c	Write arguments that: support claims with clear reasons/relevant evidence, using credible sources; demonstrating an understanding of the topic or text.		
6-W.MCC.1.1d	Write arguments that: use an organizational structure that provides unity/clarity among claims, reasons, evidence.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6-W.MCC.1.1e	Write arguments that: develop and strengthen writing as needed by planning, revising, editing, rewriting.		
6-W.MCC.1.1f	Write arguments that: paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources.		
6-W.MCC.1.1g	Write arguments that: establish and maintain a formal style.		
6-W.MCC.1.1h	Write arguments that: provide a conclusion that follows from and supports the argument.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
6-W.MCC.2.1a	Write informative/explanatory texts that: intro. focused topic.		
6-W.MCC.2.1b	Write informative/explanatory texts that: use relevant information from multiple print and multimedia sources.		
6-W.MCC.2.1c	Write informative/explanatory texts that: use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information.		
6-W.MCC.2.1d	Write informative/explanatory texts that: use credible sources.		
6-W.MCC.2.1e	Include formatting, graphics, and multimedia to aid comprehension.		
6-W.MCC.2.1f	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
6-W.MCC.2.1g	Develop; strengthen writing as needed by planning, revising, editing, rewriting.		
6-W.MCC.2.1h	Paraphrase, quote, and summarize to avoid plagiarism.		
6-W.MCC.2.1i	Follow a standard format for citation.		
6-W.MCC.2.1j	Use appropriate transitions to clarify the relationships among ideas/concepts.		
6-W.MCC.2.1k	Write informative/explanatory texts that: use precise language/domain-specific vocabulary to inform or explain.		
6-W.MCC.2.1l	Establish and maintain a style/tone authentic to the purpose.		
6-W.MCC.2.1m	Provide a concluding statement/section that follows the explanation presented.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.			
6-W.MCC.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.		
6-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: engage the reader by establishing a context; introducing a narrator/characters.		
6-W.MCC.3.1c	Organize an event sequence that unfolds naturally/logically.		
6-W.MCC.3.1d	Use dialogue, pacing, of time to develop experiences, events, and/or characters.		
6-W.MCC.3.1e	Use a variety of transition words, phrases, clauses to convey sequence/signal shifts from one time frame or setting.		
6-W.MCC.3.1f	Develop and strengthen writing as needed by planning, revising, editing building on personal ideas/ideas of others.		
6-W.MCC.3.1g	Use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and develop characters.		
6-W.MCC.3.1h	Provide a conclusion that follows from/reflects on the narrated experiences.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
6-W.L.4.1a	When writing: ensure that subjective, objective, and possessive pronouns are in the proper case.		
6-W.L.4.1b	When writing: use intensive pronouns.		
6-W.L.4.1c	When writing: recognize and use appropriate continuity and shifts in pronoun number/person.		
6-W.L.4.1d	Recognize pronouns with unclear/ambiguous antecedents.		
6-W.L.4.1e	When writing: recognize variations from standard English in one's own and others' writing.		
6-W.L.4.1f	When writing: identify and use strategies to improve expression in conventional language.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of English capitalization, punctuation, spelling when writing.			
6-W.L.5.1	Students are expected to build upon and continue applying previous learning.		
6-W.L.5.2a	Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.		
6-W.L.5.2b	Use semicolons to connect main clauses and colons to introduce a list or quotation.		
6-W.L.5.3 6-W.L.5.5	Students are expected to build upon and continue applying previous learning.		
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
6-W.RC.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes/audiences.		
6-W.RC.6.2 6-W.RC.6.5	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others, clearly express views while respecting diverse perspectives			
6-C.MC.1.1	Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.		
6-C.MC.1.2	Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.		
6-C.MC.1.3	Apply effective communication techniques/the use of formal or informal voice based on audience/setting.		
6-C.MC.1.4	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose/respond to specific questions to clarify thinking/express new thoughts.		
6-C.MC.1.5	Review and reflect upon the main ideas expressed to demo. an understanding of diverse perspectives.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
6-C.MC.2.1	Gather information from print/multimedia sources to articulate claim, sequencing ideas logically/using pertinent descriptions, facts, details that support themes or central ideas.		
6-C.MC.2.2	Distinguish between credible/non credible sources of info.		
6-C.MC.2.3	Quote/paraphrase data/conclusions of others while avoiding plagiarism/providing basic bibliographic information for sources		
6-C.MC.2.4	Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
6-C.MC.3.1	Analyze the impact of selected media/formats on meaning.		
6-C.MC.3.2	Utilize multimedia to enrich presentations.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
6-C.LCS.4.1	Determine effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons.		
6-C.LCS.4.2	Identify speaker's use of chronological, cause/effect, problem/solution, compare/contrast relationships to convey messages.		
6-C.LCS.4.3a	Determine how the speaker: articulates a clear message.		
6-C.LCS.4.3b	Determine how the speaker: monitors audience awareness.		
6-C.LCS.4.3c	Addresses possible misconceptions or objections.		
6-C.LCS.4.3d	Determine how the speaker: chooses appropriate media.		
6-C.LCS.4.3e	Determine how the speaker uses appropriate style for audience		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage/impact audience; convey messages.			
6-C.LCS.5.1	Consider audience when selecting presentation types.		
6-C.LCS.5.2	Select and integrate craft techniques to impact audience.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
The Number System			
6.NS.1	Compute and represent quotients of positive fractions using a variety of procedures.	-Dividing Fractions	
6.NS.2	Fluently divide multi-digit whole numbers using a standard algorithmic approach.	-Divide Multi-Digit Numbers	
6.NS.3	Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.4	Find common factors and multiples using two whole numbers.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4a	Compute the greatest common factor (GCF) of two numbers both less than or equal to 100.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4b	Compute the least common multiple (LCM) of two numbers both less than or equal to 12.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.4c	Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS.5	Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.	-Positive and Negative Numbers	
6.NS.6	Extend the understanding of the number line to include all rational numbers and apply this concept to the coordinate plane.	-Opposites of Numbers -Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.6a	Understand the concept of opposite numbers, including zero, and their relative locations on the number line.	-Opposites of Numbers	
6.NS.6b	Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.	-Opposites of Numbers	
6.NS.6c	Recognize when ordered pairs are reflections of each other on the coordinate plane across one axis, both axes, or the origin.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.6d	Plot rational numbers on number lines and ordered pairs on coordinate planes.	-Opposites of Numbers	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6.NS.7	Understand and apply the concepts of comparing, ordering; finding absolute value to rational numbers.	-Absolute Value	
6.NS.7a	Interpret statements using equal to ($=$) and not equal to (\neq).		
6.NS.7b	Interpret statements using less than ($<$), greater than ($>$), and equal to ($=$) as relative locations on the number line.		
6.NS.7c	Use concepts of equality and inequality to write and to explain real-world and mathematical situations.		
6.NS.7d	Understand that absolute value represents a number's distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.	-Absolute Value	
6.NS.7e	Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.		
6.NS.8	Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.8a	Plot points in all four quadrants to represent the problem.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.8b	Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.8c	Relate finding the distance between two points in a coordinate plane to absolute value using a number line.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.9	Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships			
6.RP.1	Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole.	-Introduction to Ratios	- Complete a Ratio Table
6.RP.2	Investigate relationships between ratios and rates.	-Introduction to Unit Rates	
6.RP.2a	Translate between multiple representations of ratios (i.e., a/b , $a:b$, a to b , visual models).	-Introduction to Unit Rates	
6.RP.2b	Recognize that a rate is a type of ratio involving two different units.	-Introduction to Unit Rates	
6.RP.2c	Convert from rates to unit rates.	-Introduction to Unit Rates	
6.RP.3	Apply the concepts of ratios and rates to solve real-world and mathematical problems.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.3a	Create a table consisting of equivalent ratios and plot the results on the coordinate plane.	-Ratio Tables	
6.RP.3b	Use multiple representations: tape diagrams, tables, double number lines, and equations, to find missing values of equivalent ratios.	-Introduction to Unit Rates	
6.RP.3c	Use two tables to compare related ratios.	-Introduction to Unit Rates	
6.RP.3d	Apply concepts of unit rate to solve problems, including unit pricing and constant speed.	-Using Ratios to Convert Units	
6.RP.3e	Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.	-Percent of a Quantity	
6.RP.3f	Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).		
Expressions, Equations, and Inequalities			
6.EEI.1	Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6.EEI.2	Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EEI.2a	Translate between algebraic expressions and verbal phrases that include variables	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EEI.2b	Investigate and identify parts of algebraic expressions using mathematical terminology, including term, coefficient, constant, and factor.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.EEI.2c	Evaluate real-world and algebraic expressions for specific values using the Order of Operations. Grouping symbols should be limited to parentheses, braces, and brackets. Exponents should be limited to whole-numbers.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EEI.3	Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions	-Equivalent Expressions	
6.EEI.4	Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.	-Equivalent Expressions	
6.EEI.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.6	Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.		
6.EEI.7	Write and solve one-step linear equations in one variable involving non negative rational numbers for real-world and mathematical situations.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
6.EEI.8	Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations.		
6.EEI.8a	Write an inequality of the form $x > c$ or $x < c$ and graph the solution set on a number line.		
6.EEI.8b	Recognize that inequalities have infinitely many solutions.		
6.EEI.9	Investigate multiple representations of relationships in real-world and mathematical situations.		
6.EEI.9a	Write an equation that models a relationship between independent and dependent variables.		
6.EEI.9b	Analyze the relationship between independent and dependent variables using graphs and tables.		
6.EEI.9c	Translate among graphs, tables, and equations.		
Geometry and Measurement			
6.GM.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
6.GM.2	Use visual models (e.g., model by packing) to discover that the formulas for the volume of a right rectangular prism ($V = lwh$, $V = Bh$) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.		
6.GM.3	Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations.		
6.GM.3a	Given coordinates of the vertices, draw a polygon in the coordinate plane.		
6.GM.3b	Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.		
6.GM.4	Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) to find the surface area and to solve real-world and mathematical problems.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Data Analysis and Statistics			
6.DS.1	Differentiate between statistical and non-statistical questions.	-Introduction to Statistics	
6.DS.2	Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.	-Center, Spread and Shape	
6.DS.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	
6.DS.4	Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.	-Displaying Data	
6.DS.5	Describe numerical data sets in relation to their real-world context.	-Summarizing Data Sets	
6.DS.5a	State the sample size.	-Summarizing Data Sets	
6.DS.5b	Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).	-Summarizing Data Sets	
6.DS.5c	Give measures of center (median, mean).	-Summarizing Data Sets	
6.DS.5d	Find measures of variability (interquartile range, mean absolute deviation) using a number line.	-Summarizing Data Sets	
6.DS.5e	Describe the overall pattern (shape) of the distribution.	-Summarizing Data Sets	
6.DS.5f	Justify the choices for measure of center and measure of variability based on the shape of the distribution	-Summarizing Data Sets	
6.DS.5g	Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.	-Summarizing Data Sets	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
7-I.1.1	Develop questions to broaden thinking on a specific idea that frames inquiry for new learning/deeper understanding.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
7-I.2.1	Formulate questions based on evidence, generate explanations, propose/present original conclusions; consider multiple perspectives.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
7-I.3.1	Develop a plan of action by using discipline-specific strategies.		
7-I.3.2	Examine historical, cultural, or political context to broaden inquiry.		
7-I.3.3	Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, bias.		
7-I.3.4	Organize and categorize important information, revise ideas, and report relevant findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
7-I.4.1	Employ a critical stance to demonstrate that relationships/patterns of evidence lead to logical conclusions acknowledging alternative views		
7-I.4.2	Determine appropriate disciplinary tools; develop a plan to communicate findings or take informed action.		
7-I.4.3	Reflect on findings/pose appropriate questions for inquiry.		
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
7-I.5.1	Acknowledge/value individual and collective thinking; use feedback from peers/adults to guide the inquiry process.		
7-I.5.2	Employ past/present learning in order to monitor/guide inquiry.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7-I.5.3	Assess the processes to revise strategies, misconceptions, anticipate/overcome obstacles, reflect on completeness.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
7-RL.P.1.1 7-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
7-RL.P.2.1 7-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics/word analysis skills when decoding words.			
7-RL.P.3.1 7-RL.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
7-RL.P.4.1 7-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
7-RL.MC.5.1	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences.	-Cite Textual Evidence	
7-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details/ideas to support analysis of thematic development.			
7-RL.MC.6.1	Determine one or more themes/analyze the development; provide an objective summary.	-Thematic Development	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
7-RL.MC.7.1	Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, topics.	-Compare Text and Multimedia	
7-RL.MC.7.2	Compare and contrast a literary depiction of a time, place, or character to a historical account of same period to understand how authors use/alter history for effect.	-Historical Fiction	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
7-RL.MC.8.1	Analyze how setting shapes the characters and/or plot and how particular elements of a narrative/drama interact; determine the impact of contextual influences on setting, plot, characters.	-Elements of a Short Story	
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
7-RL.LCS.9.1	Determine the figurative and connotative meaning of words/phrases as they are used in text; analyze the impact of rhymes/other repetitions of sounds on specific verses/stanzas of poems or sections of narrative/drama.	-Figurative Language	
7-RL.LCS.9.2	Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	-Contrasting Point of View	
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
7-RL.LCS.10.1	Use context clues to determine meanings of words and phrases.		
7-RL.LCS.10.2 7-RL.LCS.10.6	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
7-RL.LCS.11.1	Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	-Contrasting Point of View	
7-RL.LCS.11.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
7-RL.LCS.12.1	Analyze how complex text structures in prose, drama, poetry contribute to development of theme, setting, plot.	-Text Structure	
7-RL.LCS.12.2	Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.	-Contrasting Point of View	
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
7-RL.RC.13.1	Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.		
7-RL.RC.13.2	Read independently to build stamina.		
7-RL.RC.13.3	Read and respond to grade level text to become self-directed, critical readers/thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
7-RI.P.1.1 7-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
7-RI.P.2.1 7-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
7-RI.P.3.1 7-RI.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
7-RI.P.4.1	Read grade-level text with purpose/understanding.		
7-RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing of successive readings.		
7-RI.P.4.3	Use context to confirm or self-correct word recognition/understanding, rereading as necessary.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
7-RI.MC.5.1	Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
7-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.			
7-RI.MC.6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	-Central Ideas in a Text	
Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.			
7-RI.MC.7.1	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	-Print vs. Multimedia Text	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret/analyze author’s use of words, phrases, conventions, how their relationships shape meaning and tone in print/multimedia texts.</p>			
7-RI.LCS.8.1	Determine figurative, connotative, technical meanings of words/phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.		
7-RI.LCS.8.2	Determine the impact of text features and structures on an author’s ideas or claim.	-Text Structure	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>			
7-RI.LCS.9.1 7-RI.LCS.9.5	Students are expected to build upon and continue applying previous learning.		
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>			
7-RI.LCS.10.1	Determine an author’s perspective/purpose; analyze how the author distinguishes his/her position.	-Compare Texts, Analyze Arguments	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>			
7-RI.LCS.11.1	Determine the impact of text features and structures on an author’s ideas or claims.	-Author's Point of View and Goal	
7-RI.LCS.11.2	Trace and evaluate the argument/specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant/sufficient to support the claims.	-Compare Texts, Analyze Arguments	
<p>Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>			
7-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7-RI.RC.12.2	Read independently for sustained periods of time.		
7-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
7-W.MCC.1.1a	Write arguments that: introduce claims, acknowledge alternate/opposing claims, organize the reasons logically.		
7-W.MCC.1.1b	Write arguments that: use relevant information from multiple print and multimedia sources.		
7-W.MCC.1.1c	Write arguments that: support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
7-W.MCC.1.1d	Write arguments that: use an organizational structure that provides unity and clarity among claims, reasons, evidence.		
7-W.MCC.1.1e	Develop claim providing credible evidence/data for each.		
7-W.MCC.1.1f	Write arguments that: develop and strengthen writing as needed by planning, revising, editing, rewriting.		
7-W.MCC.1.1g	Write arguments that: paraphrase, quote, and summarize, avoiding plagiarism; following a standard format for citation.		
7-W.MCC.1.1h	Write arguments that: establish/maintain a formal style.		
7-W.MCC.1.1i	Write arguments that: provide a concluding statement or section that follows from and supports the argument.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
7-W.MCC.2.1a	Write informative/explanatory texts that: introduce a topic clearly, previewing what is to follow.		
7-W.MCC.2.1b	Write informative/explanatory texts that: use relevant information from multiple print and multimedia sources.		
7-W.MCC.2.1c	Write informative/explanatory texts that: use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information.		
7-W.MCC.2.1d	Write informative/explanatory texts that: use credible sources.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7-W.MCC.2.1e	Write informative/explanatory texts that: include formatting, graphics, and multimedia to aid comprehension.		
7-W.MCC.2.1f	Write informative/explanatory texts that: develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
7-W.MCC.2.1g	Write informative/explanatory texts that: develop/strengthen writing as needed by planning, revising, editing, rewriting.		
7-W.MCC.2.1h	Write informative/explanatory texts that: paraphrase, quote, and summarize to avoid plagiarism.		
7-W.MCC.2.1i	Write informative/explanatory texts that: follow a standard format for citation.		
7-W.MCC.2.1j	Write informative/explanatory texts that: use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
7-W.MCC.2.1k	Write informative/explanatory texts that: use precise language and domain-specific vocabulary to inform or explain the topic.		
7-W.MCC.2.1l	Write informative/explanatory texts that: establish and maintain a style and tone authentic to the purpose.		
7-W.MCC.2.1m	Write informative/explanatory texts that: provide a concluding statement or section that follows and supports the information or explanation presented.		

Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

7-W.MCC.3.1a	Gather ideas from texts, multimedia, personal experience to write narratives that: develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
7-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.		
7-W.MCC.3.1c	Gather ideas from texts, multimedia, and personal experience to write narratives that: organize an event sequence that unfolds naturally and logically.		
7-W.MCC.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that: use dialogue, pacing, manipulation of time to develop experiences, events, characters.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7-W.MCC.3.1e	Gather ideas from texts, multimedia, and personal experience to write narratives that: use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
7-W.MCC.3.1f	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.		
7-W.MCC.3.1g	Gather ideas from texts, multimedia, and personal experience to write narratives that: use imagery, precise words/phrases, relevant descriptive details, sensory language to capture the action, convey experiences/events and develop characters.		
7-W.MCC.3.1h	Gather ideas from texts, multimedia, and personal experience to write narratives that: provide a conclusion that follows from and reflects on narrated experiences.		

Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

7-W.L.4.1a	When writing: show knowledge of the function of phrases and clauses in general and their function in specific sentences.		
7-W.L.4.1b	When writing: choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
7-W.L.4.1c	Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		

Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7-W.L.5.1	Students are expected to build upon and continue applying previous learning.		
7-W.L.5.2a	Use a comma to separate coordinate adjectives.		
7-W.L.5.2b	Use a comma after introductory subordinate clauses.		
7-W.L.5.3 7-W.L.5.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
7-W.RC.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes/audiences.		
7-W.RC.6.2 7-W.RC.6.5	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.			
7-C.MC.1.1	Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.		
7-C.MC.1.2	Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.		
7-C.MC.1.3	Apply effective communication techniques and the use of formal/informal voice based on audience, setting, tasks.		
7-C.MC.1.4	Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and modify personal ideas.		
7-C.MC.1.5	Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
7-C.MC.2.1	Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.		
7-C.MC.2.2	Analyze and evaluate the credibility of information and accuracy of findings.	-How Ideas Are Related	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7-C.MC.2.3	Quote/paraphrase the data/conclusions of others while avoiding plagiarism/following a standard format for citation.		
7-C.MC.2.4	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
7-C.MC.3.1	Students are expected to build upon and continue applying previous learning.		
7-C.MC.3.2	Utilize multimedia to clarify information/strengthen claims.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
7-C.LCS.4.1	Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance/sufficiency of the evidence.		
7-C.LCS.4.2	Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.		
7-C.LCS.4.3a	Analyze the presentation to determine how the speaker: articulates a clear message.		
7-C.LCS.4.3b	Analyze the presentation to determine how the speaker: monitors audience awareness.		
7-C.LCS.4.3c	Analyze the presentation to determine how the speaker: addresses possible misconceptions or objections.		
7-C.LCS.4.3d	Analyze the presentation to determine how the speaker: chooses appropriate media.		
7-C.LCS.4.3e	Analyze the presentation to determine how the speaker: uses an appropriate style for the audience.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.			
7-C.LCS.5.1	Consider audience when selecting presentation types.		
7-C.LCS.5.2	Select and employ a variety of craft techniques to convey a message and impact the audience.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
The Number System			
7.NS.1	Extend prior knowledge of operations with positive rational numbers to add/subtract all rational numbers and represent the sum or difference on a number line.	-Add and Subtract Rational Numbers	
7.NS.1a	Understand that the additive inverse of a number is its opposite and their sum is equal to zero.	-Add Rational Numbers	
7.NS.1b	Understand that the sum of two rational numbers ($p + q$) represents a distance from p on the number line equal to $ q $ where the direction is indicated by the sign of q .	-Add Rational Numbers	
7.NS.1c	Translate between the subtraction of rational numbers and addition using the additive inverse, $p - q = p + (-q)$.	-Subtract Rational Numbers	
7.NS.1d	Demonstrate that the distance between two rational numbers on the number line is the absolute value.	-Subtract Rational Numbers	
7.NS.1e	Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.2	Extend prior knowledge of operations with positive rational numbers to multiply and to divide all rational numbers.	-Multiply and Divide Rational Numbers -Convert Numbers to Decimals	
7.NS.2a	Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.	-Multiply Rational Numbers	
7.NS.2b	Understand sign rules for multiplying rational numbers.		
7.NS.2c	Understand sign rules for dividing rational numbers and that a quotient of integers is a rational number.	-Division of Rational Numbers	
7.NS.2d	Apply mathematical properties to multiply and divide rational numbers.	-Division of Rational Numbers	
7.NS.2e	Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.		
7.NS.3	Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.	-Four Operations with Numbers	
7.NS.4	Understand and apply the concepts of comparing and ordering to rational numbers.		
7.NS.4a	Interpret statements using less than ($<$), greater than ($>$), less than or equal to (\leq), greater than or equal to (\geq), and equal to ($=$) as relative locations on the number line.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7.NS.4b	Use concepts of equality and inequality to write and explain real-world and mathematical situations.		
7.NS.5	Extend prior knowledge to translate among multiple representations of rational numbers. Exclude the conversion of repeating decimal numbers to fractions.		

Ratios and Proportional Relationships

7.RP.1	Compute unit rates, including those involving complex fractions, with like or different units.	-Compute Unit Rates	
7.RP.2	Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.2a	Determine when two quantities are in a proportional relationship.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.2b	Recognize or compute the constant of proportionality.	-Find, Show Proportional Amounts	
7.RP.2c	Understand that the constant of proportionality is the unit rate.	-Find, Show Proportional Amounts	
7.RP.2d	Use equations to model proportional relationships.	-Represent Proportions	
7.RP.2e	Investigate the graph of a proportional relationship; explain the meaning of specific points in context of the situation.	-Represent Proportions	
7.RP.3	Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning.	-Ratio, Proportion Word Problems	

Expressions, Equations, and Inequalities

7.EEI.1	Apply mathematical properties to simplify and to factor linear algebraic expressions with rational coefficients.	-Generate Equivalent Expressions	
7.EEI.2	Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.	-Generate Equivalent Expressions	
7.EEI.3	Extend previous understanding of Order of Operations to solve multi-step mathematical problems involving rational numbers. Include fraction bars as grouping symbol.	-Multi-Step, Real-World Problems	
7.EEI.4	Apply the concepts of linear equations/inequalities in one variable to real-world and mathematical situations.	-Solving Equations -Solving Inequalities	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7.EE1.4a	Write and fluently solve linear equations of the form $ax + b = c$ and $a(x + b) = c$ where a , b , and c are rational numbers.	-Solving Equations	
7.EE1.4b	Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. Exclude equations that contain variables on both sides.	-Solving Equations	
7.EE1.4c	Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.	-Solving Inequalities	
7.EE1.4d	Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.	-Solving Inequalities	
7.EE1.5	Understand and apply the laws of exponents to simplify numerical expressions that include whole-number exponents.	-Solving Inequalities	
Geometry and Measurement			
7.GM.1	Determine the scale factor and translate between scale models and actual measurements of real-world objects and geometric figures using proportional reasoning.		
7.GM.2	Construct triangles/special quadrilaterals using variety of tools.		
7.GM.2a	Construct triangles given all measurements of either angles/sides.		
7.GM.2b	Decide if the measurements determine a unique triangle, more than one triangle, or no triangle.		
7.GM.2c	Construct special quadrilaterals given specific parameters about angles or sides.		
7.GM.3	Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms/pyramids.		
7.GM.4	Investigate the concept of circles.		
7.GM.4a	Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.		
7.GM.4b	Understand that the constant of proportionality between the circumference and diameter is equivalent to Pi.		
7.GM.4c	Explore the relationship between circumference and area using a visual model.		
7.GM.4d	Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.		
7.GM.5	Write equations to solve problems involving the relationships between angles formed by two intersecting lines, including supplementary, complementary, vertical, and adjacent.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7.GM.6	Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations.		
7.GM.6a	Understand that the concept of area is applied to two-dimensional figures such as: triangles, quadrilaterals, polygons.		
7.GM.6b	Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.		
7.GM.6c	Decompose cubes, right rectangular prisms/triangular prisms into rectangles/triangles to derive the formulas for volume/surface area.		
7.GM.6d	Use the formulas for area, volume/surface area appropriately.		
Data Analysis, Statistics, and Probability			
7.DSP.1	Investigate concepts of random sampling.	-Inferential Statistics	
7.DSP.1 a	Understand that a sample is a subset of a population and both possess the same characteristics.	-Inferential Statistics	
7.DSP.1 b	Differentiate between random and non-random sampling.	-Inferential Statistics	
7.DSP.1 c	Understand that generalizations from a sample are valid only if the sample is representative of the population.	-Inferential Statistics	
7.DSP.1 d	Understand random sampling is used to gather representative sample/supports valid inferences about population.	-Inferential Statistics	
7.DSP.2	Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the characteristic of interest.		
7.DSP.3	Visually compare the centers, spreads, and overlap of two displays of data that are graphed on the same scale and draw inferences about this data.		
7.DSP.4	Compare the numerical measures of center/variability from two random samples to draw inferences about the populations.		
7.DSP.5	Investigate the concept of probability of chance events.		
7.DSP.5 a	Determine probabilities of simple events.		
7.DSP.5 b	Understand that probability measures likelihood of a chance event occurring.		
7.DSP.5 c	Understand that the probability of a chance event is a number between 0 and 1.		
7.DSP.5 d	Understand a probability closer to 1 indicates a likely chance event.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
7.DSP.5e	Understand that a probability close to $\frac{1}{2}$ indicates that a chance event is neither likely nor unlikely.	-Probability of a Chance Event	
7.DSP.5f	Understand that a probability closer to 0 indicates an unlikely chance event.	-Probability of a Chance Event	
7.DSP.6	Investigate the relationship between theoretical and experimental probabilities for simple events.	-Predict and Compare Probability	
7.DSP.6a	Determine approximate outcomes using theoretical probability.	-Predict and Compare Probability	
7.DSP.6b	Perform experiments that model theoretical probability.	-Predict and Compare Probability	
7.DSP.6c	Compare theoretical and experimental probabilities.		
7.DSP.7	Apply the concepts of theoretical and experimental probabilities for simple events.	-Predict and Compare Probability	
7.DSP.7a	Differentiate between uniform and non-uniform probability models.	-Predict and Compare Probability	
7.DSP.7b	Develop both uniform and non-uniform probability models.	-Predict and Compare Probability	
7.DSP.7c	Perform experiments to test the validity of probability models.		
7.DSP.8	Extend concepts of simple events to investigate compound events.	-Probabilities of Compound Events	
7.DSP.8a	Understand that probability of a compound event is between 0 & 1.	-Probabilities of Compound Events	
7.DSP.8b	Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.	-Probabilities of Compound Events	
7.DSP.8c	Determine probabilities of compound events using organized lists, tables, and tree diagrams.		
7.DSP.8d	Design/use simulations to collect data/determine probabilities.		
7.DSP.8e	Compare theoretical/experimental probabilities for compound events.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.			
8-I.1.1	Develop a range of questions to frame inquiry for new learning and deeper understanding.		
Inquiry-Based Literacy Standards (I), Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.			
8-I.2.1	Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.		
Inquiry-Based Literacy Standards (I), Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.			
8-I.3.1	Develop a plan of action by using appropriate discipline-specific strategies.		
8-I.3.2	Examine historical, social, cultural, or political context to broaden inquiry.		
8-I.3.3	Gather information from a variety of primary/secondary sources; evaluate sources for perspective, validity, bias.		
8-I.3.4	Organize and categorize important information, revise ideas, and report relevant findings.		
Inquiry-Based Literacy Standards (I), Standard 4: Synthesize information to share learning and/or take action.			
8-I.4.1	Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.		
8-I.4.2	Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.		
8-I.4.3	Reflect on findings and pose appropriate questions for further inquiry.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Inquiry-Based Literacy Standards (I), Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.			
8-I.5.1	Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.		
8-I.5.2	Employ past and present learning in order to monitor and guide inquiry.		
8-I.5.3	Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, reflect on completeness of the inquiry.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
8-RL.P.1.1 8-RL.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
8-RL.P.2.1 8-RL.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
8-RL.P.3.1 8-RL.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
8-RL.P.4.1 8-RL.P.4.3	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.			
8-RL.MC.5.1	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	
8-RL.MC.5.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of thematic development.			
8-RL.MC.6.1	Determine themes/analyze the development and relationships to character, setting, plot over the course of a text; provide an objective summary.	-Theme	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.			
8-RL.MC.7.1	Analyze how a visual or audio adaptation of a narrative or drama modifies/embellishes the text.	-Comparing Film and Literature	
8-RL.MC.7.2	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	-Fiction: Themes and Patterns	
Reading – Literary Text (RL); Meaning and Context (MC), Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.			
8-RL.MC.8.1	Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.	-Analyze Incidents in a Story	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.			
8-RL.LCS.9.1	Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
8-RL.LCS.9.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.			
8-RL.LCS.10.1	Use context clues to determine meanings of words.		
8-RL.LCS.10.2 8-RL.LCS.10.6	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.			
8-RL.LCS.11.1	Analyze how the author’s development of perspectives of the characters and the reader create suspense or humor.	-Point of View	
8-RL.LCS.11.2	Students are expected to build upon and continue applying previous learning.		
Reading – Literary Text (RL); Language, Craft, and Structure (LCS), Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.			
8-RL.LCS.12.1	Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.	-Comparing Text Structure	
8-RL.LCS.12.2	Analyze the author’s choice of structures within the text/draw conclusions about how they impact meaning.	-Analyze Incidents in a Story	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Literary Text (RL); Range and Complexity (RC), Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
8-RL.RC.13.1	Engage in whole/small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.		
8-RL.RC.13.2	Read independently for sustained periods to build stamina.		
8-RL.RC.13.3	Read and respond to grade level text to become self-directed, critical readers and thinkers.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 1: Demonstrate understanding of the organization and basic features of print.			
8-RI.P.1.1 8-RI.P.1.4	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.			
7-RI.P.2.1 7-RI.P.2.5	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.			
7-RI.P.3.1 7-RI.P.3.6	Students are expected to build upon and continue applying previous learning.		
Reading – Informational Text (RI); Principles of Reading (P), Standard 4: Read with sufficient accuracy and fluency to support comprehension.			
8-RI.P.4.1	Read grade-level text with purpose and understanding.		
8-RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.		
8-RI.P.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
<p>Reading – Informational Text (RI); Meaning and Context (MC), Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>			
8-RI.MC.5.1	Cite evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
8-RI.MC.5.2	Students are expected to build upon and continue applying previous learning.		
<p>Reading – Informational Text (RI); Meaning and Context (MC), Standard 6: Summarize key details and ideas to support analysis of central ideas.</p>			
8-RI.MC.6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details.	-Central Idea	
<p>Reading – Informational Text (RI); Meaning and Context (MC), Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>			
8-RI.MC.7.1	Evaluate the advantages/disadvantages of using different mediums to present a particular topic.	-Multi-Media and Expository Text	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 8: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</p>			
8-RI.LCS.8.1	Determine figurative, connotative, technical meanings of words used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning/tone.	-Word Choice and Meaning	
8-RI.LCS.8.2	Analyze impact of text features and structures on authors’ similar ideas/claims about the same topic.	-Text Structure	
<p>Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>			
8-RI.LCS.9.1 8-RI.LCS.9.5	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.			
8-RI.LCS.10.1	Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
Reading – Informational Text (RI); Language, Craft, and Structure (LCS), Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.			
8-RI.LCS.11.1	Analyze the impact of text features/structures on authors’ similar ideas/claims about the same topic.	-Text Development	
8-RI.LCS.11.2	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant/sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
Reading – Informational Text (RI); Range and Complexity (RC), Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.			
8-RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.		
8-RI.RC.12.2	Read independently for sustained periods of time.		
8-RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers/thinkers.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 1: Write arguments to support claims with clear reasons and relevant evidence.			
8-W.MCC.1.1a	Write arguments that: introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.		
8-W.MCC.1.1b	Write arguments that: use relevant information from multiple print and multimedia sources.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8-W.MCC.1.1c	Write arguments that: support claims using valid reasoning, a variety of relevant evidence from accurate/verifiable sources.		
8-W.MCC.1.1d	Write arguments that: use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence.		
8-W.MCC.1.1e	Write arguments that: develop the claim/counterclaims providing credible evidence and data for each.		
8-W.MCC.1.1f	Write arguments that: develop/strengthen writing as needed by planning, revising, editing, rewriting.		
8-W.MCC.1.1g	Write arguments that: paraphrase, quote, and summarize, avoiding plagiarism; following a standard format for citation.		
8-W.MCC.1.1h	Write arguments that: establish and maintain a formal style and objective tone.		
8-W.MCC.1.1i	Write arguments that: provide a concluding statement or section that follows from and supports the argument.		
Writing (W); Meaning, Context, and Craft (MCC), Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
8-W.MCC.2.1a	Write informative/explanatory texts that: introduce a topic.		
8-W.MCC.2.1b	Write informative/explanatory texts that: use relevant information from multiple print and multimedia sources.		
8-W.MCC.2.1c	Write informative/explanatory texts that: organize ideas, concepts, and information into broader categories.		
8-W.MCC.2.1d	Write informative/explanatory texts that: assess the credibility of each source.		
8-W.MCC.2.1e	Write informative/explanatory texts that: include formatting, graphics, and multimedia to aid comprehension.		
8-W.MCC.2.1f	Write informative/explanatory texts that: develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.		
8-W.MCC.2.1g	Write informative/explanatory texts that: develop/strengthen writing as needed by planning, revising, editing, rewriting.		
8-W.MCC.2.1h	Write informative/explanatory texts that: paraphrase, quote, and summarize to avoid plagiarism.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8-W.MCC.2.1i	Write informative/explanatory texts that: follow a standard format for citation.		
8-W.MCC.2.1j	Write informative/explanatory texts that: use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
8-W.MCC.2.1k	Write informative/explanatory texts that: use precise language/domain-specific vocabulary to explain the topic.		
8-W.MCC.2.1l	Write informative/explanatory texts that: establish and maintain a style and tone authentic to the purpose.		
8-W.MCC.2.1m	Write informative/explanatory texts that: provide a concluding statement or section that follows and supports the information or explanation presented.		

Writing (W); Meaning, Context, and Craft (MCC), Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

8-W.MCC.3.1a	Gather ideas from texts, multimedia, and personal experience to write narratives that: develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
8-W.MCC.3.1b	Gather ideas from texts, multimedia, and personal experience to write narratives that: engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.		
8-W.MCC.3.1c	Gather ideas from texts, multimedia, and personal experience to write narratives that: organize an event sequence that unfolds naturally and logically.		
8-W.MCC.3.1d	Gather ideas from texts, multimedia, and personal experience to write narratives that: use dialogue, pacing, manipulation of time, reflection, to develop experiences, events, characters.		
8-W.MCC.3.1e	Gather ideas from texts, multimedia, and personal experience to write narratives that: use a variety of transition words, phrases, clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
8-W.MCC.3.1f	Develop/strengthen writing as needed by planning, revising, and editing building on personal ideas/the ideas of others.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8-W.MCC.3.1g	Gather ideas from texts, multimedia, and personal experience to write narratives that: use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences/events, and develop characters.		
8-W.MCC.3.1h	Gather ideas from texts, multimedia, and personal experience to write narratives that: provide a conclusion that follows from/reflects on the narrated experiences.		
Writing (W); Language (L), Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
8-W.L.4.1a	When writing: show knowledge of the function of gerunds, participles, infinitives, their functions in particular sentences.		
8-W.L.4.1b	When writing: form/use verbs in the active/passive voice.		
8-W.L.4.1c	When writing: form and use verbs in the indicative, imperative, interrogative, conditional, subjunctive mood.		
8-W.L.4.1d	When writing: recognize and correct inappropriate shifts in verb voice and mood.		
Writing (W); Language (L), Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
8-W.L.5.1	Students are expected to build upon and continue applying previous learning.		
8-W.L.5.2a	Use commas, ellipses, and dashes to indicate a pause, break, or omission.		
8-W.L.5.2b	Use an ellipsis to indicate an omission.		
8-W.L.5.3 8-W.L.5.5	Students are expected to build upon and continue applying previous learning.		
Writing (W); Range and Complexity (RC), Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.			
8-W.RC.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8-W.RC.6.2 8-W.RC.6.5	Students are expected to build upon and continue applying previous learning.		
Communication (C); Meaning and Context (MC), Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.			
8-C.MC.1.1	Prepare for/engage in conversations to explore complex ideas, concepts, texts; build coherent lines of thinking.		
8-C.MC.1.2	Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.		
8-C.MC.1.3	Apply effective communication techniques based on a variety of contexts and tasks.		
8-C.MC.1.4	Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.		
8-C.MC.1.5	Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.		
Communication (C); Meaning and Context (MC), Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.			
8-C.MC.2.1	Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.		
8-C.MC.2.2	Analyze and evaluate credibility of information and accuracy of findings.	-Understand Conflicting Texts	
8-C.MC.2.3	Quote/paraphrase the data and conclusions while avoiding plagiarism/following a standard format for citation.		
8-C.MC.2.4	Students are expected to build upon and continue applying previous learning.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
Communication (C); Meaning and Context (MC), Standards 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.			
8-C.MC.3.1	Students are expected to build upon and continue applying previous learning.		
8-C.MC.3.2	Utilize multimedia to clarify information and emphasize salient points.		
Communication (C); Language, Craft and Structure (LCS), Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.			
8-C.LCS.4.1	Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
8-C.LCS.4.2	Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.		
8-C.LCS.4.3a	Evaluate the presentation to determine how the speaker: articulates a clear message.		
8-C.LCS.4.3b	Evaluate the presentation to determine how the speaker: monitors audience awareness.		
8-C.LCS.4.3c	Evaluate the presentation to determine how the speaker: addresses possible misconceptions or objections.		
8-C.LCS.4.3d	Evaluate the presentation to determine how the speaker: chooses appropriate media.		
8-C.LCS.4.3e	Evaluate the presentation to determine how the speaker: uses an appropriate style for the audience.		
Communication (C); Language, Craft and Structure (LCS), Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.			
8-C.LCS.5.1	Consider audience when selecting presentation types.		
8-C.LCS.5.2	Select and employ a variety of craft techniques to convey a message and impact the audience.		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
The Number System			
8.NS.1	Explore the real number system and its appropriate usage in real-world situations.	-Convert to Rational Numbers	
8.NS.1a	Recognize the differences between rational and irrational numbers.	-Convert to Rational Numbers	
8.NS.1b	Understand that all real numbers have a decimal expansion.	-Convert to Rational Numbers	
8.NS.1c	Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.	-Convert to Rational Numbers	
8.NS.2	Estimate and compare the value of irrational numbers by plotting them on a number line.	-Estimate Irrational Numbers	
8.NS.3	Extend prior knowledge to translate among multiple representations of rational numbers. Include the conversion of repeating decimal numbers to fractions.	-Convert to Rational Numbers	
Functions			
8.F.1	Explore the concept of functions.		
8.F.1a	Understand that a function assigns to each input exactly one output.		
8.F.1b	Relate inputs/outputs (y -values or range) to independent and dependent variables.		
8.F.1c	Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.		
8.F.1d	Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.		
8.F.1e	Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.		
8.F.2	Compare multiple representations of two functions, including mappings, tables, graphs, equations, and verbal descriptions, in order to draw conclusions.		
8.F.3	Investigate the differences between linear and nonlinear functions using multiple representations (i.e., tables, graphs, equations, and verbal descriptions).		

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8.F.3a	Define an equation in slope-intercept form ($y = mx + b$) as being a linear function.		
8.F.3b	Recognize that the graph of a linear function has a constant rate of change.		
8.F.3c	Provide examples of nonlinear functions.		
8.F.4	Apply the concepts of linear functions to real-world and mathematical situations.		
8.F.4a	Understand that the slope is the constant rate of change and the y -intercept is the point where $x = 0$.		
8.F.4b	Determine the slope and the y -intercept of a linear function given multiple representations, including two points, tables, graphs, equations, verbal descriptions.		
8.F.4c	Construct a function in slope-intercept form that models a linear relationship between two quantities.		
8.F.4d	Interpret the meaning of the slope and the y -intercept of a linear function in the context of the situation.		
8.F.4e	Explore the relationship between linear functions and arithmetic sequences.		
8.F.5	Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.		
8.F.5a	Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).		
8.F.5b	Sketch the graph of a function from a verbal description.		
8.F.5c	Write a verbal description from the graph of a function with and without scales.		

Expressions, Equations, and Inequalities

8.EE1.1	Understand/apply the laws of exponents to simplify numerical expressions including integer exponents.	-Integer Exponents	
8.EE1.2	Investigate concepts of square and cube roots.	-Square and Cube Roots	
8.EE1.2a	Find the exact and approximate solutions to equations of the form $x^2 = p$ and $x^3 = p$ where p is a positive rational number.	-Square and Cube Roots	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8.EE1.6c	Relate equations for proportional relationships ($y = kx$) with the slope-intercept form ($y = mx + b$) where $b = 0$.	-Slope Intercept Form, Triangles	
8.EE1.7	Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations	-Solutions to Linear Equations	
8.EE1.7a	Solve linear equations/inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.	-Solutions to Linear Equations	
8.EE1.2b	Evaluate square roots of perfect squares.	-Square and Cube Roots	
8.EE1.2c	Evaluate cube roots of perfect cubes.	-Square and Cube Roots	
8.EE1.2d	Recognize that square roots of non-perfect squares are irrational.	-Square and Cube Roots	
8.EE1.3	Explore the relationship between quantities in decimal and scientific notation.	-Scientific Notation	
8.EE1.3a	Express very large/small quantities in scientific notation in the form $a \times 10^b = p$ where $1 \leq a < 10$ and b is an integer.	-Scientific Notation	
8.EE1.3b	Translate between decimal notation/scientific notation.	-Scientific Notation	
8.EE1.3c	Estimate and compare the relative size of two quantities in scientific notation.	-Scientific Notation	
8.EE1.4	Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.	-Scientific Notation: Operations	
8.EE1.4a	Multiply and divide numbers expressed in both decimal and scientific notation.	-Scientific Notation: Operations	
8.EE1.4b	Select appropriate units of measure when representing answers in scientific notation.	-Scientific Notation: Operations	
8.EE1.4c	Translate how different technological devices display numbers in scientific notation.	-Scientific Notation: Operations	
8.EE1.5	Apply concepts of proportional relationships to real-world and mathematical situations.	-Relationships and Slope	
8.EE1.5a	Graph proportional relationships.	-Relationships and Slope	
8.EE1.5b	Interpret unit rate as the slope of the graph.	-Relationships and Slope	

S.C. Indicator	South Carolina Indicator Description	Quest Title	Small Group Skill Lessons
8.EE1.5c	Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions.	-Relationships and Slope	
8.EE1.6	Apply concepts of slope and y -intercept to graphs, equations, and proportional relationships.	-Slope Intercept Form, Triangles	
8.EE1.6a	Explain why the slope, m , is the same between any two distinct points on a nonvertical line using similar triangles.	-Slope Intercept Form, Triangles	
8.EE1.6b	Derive the slope-intercept form ($y = mx + b$) for a non-vertical line.	-Slope Intercept Form, Triangles	
8.EE1.7b	Recognize the three types of solutions to linear equations: one solution ($x = a$), infinitely many solutions ($a = a$), or no solutions ($a = b$).	-Solutions to Linear Equations	
8.EE1.7c	Generate linear equations with the three types of solutions.	-Solutions to Linear Equations	
8.EE1.7d	Justify why linear equations have a specific type of solution.	-Solutions to Linear Equations	
8.EE1.8	Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.	-Solutions to Linear Equations	
8.EE1.8a	Graph systems of linear equations and estimate their point of intersection.		
8.EE1.8b	Understand and verify that a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.	-Solutions to Linear Equations	
8.EE1.8c	Solve systems of linear equations algebraically, including methods of substitution/elimination, or through inspection.	-Solutions to Linear Equations	
8.EE1.8d	Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.		
Geometry and Measurement			
8.GM.1	Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools.		
8.GM.1a	Verify that lines are mapped to lines, including parallel lines.		
8.GM.1b	Verify that corresponding angles are congruent.		
8.GM.1c	Verify that corresponding line segments are congruent.		
8.GM.2	Apply the properties of rigid transformations.		

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8.GM.2a	Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.		
8.GM.2b	Reflect geometric figures with respect to the x -axis/ y -axis.		
8.GM.2c	Translate geometric figures vertically and/or horizontally.		
8.GM.2d	Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the preimage to the image.		
8.GM.2e	Given two congruent figures, describe the series of rigid transformations that justifies this congruence.		
8.GM.3	Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools.		
8.GM.3a	Use coordinate geometry to describe the effect of transformations on two dimensional figures.		
8.GM.3b	Relate scale drawings to dilations of geometric figures.		
8.GM.4	Apply the properties of transformations.		
8.GM.4a	Dilate geometric figures using scale factors that are positive rational numbers.		
8.GM.4b	Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the preimage to image.		
8.GM.4c	Given two similar figures, describe the series of transformations that justifies this similarity.		
8.GM.4d	Use proportional reasoning to find the missing side lengths of two similar figures.		
8.GM.5	Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal.		
8.GM.5a	Discover that sum of the three angles in a triangle is 180 degrees.		
8.GM.5b	Discover and use the relationship between interior and exterior angles of a triangle.		
8.GM.5c	Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.		
8.GM.5d	Recognize 2 similar figures have congruent corresponding angles.		
8.GM.6	Use models to demonstrate a proof of the Pythagorean Theorem and its converse.		
8.GM.7	Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in 2/3-dimensions involving right triangles.		

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8.GM.8	Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.		
8.GM.9	Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.		
Data Analysis, Statistics, and Probability			
8.DSP.1	Investigate bivariate data.	-Construct, Explain Scatter Plots	
8.DSP.1a	Collect bivariate data.	-Construct, Explain Scatter Plots	
8.DSP.1b	Graph the bivariate data on a scatter plot.	-Construct, Explain Scatter Plots	
8.DSP.1c	Describe patterns observed on a scatter plot, including clustering, outliers, and association.	-Construct, Explain Scatter Plots	
8.DSP.2	Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.	-Line of Best Fit	
8.DSP.3	Apply concepts of an approximate line of best fit in real-world situations.		
8.DSP.3a	Find an approximate equation for the line of best fit using two appropriate data points.		
8.DSP.3b	Interpret the slope and intercept.		
8.DSP.3c	Solve problems using the equation.		
8.DSP.4	Investigate bivariate categorical data in two-way tables.	-Two-Way Table	- Test Apps
8.DSP.4a	Organize bivariate categorical data in a two-way table.	-Two-Way Table	- Test Apps
8.DSP.4b	Interpret data in two-way tables using relative frequencies.	-Two-Way Table	- Test Apps
8.DSP.4c	Explore patterns of possible association between the two categorical variables.		
8.DSP.5	Organize data in matrices with rational numbers and apply to real-world and mathematical situations.		
8.DSP.5a	Understand that a matrix is a way to organize data.		
8.DSP.5b	Recognize that a $m \times n$ matrix has m rows and n columns.		
8.DSP.5c	Add and subtract matrices of the same size.		
8.DSP.5d	Multiply a matrix by a scalar.		