



eSpark Learning Alignment with the Tennessee Academic Standards (2018)

eSpark Learning is aligned to the Tennessee Academic Standards (2018). 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 standard-aligned Quests your students are currently working on at a glance. You'll be able to search for Small Group Skills by the aligned Tennessee codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Print Concepts			
K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
K.FL.PC.1a	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.FL.PC.1b	Recognize spoken words are represented in written language by specific sequence letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.FL.PC.1c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.FL.PC.1d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
K.FL.PC.1e	Distinguish between pictures and words.		
Foundational Literacy: Phonological Awareness			
K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in a Word - Blend Three Sounds to Make a Word - Segment Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
K.FFL.PA.2a	Recognize and begin to produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K.FFL.PA.2b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count the Syllables in a Word
K.FFL.PA.2c	Blend and segment onsets and rimes of single-syllable spoken words.		
K.FFL.PA.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with //, /r/, or /x/.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
K.FFL.PA.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
Foundational Literacy: Phonics and Word Recognition			
K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	-Letter Sounds -Sight Words -Word Families	- Make all the Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
K.FFL.PWR.3a	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	-Letter Sounds	- Make all the Letter Sounds
K.FFL.PWR.3b	Associate the long and short phonemes with common spellings for the five major vowels.		
K.FFL.PWR.3c	Read common high-frequency words by sight.	-Sight Words	- Recognize Sight Words

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
K.FFL.PWR.3d	Decode regularly spelled CVC words.	-Letters Make Words	<ul style="list-style-type: none"> - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sounds - Make CVC Words
K.FFL.PWR.3e	Distinguish between similarly spelled words by identifying the letters that differ.	-Word Families	<ul style="list-style-type: none"> - Change First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families

Foundational Literacy: Word Composition

K.FFL.WC.4	Know/apply grade-level phonics/word analysis skills when encoding words; write legibly.		
K.FFL.WC.4a	Write uppercase and lowercase manuscript letters from memory.		
K.FFL.WC.4b	Write a letter/letters for most consonant and short vowel sounds (phonemes).		
K.FFL.WC.4c	Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.		
K.FFL.WC.4d	Spell VC and CVC words with short vowels; spell V and CV words with long vowels.		
K.FFL.WC.4e	Identify the letters used to represent vowel phonemes, those used to represent consonants; know that every syllable has a vowel.		
K.FFL.WC.4f	Write some common, frequently used words.		
K.FFL.WC.4g	Print many upper and lowercase letters.		

Foundational Literacy: Fluency

K.FFL.F.5	Read with sufficient accuracy and fluency to support comprehension.		
K.FFL.F.5a	Read emergent text with purpose/understanding.		

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Foundational Literacy: Sentence Composition			
K.FFL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.		
K.FFL.SC.6a	With modeling or verbal prompts, orally produce complete sentences.		
K.FFL.SC.6b	Follow one-to-one correspondence between voice and print when writing a sentence.		
K.FFL.SC.6c	Use frequently occurring nouns and verbs when speaking and in shared language activities.		
K.FFL.SC.6d	Form regular plural nouns when speaking and in shared language activities.		
K.FFL.SC.6e	Understand and use question words when speaking and in shared language activities.		
K.FFL.SC.6f	Use the most frequently occurring prepositions when speaking and in shared language activities.		
K.FFL.SC.6g	Produce and expand complete sentences in shared language activities.		
K.FFL.SC.6h	Capitalize first word in a sentence and pronoun I.		
K.FFL.SC.6.i	Recognize and name end punctuation.		
Foundational Literacy: Vocabulary Acquisition			
K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.	-Adding Word Parts	
K.FL.VA.7a.i	Identify new meanings for familiar words and apply them accurately.		
K.FL.VA.7a.ii	Use the most frequently occurring inflections and affixes as a clue to meaning of an unknown word.	-Adding Word Parts	

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K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
K.FL.VA.7b.i	Sort objects into categories to gain a sense of concepts/categories represent.	-Let's Make Categories!	
K.FL.VA.7b.ii	Demo. understanding of verbs/ adjectives; relating them to opposites.	-Opposites!	
K.FL.VA.7b.iii	Make real-life connections between words and their use.	-How to Use Words	
K.FL.VA.7b.iv	Distinguish shades of meaning among verbs describing same general action.	-Similar Action Words	
K.FL.VA.7c	Use words/phrases acquired through conversations, reading, being read to.		

Reading Literature: Key Ideas and Details

K.RL.KID.1	With prompting and support, ask/answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions about a Story
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	-Retell Stories	- Retell Parts of a Story - Retell a Story
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	-Tell What Happened	- Identify Major Events in a Story - Identify Characters

Reading Literature: Craft and Structure

K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	-Identify Unknown Words	- Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.RL.CS.5	Recognize common types of texts.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems
K.RL.CS.6	With prompting/support, define role of authors/illustrators in telling of a story.		

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Reading Literature: Integration of Knowledge and Ideas			
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	-Using Pictures in Stories	
K.RL.IKI.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kinder.		
Reading Informational Text: Key Ideas and Details			
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Ask and Answer Questions about Informational Texts
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
Reading Informational Text: Craft and Structure			
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	-Learn New Words	
K.RI.CS.5	Know various text features.	-Name the Parts of a Book	- Name Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
Reading Informational Text: Integration of Knowledge and Ideas			
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	-Pictures Help You Read	
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.	-Author's Purpose	
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	-Same and Different	- Note Similarities and Differences Between Texts
Reading Informational Text: Range of Reading and Level of Text Complexity			
K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.		
Speaking and Listening: Comprehension and Collaboration			
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.		
K.SL.CC.2	Confirm understanding of text read aloud or info. presented orally/through other media by asking/ answering questions about key details,; requesting clarification if something is not understood.		
K.SL.CC.3	Ask/answer questions in order to seek help, get information, clarify something not understood.		
Speaking and Listening: Presentation of Knowledge and Ideas			
K.SL.PKI.4	Describe familiar people, places, things, events, with prompting/support, provide additional detail.		
K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.		

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K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.		
Writing: Text Types and Protocol			
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, or writing to compose opinion pieces.		
K.W.TTP.2	With prompting/support, use a combination of drawing, dictating, writing to compose informative/explanatory texts.		
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate an event.		
Writing: Production and Distribution of Writing			
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.		
K.W.PDW.6	With guidance/support from adults/collaboration with peers, explore digital tools to produce/share writing.		
Writing: Research to Build and Present Knowledge			
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.		
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Writing: Range of Writing			
K.W.RW.10	With guidance/support from adults, engage routinely in writing activities to promote writing fluency/ stamina.		

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Counting and Cardinality: Know number names and the counting sequence.			
K.CC.A.1	Count to 100 by ones, fives, and tens. Count backward from 10.	-Let's Count	- Count Large Numbers
K.CC.A.2	Count forward beginning from a given number within the known sequence.	-Let's Count	- Count Large Numbers
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write, Name, and Identify Numbers to 20
Counting and Cardinality: Count to tell the number of objects.			
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
K.CC.B.4a	When counting objects, say the number names in the standard order, using one-to-one correspondence.	-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 - Count a Set of Objects to Determine How Many when Adding One More
K.CC.B.4b	Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More

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K.CC.B.4c	Recognize that each successive number name refers to a quantity that is one greater.	-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 - Count a Set of Objects to Determine How Many when Adding One More
K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
Counting and Cardinality: Compare numbers.			
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.CC.C.7	Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.	-Compare Two Numbers	- Compare Numbers within 10
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.OA.A.2	Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems

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K.OA.A.3	Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.	-Make Bigger Numbers	<ul style="list-style-type: none"> - Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
K.OA.A.4	Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.	-Friends of Ten	<ul style="list-style-type: none"> - Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
K.OA.A.5	Fluently add and subtract within 10 using mental strategies.	-Add and Subtract Within 5	<ul style="list-style-type: none"> - Subtract within 5 - Add Up to 5

Number and Operations in Base Ten: Work with numbers 11– 19 to gain foundations for place value.

K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.	-Make Numbers	<ul style="list-style-type: none"> - Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
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Measurement and Data: Describe and compare measurable attributes.

K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<ul style="list-style-type: none"> -Longer or Shorter? -Heavy or Light? 	<ul style="list-style-type: none"> - Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size

Kindergarten Math (continued)

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Measurement and Data: Work with money.			
K.MD.B.3	Identify the penny, nickel, dime, and quarter and recognize the value of each.		
Measurement and Data: Classify objects and count the number of objects in each category.			
K.MD.C.F	Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.	-Sort and Count Objects	<ul style="list-style-type: none"> - Sort Objects into Categories of Their Own Choice and Count - Sort Objects Given a Predetermined Category and Count - Sort Objects Given a Predetermined Category
Geometry: Identify and describe shapes.			
K.G.A.1	Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.	-Shape Names	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
K.G.A.3	Identify shapes as two- and three-dimensional.	-Flat or Solid?	
Geometry: Analyze, compare, create, and compose shapes.			
K.G.B.4	Describe similarities/differences between two/three- dimensional shapes, in different sizes and orientations.	-Square or Cube?	
K.G.B.5	Model shapes in the world by building and drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
K.G.B.6	Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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Foundational Literacy: Print Concepts			
1.FL.PC.1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
1.FL.PC.1a	Recognize features of a sentence, such as first word, capitalization, and ending punctuation.	-Sentences	
Foundational Literacy: Phonological Awareness			
1.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Sounds You Hear in Words -Blend Sounds to Make Words	- Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
1.FL.PA.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
1.FL.PA.2b	Orally produce single-syllable words by blending sounds in spoken words.		
1.FL.PA.2c	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1.FL.PA.2d	Segment spoken single-syllable words into their complete sequence of individual sounds..	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
Foundational Literacy: Phonics and Word Recognition			
1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Vowel Teams - Read Silent e Words - Understand How Silent e Changes the Vowel Sound in a Word - Identify and Divide Words into Syllables - Read Sight Words - Read Irregular Words

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1.FL.PWR.3a	Know the sound-spelling correspondence for common consonant digraphs.	-Blend Sounds to Make Words -"Sh," "Ch" -"Wh," "Th," "Ck"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
1.FL.PWR.3b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.FL.PWR.3c	Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word
1.FL.PWR.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Identify the Number of Syllables in a Word
1.FL.PWR.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.FL.PWR.3f	Read words with inflectional endings.		
1.FL.PWR.3g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words
1.FL.PWR.3h	Read grade-level decodable text with purpose and understanding.		
Foundational Literacy: Word Composition			
1.FL.WC.4	Know/apply grade-level phonics/word analysis skills when encoding words; write legibly.		

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1.FL.WC.4a	Use conventional spelling for one-syllable words with consonant spelling patterns, including consonant digraphs, double letters, initial/final consonant blends.		
1.FL.WC.4b	Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.		
1.FL.WC.4c	Spell words with inflectional endings.		
1.FL.WC.4d	Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.		
1.FL.WC.4e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
1.FL.WC.4f	Write common, frequently used words/ irregular words.		
1.FL.WC.4g	Print all upper and lowercase letters.		
Foundational Literacy: Fluency			
1.FL.F.5	Read with accuracy/fluency to support comprehension.		
1.FL.F.5a	Read grade-level text with purpose and understanding.		
1.FL.F.5b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
1.FL.F.5c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.		
Foundational Literacy: Sentence Composition			
1.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization/punctuation, when writing.		
1.FL.SC.6a	Use common, proper, and possessive nouns.		
1.FL.SC.6b	Use singular/plural nouns with correct verbs.		
1.FL.SC.6c	Use personal, possessive, and indefinite pronouns.		

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1.FL.SC.6d	Use verbs to convey a sense of past, present, future.		
1.FL.SC.6e	Use frequently occurring adjectives.		
1.FL.SC.6f	Use frequently occurring conjunctions.		
1.FL.SC.6g	Use articles and demonstratives.		
1.FL.SC.6h	Use frequently occurring prepositions.		
1.FL.SC.6i	Produce/expand simple/compound declarative, interrogative, imperative, and exclamatory sentences.		
1.FL.SC.6j	Capitalize names of people and dates.		
1.FL.SC.6k	End sentences with correct punctuation.		
1.FL.SC.6l	Use commas in dates /separate words in a series.		
Foundational Literacy: Vocabulary Acquisition			
1.FL.VA.7a	Determine/clarify meaning of unknown/multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		
1.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.		
1.FL.VA.7a.ii	Use frequently occurring affixes as a clue to the meaning of a word.		
1.FL.VA.7a.iii	Identify frequently occurring root words and their inflectional forms.		
1.FL.VA.7b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
1.FL.VA.7b.i	Sort words into categories to gain a sense of the concepts the categories represent.		
1.FL.VA.7b.ii	Define words by category/by one more key attributes.		
1.FL.VA.7b.iii	Identify real-life connections between words and use.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
1.FL.VA.7b.iv	Distinguish shades of meaning among words by defining or choosing them or acting out the meanings.		
1.FL.VA.7c	Use words/phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.		
Reading Literature: Key Ideas and Details			
1.RL.KID.1	Ask and answer questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions about a Story
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	- Identify the Lesson in a Story - Identify the Parts of a Story - Retell a Story
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
Reading Literature: Craft and Structure			
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.RL.CS.6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Integration of Knowledge and Ideas			
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions about Characters - Use Illustrations to Answer Questions about Events
1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Literature: Range of Reading and Level of Text Complexity			
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.		
Reading Informational Text: Key Ideas and Details			
1.RI.KID.1	Ask and answer questions about key details in a text.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
1.RI.KID.2	Identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
1.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
Reading Informational Text: Craft and Structure			
1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic.	-Find Meaning of Words	
1.RI.CS.5	Know and use various text features to locate key facts or information in a text.		
1.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	-Use Images to Understand a Text	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Integration of Knowledge and Ideas			
1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
1.RI.IKI.8	Identify the reasons an author provides to support points in a text.	-Identify Author's Purpose	
1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	-Compare and Contrast Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.		
Speaking and Listening: Comprehension and Collaboration			
1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.		
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or other media.		
1.SL.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally/other media.		
Speaking and Listening: Presentation of Knowledge and Ideas			
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.		
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Writing: Text Types and Protocol			
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.		
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.		
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.		
Writing: Production and Distribution of Writing			
1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.		
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.		
Writing: Research to Build and Present Knowledge			
1.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.		
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Writing: Range of Writing			
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
1.OA.A.1	Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	-Word Problems	<ul style="list-style-type: none"> - Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.OA.A.2	Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
Operations and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.B.3	Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract.	-Number Families	<ul style="list-style-type: none"> - Learn about Fact Families - Understand Properties of Addition
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, to solve $10 - 8 = \underline{\quad}$, a student can use $8 + \underline{\quad} = 10$.	-Number Families	<ul style="list-style-type: none"> - Understand Properties of Addition
Operations and Algebraic Thinking: Add and subtract within 20.			
1.OA.C.5	Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten.	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> - Add by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
1.OA.C.6	Fluently add and subtract within 20 using mental strategies.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 Using a Number Line - Add and Subtract within 20

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Work with addition and subtraction equations.			
1.OA.D.7	Understand the meaning of equal sign. Determine if equations involving addition/subtraction are true/false.	-What is Equal?	
1.OA.D.8	Determine unknown whole number in an addition/subtraction equation, with unknown in any position.	-Find the Missing Number	- Identify and Find the Missing Addend
Numbers and Operations in Base Ten: Extend the counting sequence.			
1.NBT.A.1	Count to 120, starting at any number. Read/write numerals to 120, represent a number of objects with a written numeral. Count backward from 20.		
Numbers and Operations in Base Ten: Understand place value.			
1.NBT.B.2	Know that the digits of a two-digit number represent groups of tens and ones.	-Tens and Ones	- Identify How Many Tens/ Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.B.3	Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	-Compare Numbers	- Compare Two-Digit Numbers
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
1.NBT.C.4	Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten. Use models, drawings, strategies, or relationship between addition/subtraction.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NBT.C.5	Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.	-Add and Subtract	- Find Ten More/Ten Less - Add One or Ten More to a Given Number
1.NBT.C.6	Subtract multiples of 10 using models, drawings, strategies based on place value, properties of operations, or relationship between addition/subtraction		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Measurement and Data: Measure lengths indirectly/by iterating length units.			
1.MD.A.1	Order three objects by length. Compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths - Compare Lengths Using a Third Object
1.MD.A.2	Measure length of an object using non-standard units; express length as a whole number of units.	-Measure Without a Ruler	- Measure Using Nonstandard Units
Measurement and Data: Work with time and money.			
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour Using Digital and Analog - Tell Time to Hour and Half Hour Using Digital and Analog Notation
1.MD.B.4	Count the value of a set of like coins less than one dollar using the ¢ symbol only.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Measurement and Data: Represent and interpret data.			
1.MD.C.5	Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
Geometry: Reason about shapes and their attributes.			
1.G.A.1	Distinguish between attributes that define a shape; build/draw two- dimensional shapes to possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.A.2	Create a composite shape and use the composite shape to make new shapes by using 2 or 3 - dimensional shapes.	-Build With Shapes	- Create 3D Shapes
1.G.A.3	Partition circles/rectangles into equal shares, describe using words halves, fourths, quarters, use phrases half of, fourth of, quarter of.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Phonics and Word Recognition			
2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<ul style="list-style-type: none"> -Long and Short Vowels -R-Controlled Vowels -"ai," "ay," and "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words 	<ul style="list-style-type: none"> - Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard C - Identify Sight Words - Read Sight Words
2.FL.PWR.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
2.FL.PWR.3b	Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> -R-Controlled Vowels -"ai," "ay," and "ow" 	<ul style="list-style-type: none"> - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams
2.FL.PWR.3c	Decode regularly spelled two-syllable words with long vowels.		
2.FL.PWR.3d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
2.FL.PWR.3e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
2.FL.PWR.3f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	<ul style="list-style-type: none"> - Read Sight Words - Identify Sight Words
2.FL.PWR.3g	Decode grade-level texts with purpose and understanding.		
Foundational Literacy: Word Composition			
2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		

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2.FL.WC.4a	Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.		
2.FL.WC.4b	Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.		
2.FL.WC.4c	Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.		
2.FL.WC.4d	Write most common, frequently used words and most irregular words.		
2.FL.WC.4e	Consult reference materials, including beginning dictionaries, to check and correct spelling.		
2.FL.WC.4f	Print legibly in manuscript; write many upper and lowercase letters in cursive.		
Foundational Literacy: Fluency			
2.FL.F.5	Read with accuracy/fluency to support comprehension.		
2.FL.F.5a	Read grade-level text with purpose/understanding.		
2.FL.F.5b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
2.FL.F.5c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.		
Foundational Literacy: Sentence Composition			
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar usage when speaking and conventions of standard English grammar usage, including capitalization/punctuation, when writing.		
2.FL.SC.6a	Use collective nouns.		
2.FL.SC.6b	Form/use frequently occurring irregular plural nouns.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
2.FL.SC.6c	Use reflexive pronouns		
2.FL.SC.6d	Form and use past tense irregular verbs.		
2.FL.SC.6e	Use adjectives and adverbs correctly.		
2.FL.SC.6f	Produce, expand, rearrange simple and compound sentences.		
2.FL.SC.6g	Use common coordinating conjunctions.		
2.FL.SC.6h	Capitalize holidays, product names, and names.		
2.FL.SC.6i	Use commas in the greeting and closing of a letter.		
2.FL.SC.6j	Use an apostrophe to form contractions and frequently occurring possessives.		
2.FL.SC.6k	With prompting and support, link sentences into a simple, cohesive paragraph with a main idea/topic.		

Foundational Literacy: Vocabulary Acquisition

2.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
2.FL.VA.7a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.	-Adding Prefixes	
2.FL.VA.7a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.	-Root Words	
2.FL.VA.7a.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words.	-Compound Words	
2.FL.VA.7a.v	Use glossaries/beginning dictionaries, both print/digital, to determine/clarify the meaning of words		
2.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.		

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2.FL.VA.7b.i	Identify connections between words and their use.		
2.FL.VA.7b.ii	Use knowledge of the meaning of individual words to predict the meaning of compound words.		
2.FL.VA.7c	Use words/phrases through conversations, reading and being read to, responding to texts, including using adjectives/adverbs to describe.		
Reading Literature: Key Ideas and Details			
2.RL.KID.1	Ask and answer questions to demonstrate understanding of key details in a text.	-Ask/Answer Questions	- Answer Questions about a Story
2.RL.KID.2	Recount stories, including fables/folktales from diverse culture; determine message/lesson/moral.	-Stories Can Teach Lessons	- Retell a Story
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify Characters Respond to Events
Reading Literature: Craft and Structure			
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes/Alliterations
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe Problem and Solution in a Story - Identify the Elements
2.RL.CS.6	Determine when characters have different points of view.	-Discover Points of View	
Reading Literature: Integration of Knowledge and Ideas			
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations - Explain How Illustrations Contribute to a Story

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
2.RL.IKI.9	Compare/contrast two or more versions of same story by different authors or different cultures.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at high end.		
Reading Informational Text: Key Ideas and Details			
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Answer Questions about Texts	- Answer Questions about a Text - Learn the 5 W's and Practice Answering Questions about Nonfiction Text
2.RI.KID.2	Identify the main topic of a multiparagraph text as well as focus of specific paragraphs within a text.	-Main Topic	- Find Main Topic of an Informational Text
2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
Reading Informational Text: Craft and Structure			
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find Meaning of New Words	
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, describe.	-Purpose of a Text	
Reading Informational Text: Integration of Knowledge and Ideas			
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.	-Images Add Meaning to Text	- Support Understanding of a Text Using Images
2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.	-Find Evidence in the Text	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
2.RI.RRTC.10	Read/comprehend stories/informational texts complexity band proficiently, with scaffolding.		
Speaking and Listening: Comprehension and Collaboration			
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.		
2.SL.CC.2	Recount/describe key ideas/details from a text read aloud/information presented orally or other media.		
2.SL.CC.3	Ask/answer questions about what a speaker says in order to gather information and clarify.		
Speaking and Listening: Presentation of Knowledge and Ideas			
2.SL.PKI.4	Tell a story/recount an experience with facts/relevant, descriptive details, speaking audibly in sentences.		
2.SL.PKI.5	Add audio/visual elements to stories or recounts of experiences, to clarify ideas, thoughts, and feelings		
2.SL.PKI.6	Speak in complete sentences when appropriate to task, situation in order to provide detail/clarification.		
Writing: Text Types and Protocol			
2.W.TTP.1	Write opinion pieces on topics or texts.		
2.W.TTP.1a	Introduce topic or text.		
2.W.TTP.1b	State an opinion.		
2.W.TTP.1c	Supply reasons to support the opinion.		
2.W.TTP.1d	Use linking words to connect reasons to opinion.		
2.W.TTP.1e	Provide a concluding statement or section.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
2.W.TTP.2	Write informative/explanatory texts.		
2.W.TP.2a	Introduce a topic.		
2.W.TP.2b	Use facts and definitions to provide information.		
2.W.TP.2c	Provide a concluding statement or section.		
2.W.TTP.3	Write narratives recounting an event/short sequences.		
2.W.TTP.3a	Include details to describe actions, thoughts, feelings.		
2.W.TTP.3b	Use time order words to signal event order.		
2.W.TTP.3c	Provide a sense of closure.		
Writing: Production and Distribution of Writing			
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions; suggestions from peers, and strengthen writing as needed by revising and editing.		
2.W.PDW.6	With guidance/support from adults/collaboration with peers, use digital tools to produce/publish writing.		
Writing: Research to Build and Present Knowledge			
2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.		
2.W.RBPK.8	Recall information from experiences; gather information from provided sources to answer a question.		
Writing: Range of Writing			
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
2.OA.A.1	Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	-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
Operations and Algebraic Thinking: Add and subtract within 30.			
2.OA.B.2	Fluently add and subtract within 30 using mental strategies.	-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
Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.			
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	<ul style="list-style-type: none"> - Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
2.OA.C.4	Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	<ul style="list-style-type: none"> - Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Numbers and Operations in Base Ten: Understand place value.			
2.NBT.A.1	Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NBT.A.2	Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.A.3	Read and write numbers to 1000 using standard form, word form, and expanded form.	-Numbers to 1000	<ul style="list-style-type: none"> - Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NBT.A.4	Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	-Compare 3-digit Numbers	<ul style="list-style-type: none"> - Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5	Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	<ul style="list-style-type: none"> - Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
2.NBT.B.6	Add up to four two-digit numbers using properties of operations/strategies based on place value.		
2.NBT.B.7	Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.		
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100– 900.		
2.NBT.B.9	Explain why addition and subtraction strategies work using properties of operations/place value.		

Measurement and Data: Measure and estimate lengths in standard units.

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

Measurement and Data: Relate addition and subtraction to length.

2.MD.B.5	Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.		
2.MD.B.6	Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Measurement and Data: Work with time and money.			
2.MD.C.7	Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.MD.C.8	Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using ¢ and \$ symbols appropriately.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Measurement and Data: Represent and interpret data.			
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
2.MD.D.10	Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions - Read Bar Graphs and Answer "How Many" Questions about the Data - Sort and Graph Objects
Geometry: Reason about shapes and their attributes.			
2.G.A.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes, such as a given number of angles or a given number of sides of equal length.	-Name and Draw Shapes	- Identify 3D Shapes
2.G.A.2	Partition a rectangle into rows/columns of same-sized squares and find the total number of squares.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.A.3	Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Phonics and Word Recognition			
3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes - Identify Sight Words - Read and Write High Frequency/Irregularly Spelled Words
3.FL.PWR.3a	Identify and define the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes/Suffixes - Identify Prefixes/Suffixes
3.FL.PWR.3b	Decode words with common Latin suffixes, such as -ly, -less, and -ful.		
3.FL.PWR.3c	Decode multi-syllable words.		
3.FL.PWR.3d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read/Write High Frequency and Irregularly Spelled Words
Foundational Literacy: Word Composition			
3.FL.WC.4	Know/apply grade-level phonics, word analysis skills when encoding words; write legibly.		
3.FL.WC.4a	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.		
3.FL.WC.4b	Use conventional spelling for high-frequency words, including irregular words.		
3.FL.WC.4c	Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.		
3.FL.WC.4d	Write legibly in manuscript; write all lower and uppercase cursive letters.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Fluency			
3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
3.FL.F.5a	Read grade-level text with purpose/understanding.		
3.FL.F.5b	Read grade-level prose/poetry orally with accuracy, appropriate rate, expression on successive readings.	-Read with Fluency	- Read with Fluency
3.FL.F.5c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.		
Foundational Literacy: Sentence Composition			
3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking, conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		
3.FL.SC.6a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.		
3.FL.SC.6b	Form and use regular and irregular plural nouns.		
3.FL.SC.6c	Use abstract nouns.		
3.FL.SC.6d	Form and use regular and irregular verbs.		
3.FL.SC.6e	Form and use simple verb tenses.		
3.FL.SC.6f	Ensure subject-verb/pronoun-antecedent agreement.		
3.FL.SC.6g	Form and use comparative and superlative adjectives and adverbs correctly.		
3.FL.SC.6h	Use coordinating and subordinating conjunctions.		
3.FL.SC.6i	Produce simple, compound, and complex sentences.		
3.FL.SC.6j	Capitalize appropriate words in titles.		
3.FL.SC.6k	Use commas in addresses.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
3.FL.SC.6l	Use commas and quotation marks in dialogue.		
3.FL.SC.6m	Form and use possessives.		
3.FL.SC.6n	Write a cohesive paragraph with a main idea and detailed structure.		
Foundational Literacy: Vocabulary Acquisition			
3.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
3.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.		
3.FL.VA.7a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.		
3.FL.VA.7a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.		
3.FL.VA.7a.iv	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
3.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings		
3.FL.VA.7b.i	Distinguish the literal and nonliteral meanings of words and phrases in context.		
3.FL.VA.7b.ii	Identify real-life connections between words/their use.		
3.FL.VA.7b.iii	Distinguish shades of meaning among related words that describe states of mind/degrees of certainty.		
3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Key Ideas and Details			
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	-Understanding the Text	- Ask and Answer Questions about a Story
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
Reading Literature: Craft and Structure			
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	-Point of View	
Reading Literature: Integration of Knowledge and Ideas			
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	-Compare, Contrast Series Books	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Range of Reading and Level of Text Complexity			
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.		
Reading Informational Text: Key Ideas and Details			
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	-Asking and Answering Questions	<ul style="list-style-type: none"> - Find Text Evidence to Answer Questions about Informational Text - Refer to Text Evidence to Answer Questions about Informational Text
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	<ul style="list-style-type: none"> - Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
Reading Informational Text: Craft and Structure			
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	-Context Clues	
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	-Text Features	<ul style="list-style-type: none"> - Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.	-Point of View	<ul style="list-style-type: none"> - Identify the Author's Point of View - Identify the Author's Intent

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Integration of Knowledge and Ideas			
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	-Use Pictures to Understand Words	- Answer Questions about the Images - Explain the Images in a Text
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.	-Logical Connections	
3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
Reading Informational Text: Range of Reading and Level of Text Complexity			
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.		
Speaking and Listening: Comprehension and Collaboration			
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade topics/texts; engage effectively with varied partners, building on others' ideas, expressing ideas clearly.		
3.SL.CC.2	Determine main ideas/supporting details presented in diverse media; visual, quantitative, oral formats.		
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Speaking and Listening: Presentation of Knowledge and Ideas			
3.SL.PKI.4	Report on a topic/text, tell a story, recount experience in an organized manner, using appropriate facts, relevant, descriptive details to support main ideas/themes; speak clearly at an understandable pace.		
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.		
3.SL.PKI.6	Speak in complete sentences, when appropriate to task/situation, to provide requested detail/clarification.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Writing: Text Types and Protocol			
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
3.W.TTP.1a	Introduce a topic or text.		
3.W.TTP.1b	Develop opinion with reasons that support opinion.		
3.W.TTP.1c	Create an organizational structure that lists supporting reasons.		
3.W.TTP.1d	Provide a concluding statement or section.		
3.W.TTP.1e	Use linking words and phrases to connect opinion and reasons.		
3.W.TTP.1f	Apply language standards addressed in the Foundational Literacy standards.		
3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.		
3.W.TP.2a	Introduce a topic.		
3.W.TP.2b	Group related information together, including illustrations when needed, provide clarity to reader.		
3.W.TP.2c	Develop the topic with facts, definitions, and details.		
3.W.TP.2d	Provide a conclusion.		
3.W.TP.2e	Use linking words and phrases to connect ideas within categories of information.		
3.W.TP.2f	Use precise language to inform about or explain the topic.		
3.W.TP.2g	Apply language standards addressed in the Foundational Literacy standards.		
3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.		

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3.W.TTP.3a	Establish a situation by using a narrator, characters, and organizing an event sequence that unfolds naturally.		
3.W.TTP.3b	Use dialogue/descriptions of actions, thoughts, feelings to develop experiences/events, show response of characters.		
3.W.TTP.3c	Use temporal words/phrases to signal event order.		
3.W.TTP.3d	Provide a sense of closure.		
3.W.TTP.3e	Apply language standards addressed in the Foundational Literacy standards.		
Writing: Production and Distribution of Writing			
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
3.W.PDW.5	With guidance/support from peers/adults, develop/strengthen writing as needed by planning, revising, editing.		
3.W.PDW.6	With guidance/support from adults, use technology to produce/publish writing, interact/collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting.		
Writing: Research to Build and Present Knowledge			
3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.		
3.W.RBPK.8	Recall information from experiences/gather information from print/digital sources to answer a question; take brief notes on sources, sort evidence into provided categories.		
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.		
Writing: Range of Writing			
3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
3.OA.A.1	Interpret the factors and products in whole number multiplication equations.	-Multiplying Whole Numbers	<ul style="list-style-type: none"> - Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.OA.A.2	Interpret the dividend, divisor, and quotient in whole number division equations.	-Dividing Whole Numbers	<ul style="list-style-type: none"> - Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.OA.A.3	Multiply and divide within 100 to solve contextual problems, with unknowns in all positions, in situations involving equal groups, arrays, and measurement quantities.	-Multiply, Divide: Word Problems	<ul style="list-style-type: none"> - Solve Word Problems Involving Equal Groups
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100.	-Unknown Number Equations	
Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.			
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.	-Properties of Multiplication	<ul style="list-style-type: none"> - Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
3.OA.B.6	Understand division as an unknown-factor problem.	-Division as an Unknown Factor	
Operations and Algebraic Thinking: Multiply and divide within 100.			
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	<ul style="list-style-type: none"> -Multiply, Divide: 1-5 -Multiply, Divide: 6-10 	<ul style="list-style-type: none"> - Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Solve problems involving the four operations and identify and explain patterns in arithmetic.			
3.OA.D.8	Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.D.9	Identify arithmetic patterns and explain them using properties of operations.		
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
3.NBT.A.1	Round whole numbers to the nearest 10 or 100 using understanding of place value.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	- Add/Subtract within 1000 Using Standard Algorithm - Add/Subtract within 1000 Using the Expanded Form - Add/Subtract within 1000 Using a Number Line - Add within 1000 Using any Method
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.		
Number and Operations - Fractions: Develop understanding of fractions as numbers.			
3.NF.A.1	Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions
3.NF.A.2	Understand a fraction as a number on number line. Represent fractions on a number line.	-Fractions on a Number Line	- Identify/Label Fractions on a Number Line

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3.NF.A.2a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$; endpoint locates the number $1/b$ on number line.	-Fractions on a Number Line	- Identify and Label Fractions on a Number Line
3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Identify and Label Fractions on a Number Line
3.NF.A.3	Explain equivalence of fractions and compare fractions by reasoning about their size.	-Identifying Equivalent Fractions -Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Models - Use a Number Line to Identify Equivalent Fractions
3.NF.A.3b	Recognize and generate simple equivalent fractions and explain why the fractions are equivalent using a visual fraction model.	-Generating Equivalent Fractions	
3.NF.A.3c	Express whole numbers as fractions; recognize fractions that are equivalent to whole numbers.	-Whole Numbers as Fractions	
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.	-Comparing Fractions	- Compare Fractions Using Visual Models

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Time to Nearest Minute
3.MD.A.2	Measure mass of objects/liquid volume using units of grams, kilograms, milliliters, liters. Estimate mass of objects and liquid volume using benchmarks.		
Measurement and Data: Represent and interpret data.			
3.MD.B.3	Draw a scaled pictograph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled graphs.	-Represent and Interpret Data	- Solve One/Two Step Comparative Problems about Bar/Pictographs Graphs - Create Bar Graphs with Scale Larger Than 1 to Represent Data
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show data by making a line plot.		
Measurement and Data - Geometric Measurement: Understand and apply concepts of area and relate area to multiplication and to addition.			
3.MD.C.5	Recognize that plane figures have an area and understand concepts of area measurement.		
3.MD.C.5a	Understand that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area.		
3.MD.C.5b	Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3.MD.C.6	Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
3.MD.C.7	Relate area of rectangles to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of $a \times b$ and $a \times c$.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles, adding areas of non-overlapping parts, applying technique to solve real-world problems.		

Measurement and Data - Geometric Measurement: Recognize perimeter as an attribute of plane figures, distinguish between linear and area measures.

3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons.	-Perimeter of Polygons	
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Geometry: Reason about shapes and their attributes.

3.G.A.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, squares as examples of quadrilaterals.		
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		
3.G.A.3	Determine if a figure is a polygon.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Phonics and Word Recognition			
4.FL.PWR.3	Know/apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
4.FL.PWR.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in context and out of context.		
Foundational Literacy: Word Composition			
4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
4.FL.WC.4a	Spell grade-appropriate words correctly, consulting references as needed.		
4.FL.WC.4b	Write legibly in manuscript and cursive.		
Foundational Literacy: Fluency			
4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.		
4.FL.F.5a	Read grade-level text with purpose/understanding.		
4.FL.F.5b	Read grade-level prose/poetry orally with accuracy, appropriate rate, expression on successive readings.		
4.FL.F.5c	Use context to confirm/self-correct word recognition and understanding of words; reread as necessary.		
Foundational Literacy: Sentence Composition			
4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization and punctuation, when writing.		
4.FL.SC.6a	Use relative pronouns and relative adverbs.		
4.FL.SC.6b	Form and use progressive verb tenses.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
4.FL.SC.6c	Use auxiliary verbs to clarify meaning.		
4.FL.SC.6d	Form and use prepositional phrases.		
4.FL.SC.6e	Produce complete sentences; recognize and correct inappropriate fragments and run-ons.		
4.FL.SC.6f	Use correct capitalization.		
4.FL.SC.6g	Use commas and quotation marks to mark direct speech and quotations from a text.		
4.FL.SC.6h	Use a comma before a coordinating conjunction in a compound sentence.		
4.FL.SC.6i	Write several cohesive paragraphs on a topic.		
Foundational Literacy: Vocabulary Acquisition			
4.FL.VA.7a	Use context as a clue to meaning of a word/phrase.		
4.FL.VA.7a.i	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
4.FL.VA.7a.ii	Consult reference materials, both print/digital, to find the pronunciation, determine precise meaning of key words.		
4.FL.VA.7a.iii	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading/content, choosing from a range of strategies.		
4.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
4.FL.VA.7b.i	Explain meaning of simple similes/metaphors in context.		
4.FL.VA.7b.ii	Recognize/explain meaning of idioms/proverbs.		
4.FL.VA.7b.iii	Demonstrate understanding of words by relating them to their opposites/to words with similar meanings.		
4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Key Ideas and Details			
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference about a Story
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify the Theme of a Poem
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	-Describing Characters	- Describe a Character, Setting, or Event
Reading Literature: Craft and Structure			
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	-Poems, Drama, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
Reading Literature: Integration of Knowledge and Ideas			
4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	-Compare a Story and Visuals	
4.RL.IKI.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	-Compare and Contrast Themes	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Range of Reading and Level of Text Complexity			
4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at high end as needed.		
Reading Informational Text: Key Ideas and Details			
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	-Inferences and Conclusions	<ul style="list-style-type: none"> - Use Evidence From a Text to Answer Questions - Make Inferences about a Text
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	-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
4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a 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
Reading Informational Text: Craft and Structure			
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.		
4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	-Describing Text Structure	<ul style="list-style-type: none"> - Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	-Compare and Contrast Two Views	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Integration of Knowledge and Ideas			
4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively; explain how information contributes to an understanding of text in which it appears.	-Graphics to Understand a Text	- Interpret and Analyze the Visuals in a Text
4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
4.RI.IKI.9	Integrate info. from two texts on the same topic in order to write/speak about subject knowledgeably.	-Be an Expert: Use multiple texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
4.RI.RRTC.10	Read/comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, scaffolding at high end as needed.		
Speaking and Listening: Comprehension and Collaboration			
4.SL.CC.1	Prepare for collaborative discussions on 4th grade topics/texts; engage effectively with varied partners, building on others' ideas, expressing ideas clearly.		
4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, oral formats.		
4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.		
Speaking and Listening: Presentation of Knowledge and Ideas			
4.SL.PKI.4	Report topic/text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, details to support main ideas/themes; speak clearly at an understandable pace.		
4.SL.PKI.5	Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.		
4.SL.PKI.6	Recognize that different situations call for formal vs. informal English, use formal English.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Writing: Text Types and Protocol			
4.W.TTP.1	Write opinion pieces on topics/texts, supporting a point of view with reasons and information.		
4.W.TTP.1a	Introduce a topic or text.		
4.W.TTP.1b	Develop opinion with reasons supported by facts/details.		
4.W.TTP.1c	Create an organizational structure in which related ideas are grouped to support the writer's purpose.		
4.W.TTP.1d	Provide concluding statement related to opinion.		
4.W.TTP.1e	Link opinion and reasons using words and phrases.		
4.W.TTP.1f	Apply language standards addressed in the Foundational Literacy standards.		
4.W.TP.2	Write informative/explanatory texts to examine a topic.		
4.W.TP.2a	Introduce a topic.		
4.W.TP.2b	Group related information in paragraphs/sections.		
4.W.TP.2c	Include formatting, features, illustrations, multimedia, when needed, to provide clarity to the reader.		
4.W.TP.2d	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.		
4.W.TP.2e	Provide a conclusion related to the information.		
4.W.TP.2f	Link ideas within categories of information.		
4.W.TP.2g	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
4.W.TTP.2h	Apply language standards addressed in the Foundational Literacy standards.		
4.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique.		
4.W.TTP.3a	Orient the reader by establishing a situation, using a narrator, and/or introducing characters.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
4.W.TTP.3b	Organize event that unfolds naturally/logically.		
4.W.TTP.3c	Use dialogue/description to develop experiences and events; show responses of characters to situations.		
4.W.TTP.3d	Use a variety of transitional words and phrases to manage the sequence of events.		
4.W.TTP.3e	Provide conclusion that follows from narrated experiences.		
4.W.TTP.3f	Use precise words and phrases and use sensory details to convey experiences and events.		
4.W.TTP.3g	Apply language standards addressed in the Foundational Literacy standards.		
Writing: Production and Distribution of Writing			
4.W.PDW.4	Produce clear writing in which development, organization, and style appropriate to task, purpose, audience.		
4.W.PDW.5	With guidance/support from peers/adults, develop/strengthen writing as needed by planning, revising, editing.		
4.W.PDW.6	With some guidance/support from adults, use technology, to produce/publish writing, to interact/collaborate; demo. command of technology skills to type complete product.		
Writing: Research to Build and Present Knowledge			
4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.		
4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Writing: Range of Writing			
4.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, audiences; promote writing fluency.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
4.OA.A.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
4.OA.A.2	Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish multiplicative comparison from additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.A.3	Solve multi-step contextual problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.	-Multistep Word Problems	- Solve Multistep Word Problems
Operations and Algebraic Thinking: Gain familiarity with factors and multiples.			
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1 Through 100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for the Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for Numbers 1-100
Operations and Algebraic Thinking: Generate and analyze patterns.			
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Numbers and Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.			
4.NBT.A.1	Recognize that in a multi-digit whole number (less than or equal to 1,000,000), a digit in one place represents 10 times as much as it represents in the place to its right.	-Place Value and Division	<ul style="list-style-type: none"> - Learn How Multiplying by Ten Relates to Place Value - Understand Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NBT.A.2	Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> - Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.A.3	Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value.	-Round Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Round Multi-Digit Whole Numbers
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
4.NBT.B.4	Fluently add and subtract within 1,000,000 using appropriate strategies and algorithms.	-Add/Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Add Multi-Digit Numbers Using Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, or area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> - Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication/division. Illustrate and explain the calculation by using equations, rectangular arrays, area models.	-Find Whole Number Quotients	<ul style="list-style-type: none"> - Use Partial Quotients to Divide - Use Visual Models to Divide

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Numbers and Operations - Fractions: Extend understanding of fraction equivalence and comparison.			
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction a/b by using visual fraction models, with attention to number/size of parts differ.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.A.2	Compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
Numbers and Operations - Fractions: Build fractions from units by applying and extending previous understandings of operations on whole numbers.			
4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add/Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
MTN4.NF.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions by using a fraction model.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
MTN4.NF.3c	Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition/subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
MTN4.NF.3d	Solve contextual problems involving addition and subtraction referring to the same whole and having like denominators.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
4.NF.B.4	Apply and extend previous understandings of multiplication as repeated addition to multiply a whole number by a fraction.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by Whole Number
4.NF.B.4a	Understand a fraction a/b as a multiple of $1/b$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by Whole Number
4.NF.B.4b	Understand a multiple of $aa\ bb$ as a multiple of $1/b$ and use this understanding to multiply a whole number by a fraction.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by Whole Number
4.NF.B.4c	Solve contextual problems involving multiplication of a whole number by a fraction.		

Numbers and Operations - Fractions: Understand decimal notation for fractions and compare decimal fractions.

4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10/100.		
4.NF.C.6	Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Use the symbols $>$, $=$, or $<$.		

Measurement and Data: Estimate/solve problems involving measurement.

4.MD.A.1	Measure and estimate to determine relative sizes of measurement units within a single system of measurement involving length, liquid volume, and mass/weight of objects using customary/metric units.	-Customary and Metric Measurement	- Convert Units of Time
4.MD.A.2	Solve one- two-step real world problems involving measurement with all four operations.	-Measurement Word Problems	
4.MD.A.3	Know and apply the area and perimeter formulas for rectangles in real world and mathematical problems.	-Area and Perimeter	- Use Formulas to Find Area and Perimeter of a Rectangle

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Measurement and Data: Represent and interpret data.			
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
Measurement and Data - Geometric Measurement: understand concepts of angle and measure angles.			
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	-Measuring Angles	
4.MD.C.5a	Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between points where the two rays intersect the circle.	-Measuring Angles	
4.MD.C.5b	Understand that an angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	-Measuring Angles	
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram.	-Additive Angles	
Geometry: Draw and identify lines and angles and classify shapes by properties of their lines and angles.			
4.G.A.1	Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.		
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence/absence of angles of a specified size.		
4.G.A.3	Recognize/draw lines of symmetry for two-dimensional figures.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Foundational Literacy: Phonics and Word Recognition			
5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text.		
5.FL.PWR.3a	Use knowledge of letter-sound correspondences, syllabication patterns, morphology to accurately read unfamiliar multisyllabic words in context/out of context.		
Foundational Literacy: Word Composition			
5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
5.FL.WC.4a	Spell grade-appropriate words correctly, consulting references as needed.		
5.FL.WC.4b	Write legibly in manuscript and cursive.		
Foundational Literacy: Fluency			
5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.		
5.FL.F.5a	Read grade-level text with purpose/understanding.		
5.FL.F.5b	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression on successive readings.		
5.FL.F.5c	Use context to confirm/self-correct word recognition and understanding of words; reread as necessary.		
Foundational Literacy: Sentence Composition			
5.FL.SC.6	Demonstrate command of conventions of standard English grammar/usage when speaking and writing, including capitalization and punctuation, when writing.		
5.FL.SC.6a	Explain the function of conjunctions, prepositions, and interjections as used in general/particular sentences.		
5.FL.SC.6b	Form and use the perfect verb tense.		
5.FL.SC.6c	Use verb tense to convey various times, sequences, states, and conditions.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
5.FL.SC.6d	Recognize/correct inappropriate shifts in verb tense.		
5.FL.SC.6e	Use correlative conjunctions.		
5.FL.SC.6f	Use punctuation to separate items in a series.		
5.FL.SC.6g	Use a comma to separate an introductory element from the rest of the sentence.		
5.FL.SC.6h	Use a comma to set off words yes/no, tag question from rest of the sentence, or to indicate direct address.		
5.FL.SC.6i	Use underlining, quotation marks, or italics to indicate titles of works.		
5.FL.SC.6j	Write multiple cohesive paragraphs on a topic.		
Foundational Literacy: Vocabulary Acquisition			
5.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading/content, choosing from a range of strategies.		
5.FL.VA.7a.i	Use context as a clue to the meaning of a word or phrase.		
5.FL.VA.7a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		
5.FL.VA.7a.iii	Consult reference materials, print/digital, for pronunciation, determine/clarify precise meaning of key words/phrases.		
5.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5.FL.VA.7b.i	Interpret figurative language, including similes and metaphors, in context.		
5.FL.VA.7b.ii	Recognize/explain meaning of common idioms/proverbs.		
5.FL.VA.7b.iii	Use the relationship between particular words to better understand each of the words.		
5.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast/logical relationships.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Key Ideas and Details			
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize - Identify the Theme of a Story and Poem
5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
Reading Literature: Craft and Structure			
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
5.RL.CS.6	Describe how a narrator's or speaker's point of view influences how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
Reading Literature: Integration of Knowledge and Ideas			
5.RL.IKI.7	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
5.RL.IKI.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	-Comparing Similar Texts	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Range of Reading and Level of Text Complexity			
5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity.		
Reading Informational Text: Key Ideas and Details			
5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences about a Text
5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RI.KID.3	Explain relationships and interactions among two or more individuals, events, and/or ideas in a text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
Reading Informational Text: Craft and Structure			
5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.		
5.RI.CS.5	Compare/contrast the overall structure of events, ideas, and concepts of info. in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text
5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of same event or topic.		
Reading Informational Text: Integration of Knowledge and Ideas			
5.RI.IKI.7	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	-Using Text Features	- Use Text Features to Answer Questions about a Text
5.RI.IKI.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.		
5.RI.IKI.9	Integrate information from two or more texts on the same topic in order to build content knowledge.	-Integrate Information	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Range of Reading and Level of Text Complexity			
5.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band.		
Speaking and Listening: Comprehension and Collaboration			
5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics/texts; engage effectively with varied partners, building on others' ideas/expressing own ideas clearly.		
5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.		
5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons/evidence.		
Speaking and Listening: Presentation of Knowledge and Ideas			
5.SL.PKI.4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.		
5.SL.PKI.5	Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.		
5.SL.PKI.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Writing: Text Types and Protocol			
5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
5.W.TTP.1a	Introduce a topic or text.		
5.W.TTP.1b	Develop an opinion through logically-ordered reasons that are supported by facts and details.		
5.W.TTP.1c	Create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
5.W.TTP.1d	Provide concluding statement related to opinion.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
5.W.TTP.1e	Link opinion/reasons using words, phrases, clauses.		
5.W.TTP.1f	Apply language standards addressed in the Foundational Literacy standards.		
5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.		
5.W.TP.2a	Intro. a topic by providing a general observation.		
5.W.TP.2b	Group related information logically.		
5.W.TP.2c	Include formatting features, illustrations, multimedia, when needed, to provide clarity to reader.		
5.W.TP.2d	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
5.W.TP.2e	Provide a conclusion related to the information or explanation presented.		
5.W.TP.2f	Link ideas within and across categories of information using words, phrases, and clauses.		
5.W.TP.2g	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
5.W.TTP.2h	Apply language standards addressed in the Foundational Literacy standards.		
5.W.TTP.3	Write narratives to develop real/imagined experiences/events using effective technique, such as descriptive details and clear event sequences.		
5.W.TTP.3a	Orient the reader by establishing a situation, using a narrator, and/or introducing characters.		
5.W.TTP.3b	Organize event that unfolds naturally and logically.		
5.W.TTP.3c	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.		
5.W.TTP.3d	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
5.W.TTP.3e	Provide a conclusion that follows from the narrated experiences or events.		
5.W.TTP.3f	Use precise words and phrases and use sensory details to convey experiences and events.		
5.W.TTP.3g	Apply language standards addressed in the Foundational Literacy standards.		
Writing: Production and Distribution of Writing			
5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
5.W.PDW.5	With guidance/support from peers/adults, develop/strengthen writing by planning, revising, and editing.		
5.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting.		
Writing: Research to Build and Present Knowledge			
5.W.RBPK.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.		
5.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.		
5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.		
Writing: Range of Writing			
5.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, audiences; promote writing fluency.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Operations and Algebraic Thinking: Write and interpret numerical expressions.			
5.OA.A.1	Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order.	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.A.2	Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
Operations and Algebraic Thinking: Analyze patterns and relationships.			
5.OA.B.3	Generate two numerical patterns using two given rules.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.OA.B.3a	Identify relationships between corresponding terms in two numerical patterns.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.OA.B.3b	Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
Number and Operations in Base Ten: Understand the place value system.			
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents

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5.NBT.A.3	Read and write decimals to thousandths using standard form, word form, and expanded form. Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify Expanded Form of Decimals to Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals
5.NBT.A.4	Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.			
5.NBT.B.5	Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.B.6	Find whole-number quotients/remainders of whole numbers with up to four-digit dividends/two-digit divisors, using strategies based on place value, properties of operations, the relationship between multiplication/division; Illustrate/explain calculation by using equations/rectangular arrays/area models.	-Find Whole-Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
Number and Operations - Fractions: Use equivalent fractions as a strategy to add and subtract fractions.			
5.NF.A.1	Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
5.NF.A.2	Solve problems involving addition/subtraction of fractions referring to the same whole, including cases of unlike denominators. Use fractions to estimate mentally/assess reasonableness of answers.	-Word Problems: Basic Fractions	- Solve Word Problems Involving Addition/Subtraction of Fractions
Number and Operations - Fractions: Apply/extend previous understandings of multiplication and division to multiply and divide fractions.			
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.B.4a	Interpret the product $a/b \times q$ as $a \times (q \div b)$. Interpret the product $a/b \times q$ as $(a \times q) \div b$.	-Multiplying Fractions	- Use Strategies to Multiply Fractions
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, show that area is same as would be found by multiplying side lengths. Multiply fractional side lengths to find areas of rectangles/ represent fraction products as rectangular areas.		
5.NF.B.5	Interpret multiplication as scaling (resizing).		
5.NF.B.5a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.B.5b	Explain why multiplying a number by fraction greater than 1 results in product greater than given number.		
5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number and compute such quotients.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.7b	Interpret division of a whole number by a unit fraction and compute such quotients.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.7c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models/equations to represent the problem.		

Measurement and Data: Convert like measurement units within a given measurement system from a larger unit to a smaller unit.

5.MD.A.1	Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit.	-Converting Measurements	- Convert Units of Metric Length
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Measurement and Data: Represent and interpret data.

5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving info. presented in line plots.		
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Measurement and Data - Geometric Measurement: Understand concepts of volume and relate volume to multiplication and to addition.

5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism
5.MD.C.3a	Understand that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism
5.MD.C.3b	Understand that a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism

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5.MD.C.4	Measure volume by counting unit cubes, using cubic centimeters, cubic inches/feet, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.C.5	Relate volume to operations of multiplication/addition and solve real-world and mathematical problems involving volume of right rectangular prisms.	-Volume of Rectangular Prisms	
5.MD.C.5a	Find volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes; show that volume is the same as would be found by multiplying edge lengths, equivalently by multiplying height by the area of the base.	-Volume of Rectangular Prisms	
5.MD.C.5b	Know and apply formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in context of real-world/mathematical problems.	-Volume of Rectangular Prisms	
5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.		
Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.			
5.G.A.1	Graph ordered pairs/label points using first quadrant of coordinate plane. Understand in ordered pair that the first number indicates horizontal distance traveled along the x-axis from the origin and the second number indicates the vertical distance traveled along the y-axis.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.A.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
Geometry: Classify two-dimensional figures into categories based on their properties.			
5.G.B.3	Classify two-dimensional figures in a hierarchy based on properties.	-Classifying Quadrilaterals	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Language: Conventions of Standard English			
6.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.		
6.L.CSE.1a	When reading/listening, explain function of pronouns.		
6.L.CSE.1b	When writing or speaking, use pronouns effectively.		
6.L.CSE.1c	When reading/listening, explain function of phrases/clauses.		
6.L.CSE.1d	Writing/speaking, use simple/compound/complex sentences.		
6.L.CSE.2	Demonstrate command of English conventions capitalization, punctuation, spelling. Explain commas, parentheses, dashes to set off parenthetical elements; use them correctly.		
Language: Knowledge of Language			
6.L.KL.3	When writing/speaking, vary sentence patterns for meaning, reader/listener interest, style; maintain consistency.		
Language: Vocabulary Acquisition and Use			
6.L.VAU.4	Determine/clarify meaning of unknown/multiple-meaning words/phrases based on 6th grade-level text.		
6.L.VAU.4a	Use context as a clue to the meaning of a word or a phrase.		
6.L.VAU.4b	Use common grade-appropriate morphological elements as clues to the meaning of a word/phrase.		
6.L.VAU.4c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.		
6.L.VAU.4d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.		
6.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly/effectively.		
6.L.VAU.6	Acquire/accurately use grade-appropriate general academic; develop vocabulary knowledge when considering a word/phrase important to comprehension or expression.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Key Ideas and Details			
6.RL.KID.1	Analyze what a text says explicitly; draw logical inferences; cite evidence to support conclusions.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	-Introduction to Theme	- Use Key Details From the Text to Determine the Theme or Main Idea
6.RL.KID.3	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading Literature: Craft and Structure			
6.RL.CS.4	Determine the meaning of words/phrases as they are used in a text, including figurative and connotative meanings; analyze impact of specific word choices on meaning and tone, including allusions to other texts.		
6.RL.CS.5	Analyze how a particular sentence, chapter, scene, or stanza fits into overall structure of a text/contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
6.RL.CS.6	Explain how an author establishes/conveys the point of view of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
Reading Literature: Integration of Knowledge and Ideas			
6.RL.IKI.7	Compare/contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production.	-Compare a Text with a Performance	
6.RL.IKI.9	Compare/contrast texts in different forms/genres in terms of approaches to similar themes and topics.	-Compare and Contrast Genres	
Reading Literature: Range of Reading and Level of Text Complexity			
6.RL.RRTC.10	Read/comprehend variety of literature complexity band proficiently, with a gradual release of scaffolding at the high end as needed.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Key Ideas and Details			
6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions about Informational Texts
6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea
6.RI.KID.3	Analyze in detail how a key individual, event, idea is introduced, illustrated, and developed in a text.	-Development of an Idea or Event	
Reading Informational Text: Craft and Structure			
6.RI.CS.4	Determine meaning of words/phrases as they are used in a text.		
6.RI.CS.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to development of ideas.	-Text Structure	
6.RI.CS.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	-Author's Argument	
Reading Informational Text: Integration of Knowledge and Ideas			
6.RI.IKI.7	Integrate information presented in different media or formats, such as in tables, images, diagrams, words to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
6.RI.IKI.8	Trace/evaluate argument/claims, distinguishing claims that are supported by reasons/evidence.	-Author's Argument	
6.RI.IKI.9	Compare and contrast two or more authors' presentation of the same topic or event.	-Compare and Contrast	
Reading Informational Text: Range of Reading and Level of Text Complexity			
6.RI.RRTC.10	Read/comprehend a variety of literary nonfiction throughout grades 6-8 text complexity proficiently.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening: Comprehension and Collaboration			
6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics/texts; engage effectively with varied partners, building on others' ideas/expressing own ideas clearly.		
6.SL.CC.2	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text.		
6.SL.CC.3	Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Speaking and Listening: Presentation of Knowledge and Ideas			
6.SL.PKI.4	Present claims/findings, sequencing ideas logically using pertinent descriptions, facts, details to accentuate main ideas/themes; use appropriate eye contact, adequate volume, clear pronunciation.		
6.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify information.		
6.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.		
Writing: Text Types and Protocol			
6.W.TTP.1	Write arguments to support claims with reasons/evidence.		
6.W.TTP.1a	Introduce claim(s).		
6.W.TTP.1b	Support claim with logical reasoning/relevant, sufficient evidence; acknowledge alternate or opposing claim(s).		
6.W.TTP.1c	Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.		
6.W.TTP.1d	Use credible sources and demonstrate an understanding of the topic or source material.		
6.W.TTP.1e	Craft effective/relevant conclusion that supports argument.		
6.W.TTP.1f	Use precise language/content-specific vocabulary.		

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6.W.TTP.1g	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
6.W.TTP.1h	Use sentences to enhance meaning and reader interest.		
6.W.TTP.1i	Establish and maintain a formal style.		
6.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
6.W.TTP.2a	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.		
6.W.TTP.2b	Organize ideas, concepts, information using effective strategies to create cohesion and aid in comprehension.		
6.W.TTP.2c	Develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
6.W.TTP.2d	Thoroughly explain/elaborate on the evidence provided, demonstrating clear understanding of topic/source material.		
6.W.TTP.2e	Craft an effective and relevant conclusion.		
6.W.TTP.2f	Include formatting/graphics/multimedia when appropriate		
6.W.TTP.2g	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
6.W.TTP.2h	Use precise language and domain-specific vocabulary.		
6.W.TTP.2i	Use sentences to enhance meaning/reader interest.		
6.W.TTP.2j	Establish and maintain a formal style.		
6.W.TTP.3	Write narratives to develop real/imagined experiences/events using effective techniques, relevant descriptive details.		
6.W.TTP.3a	Engage reader by establishing context/point of view, introducing speaker/narrator/participants/characters.		
6.W.TTP.3b	Organize events that unfolds naturally/logically.		
6.W.TTP.3c	Create a smooth progression of experiences/events.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
6.W.TTP.3d	Use narrative techniques: dialogue, pacing, description to develop experiences, events, and/or characters.		
6.W.TTP.3e	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.		
6.W.TTP.3f	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.		
6.W.TTP.3g	Use precise words and phrases, relevant descriptive details, sensory language to convey experiences/events.		
Writing: Production and Distribution of Writing			
6.W.PDW.4	Produce clear writing in which development, organization, and style are appropriate to task, purpose, and audience.		
6.W.PDW.5	With some guidance and support from peers/adults, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.		
Writing: Research to Build and Present Knowledge			
6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry.		
6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
6.W.RBPK.9	Support interpretations, analyses, reflections, research with evidence found in literature or informational texts, applying grade 6 standards for reading.		
Writing: Range of Writing			
6.W.RW.10	Write routinely over extended/shorter time frames for a range of discipline-specific tasks, purposes, audiences.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.			
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Make a distinction between ratios/fractions.	-Introduction to Ratios	- Complete a Ratio Table
6.RP.A.2	Understand concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$. Use rate language.	-Introduction to Unit Rates	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, plot the pairs of values on coordinate plane.	-Ratio Tables	
6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed.	-Introduction to Unit Rates	
6.RP.A.3c	Find percent of a quantity as a rate per 100; solve problems involving finding whole, given a part/percent.	-Percent of a Quantity	
6.RP.A.3d	Use ratio reasoning to convert customary and metric measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	
The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.			
6.NS.A.1	Interpret quotients of fractions; solve real-world problems involving division of fractions by fractions.	-Dividing Fractions	
The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.			
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	-Divide Multi-Digit Numbers	

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6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using standard algorithm; making connections to previous conceptual work with each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.B.4	Find greatest common factor of two whole numbers less than or equal to 100/ least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers.	-Common Multiples & Factors	- Find the Greatest Common Factor

The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.C.5	Understand that positive/negative numbers are used together to describe quantities having opposite directions; use positive/negative numbers to represent quantities in real-world contexts.	-Positive and Negative Numbers	
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.C.6a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line.	-Opposites of Numbers	
6.NS.C.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize when two ordered pairs, locations of points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.C.6c	Find/position integers/ rational numbers on a horizontal or vertical number line diagram; find/position pairs of integers/other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.C.7	Understand ordering/absolute value of rational numbers.		

The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.C.8	Solve real-world/mathematical problems by graphing points in all four quadrants of coordinate plane. Include use of coordinates/absolute value to find distances between points with the same 1st or 2nd coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
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TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.			
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Exponential Expressions	- Evaluate Exponential Expressions
6.EE.A.2	Write, read, and evaluate expressions in which variables stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.A.2a	Write expressions that record operations with numbers and with variables	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.A.2b	Identify parts of an expression using mathematical terms; view one or more parts of an expression as a single entity.	-Evaluating Exponential Expressions	- Solve Problems Using Order of Operations
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.A.3	Apply properties of operations to generate equivalent expressions.	-Equivalent Expressions	
6.EE.A.4	Identify when expressions are equivalent.	-Equivalent Expressions	
Expressions and Equations: Reason about and solve one-variable equations and inequalities.			
6.EE.B.5	Understand solving an equation/inequality is carried out by determining values from a given set, make equation/inequality true. Use substitution to determine a given number.		

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6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.EE.B.7	Solve real-world and mathematical problems by writing and solving one step equations of the form $x + p = q$ and $px = q$ for cases which p, q, x are all nonnegative rational numbers.	-Solve One Variable Equations	
6.EE.B.8	Interpret/write an inequality of the form $x > c$ or $x < c$ which represents a condition/constraint in a real-world problem. Recognize that inequalities have infinitely many solutions; represent solutions of inequalities on number line diagrams.		
Expressions and Equations: Represent and analyze quantitative relationships between dependent and independent variables.			
6.EE.C.9	Use variables to represent 2 quantities in a real-world problem that change in relationship to one another.		
6.EE.C.9a	Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.		
6.EE.C.9b	Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.		
Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.			
6.G.A.1	Find area of right triangles, other triangles, special quadrilaterals, polygons by composing into rectangles or decomposing into triangles; know/apply these techniques in the context of solving real-world/mathematical problems.		
6.G.A.2	Find volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths; show volume is the same as would be found by multiplying edge lengths of prisms. Know/apply the formulas $V = lwh$ and $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side that joins two vertices. Know and apply these techniques in the context of solving real-world and mathematical problems.		
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, use nets to find surface area of these figures.		

Statistics and Probability: Develop understanding of statistical variability.

6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	-Introduction to Statistics	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	

Statistics and Probability: Summarize and describe distributions.

6.SP.B.4	Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.	-Displaying Data	
6.SP.B.5	Summarize numerical data sets in relation to their context.	-Summarizing Data Sets	
6.SP.B.5a	Report the number of observations.	-Summarizing Data Sets	
6.SP.B.5b	Describe nature of the attribute under investigation, including how it was measured and units.	-Summarizing Data Sets	
6.SP.B.5c	Give quantitative measures of center and variability as well as describing overall pattern with reference to the context in which the data were gathered.	-Summarizing Data Sets	
6.SP.B.5d	Relate choice of measures of center to shape of data distribution/context in which the data were gathered.	-Summarizing Data Sets	

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Language: Conventions of Standard English			
7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.		
7.L.CSE.1a	When reading or listening, explain the function of phrases/clauses with effectively-placed modifiers.		
7.L.CSE.1b	When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.		
7.L.CSE.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling. When reading/writing, explain function of commas to separate coordinate adjectives and use them correctly to do so.		
Language: Knowledge of Language			
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.		
Language: Vocabulary Acquisition and Use			
7.L.VAU.4	Determine/clarify meaning of unknown/multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.		
7.L.VAU.4a	Use context as a clue to meaning of a word/ phrase.		
7.L.VAU.4b	Use common grade-appropriate morphological elements as clues to the meaning of a word/phrase.		
7.L.VAU.4c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.		
7.L.VAU.4d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.		
7.L.VAU.5	When reading, listening, writing, speaking, explain the function of figurative language, word relationships, and connotation/denotation; use them correctly/effectively.		
7.L.VAU.6	Acquire/accurately use academic/domain-specific words; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Key Ideas and Details			
7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	-Cite Textual Evidence	
7.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	-Thematic Development	
7.RL.KID.3	Analyze how specific elements of a story or drama interact with and affect each other.	-Elements of a Short Story	
Reading Literature: Craft and Structure			
7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to texts and repetition of words/phrases.	-Figurative Language	
7.RL.CS.5	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	-Text Structure	
1.RL.CS.6	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
Reading Literature: Integration of Knowledge and Ideas			
7.RL.IKI.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, multimedia version, analyzing effects of techniques unique to mediums.	-Compare Text and Multimedia	
7.RL.IKI.9	Compare and contrast an historical account with a fictional portrayal of the same time, place, character.	-Historical Fiction	
Reading Literature: Range of Reading and Level of Text Complexity			
7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Informational Text: Key Ideas and Details			
7.RI.KID.1	Analyze what a text says explicitly/draw inferences; cite pieces of evidence to support conclusions.	-Textual Evidence and Inference	
7.RI.KID.2	Determine central idea of text; analyze development over course of text; provide an objective summary.	-Central Ideas in a Text	
7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	-How Ideas Are Related	
Reading Informational Text: Craft and Structure			
7.RI.CS.4	Determine meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning/tone.		
7.RI.CS.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	-Text Structure	
7.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	-Author's Point of View and Goal	
Reading Informational Text: Integration of Knowledge and Ideas			
7.RI.IKI.7	Compare/contrast text to audio/video/multimedia version, analyzing each portrayal of the subject.	-Print vs. Multimedia Text	
7.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
7.RI.IKI.9	Analyze how two or more authors present key information by emphasizing different evidence or advancing an alternate explanation of events.	-Compare Texts, Analyze Arguments	
Reading Informational Text: Range of Reading and Level of Text Complexity			
7.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band, with a gradual release of scaffolding at the high end.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening: Comprehension and Collaboration			
7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas/expressing one's ideas clearly.		
7.SL.CC.2	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.		
7.SL.CC.3	Explain a speaker's argument/specific claims, focusing on whether the reasoning is sound, relevant, sufficient.		
Speaking and Listening: Presentation of Knowledge and Ideas			
7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
7.SL.PKI.5	Include multimedia/visual displays in presentations to clarify claims/findings; emphasize major points.		
7.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.		
Writing: Text Types and Protocol			
7.W.TTP.1	Write arguments to support claims with reason/evidence.		
7.W.TTP.1a	Introduce claim(s).		
7.W.TTP.1b	Support claim with logical reasoning/relevant, sufficient evidence; acknowledge alternate or opposing claim(s).		
7.W.TTP.1c	Organize the reasons and evidence clearly and clarify the relationships among claim(s)/reasons.		
7.W.TTP.1d	Use credible sources and demonstrate an understanding of the topic or source material.		
7.W.TTP.1e	Craft effective/relevant conclusion.		
7.W.TTP.1f	Use precise language and content-specific vocabulary.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
7.W.TTP.1g	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
7.W.TTP.1h	Use varied sentences to enhance meaning/reader interest.		
7.W.TTP.1i	Establish and maintain a formal style.		
7.W.TTP.2	Write informative/explanatory text: examine topic/concept, info. through selection, organization, analysis of content.		
7.W.TTP.2a	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.		
7.W.TTP.2b	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.		
7.W.TTP.2c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
7.W.TTP.2d	Thoroughly explain/elaborate on evidence provided, demonstrating clear understanding of topic/source material.		
7.W.TTP.2e	Craft an effective and relevant conclusion.		
7.W.TTP.2f	Include formatting, graphics, multimedia when appropriate.		
7.W.TTP.2g	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
7.W.TTP.2h	Use precise language and domain-specific vocabulary.		
7.W.TTP.2i	Use varied sentences to enhance meaning/reader interest.		
7.W.TTP.2j	Establish and maintain a formal style.		
7.W.TTP.3	Write narratives to develop real/imagined experiences using techniques, descriptive details, and event sequences.		
7.W.TTP.3a	Engage/orient readers by establishing a context/point of view, introducing a narrator and/or participants/characters.		
7.W.TTP.3b	Organize event sequence that unfolds naturally/logically.		
7.W.TTP.3c	Create a smooth progression of experiences or events.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
7.W.TTP.3d	Use narrative techniques: dialogue, pacing, description, to develop experiences, events, characters.		
7.W.TTP.3e	Use transition words/phrases/clauses to convey sequence, signal shifts; show relationships among experiences/events.		
7.W.TTP.3f	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.		
7.W.TTP.3g	Use precise words/phrases, relevant descriptive details, and sensory language to convey experiences and events.		
Writing: Production and Distribution of Writing			
7.W.PDW.4	Produce clear writing which development, organization, style are appropriate to task, purpose, audience.		
7.W.PDW.5	With some guidance/support from peers/adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting.		
Writing: Research to Build and Present Knowledge			
7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources; generating additional related, focused questions for further research/investigation.		
7.W.RBPK.8	Integrate relevant/credible information from print and digital sources; quote/paraphrase data/conclusions of others while avoiding plagiarism/following a standard format for citation.		
7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.		
Writing: Range of Writing			
7.W.RW.10	Write routinely over extended time/shorter time frames for a range of discipline-specific tasks, purposes/audiences.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.			
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	-Compute Unit Rates	
7.RP.A.2	Recognize and represent proportional relationships between quantities.	-Represent Proportions	
7.RP.A.2a	Decide whether two quantities are in a proportional relationship.	-Find, Show Proportional Amounts	
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
7.RP.A.2c	Represent proportional relationships by equations.	-Represent Proportions	
7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	-Represent Proportions	
7.RP.A.3	Use proportional relationships to solve multi-step ratio and percent problems.	-Ratio, Proportion Word Problems	
The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, divide rational numbers.			
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition/subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0.	-Add Rational Numbers	
7.NS.A.1b	Understand $p + q$ as number located a distance $ q $ from p , in positive/negative direction depending on whether q is positive/negative. Show that a number/opposite have a sum of 0. Interpret sums of rational numbers with real-world contexts.	-Add Rational Numbers	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on number line is the absolute value of their difference.	-Subtract Rational Numbers	
7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply and Divide Rational Numbers -Convert Numbers to Decimals	
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property.	-Multiply Rational Numbers	
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$.	-Division of Rational Numbers	
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or repeats.	-Convert Numbers to Decimals	
7.NS.A.3	Solve real-world and mathematical problems involving four operations with rational numbers.	-Four Operations with Numbers	

Expressions and Equations: Use properties of operations to generate equivalent expressions.

7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
7.EE.A.2	Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem.	-Generate Equivalent Expressions	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Expressions and Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations and inequalities.			
7.EE.B.3	Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form.	-Multi-Step, Real-World Problems	
7.EE.B.3a	Apply properties of operations to calculate with numbers in any form; convert between forms.	-Multi-Step, Real-World Problems	
7.EE.B.3b	Assess the reasonableness of answers using mental computation and estimation strategies.	-Solving Equations -Solving Inequalities	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
7.EE.B.4a	Solve contextual problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	-Solving Equations	
7.EE.B.4b	Solve contextual problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality on a number line and interpret it in the context of the problem.	-Solving Inequalities	
Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them.			
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths/areas from a scale drawing and reproducing a scale drawing at a different scale.		
7.G.A.2	Draw geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
7.G.B.3	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference/area of a circle.		
7.G.B.4	Know and use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
7.G.B.5	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		
Statistics and Probability: Use random sampling to draw inferences about a population.			
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to gauge the variation in estimates or predictions.	-Inferential Statistics	
Statistics and Probability: Draw informal comparative inferences about two populations.			
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.		
7.SP.B.4	Use measures of center/measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	-Measures of Central Tendency	

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Statistics and Probability: Investigate chance processes and develop, use, and evaluate probability models.			
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely/likely, and a probability near 1 indicates a likely event.	-Probability of a Chance Event	
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	-Predict and Compare Probability	
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible discrepancy.	-Predict and Compare Probability	
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	-Predict and Compare Probability	
7.SP.C.7b	Develop a probability model by observing frequencies in data generated from a chance process.	-Predict and Compare Probability	
Statistics and Probability: Summarize and describe numerical data sets.			
7.SP.D.8	Summarize numerical data sets in relation to their context.	-Probabilities of Compound Events	
7.SP.D.8a	Give quantitative measures of center and variability, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	-Probabilities of Compound Events	
7.SP.D.8b	Know and relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Probabilities of Compound Events	

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Language: Conventions of Standard English			
8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.		
8.L.CSE.1a	When reading or listening, analyze the use of phrases and clauses within a larger text.		
8.L.CSE.1b	When reading or listening, explain the function of verbs.		
8.L.CSE.1c	When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.		
8.L.CSE.1d	When reading or listening, explain the function of the voice and the mood of a verb and its application in text.		
8.L.CSE.1e	When writing or speaking, produce and use varied voice and mood of verbs.		
8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.		
Language: Knowledge of Language			
8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.		
Language: Vocabulary Acquisition and Use			
8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly.		
8.L.VAU.4a	Use context as a clue to the meaning of a word/phrase.		
8.L.VAU.4b	Use common grade-appropriate morphological elements as clues to meaning of a word/phrase.		
8.L.VAU.4c	Consult reference materials, both print/digital, to find the pronunciation of a word/phrase.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
8.L.VAU.4d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.		
8.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly.		
8.L.VAU.6	Acquire/accurately use grade-appropriate general academic/domain-specific words/phrases; develop vocabulary knowledge when considering a word/phrase important to comprehension/expression.		
Reading Literature: Key Ideas and Details			
8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	-Evidence and Inferences	
8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	-Theme	
8.RL.KID.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	
Reading Literature: Craft and Structure			
8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.		
8.RL.CS.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
8.RL.CS.6	Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	-Point of View	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Reading Literature: Integration of Knowledge and Ideas			
8.RL.IKI.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	-Comparing Film and Literature	
8.RL.IKI.9	Analyze how contemporary texts are shaped by foundational texts/literary archetypes/how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	-Fiction: Themes and Patterns	
Reading Literature: Range of Reading and Level of Text Complexity			
8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.		
Reading Informational Text: Key Ideas and Details			
8.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	-Textual Evidence and Inferencing	
8.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	-Central Idea	
8.RI.KID.3	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	-Text Development	
Reading Informational Text: Craft and Structure			
8.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	-Word Choice and Meaning	

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8.RI.CS.5	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	-Text Structure	
8.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
Reading Informational Text: Integration of Knowledge and Ideas			
8.RI.IKI.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	-Multi-Media and Expository Text	
8.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	-Understand Conflicting Texts	
8.RI.IKI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Understand Conflicting Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
8.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.		
Speaking and Listening: Comprehension and Collaboration			
8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
8.SL.CC.2	Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
8.SL.CC.3	Delineate a speaker’s argument/claims, evaluating the soundness of the reasoning/relevance/sufficiency of the evidence; identify when irrelevant evidence is introduced.		
Speaking and Listening: Presentation of Knowledge and Ideas			
8.SL.PKI.4	Present claims/findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, clear pronunciation.		
8.SL.PKI.5	Integrate multimedia/visuals into presentations to clarify info, strengthen claims/evidence, and add interest.		
8.SL.PKI.6	Adapt speech to a variety of contexts/tasks, demonstrating command of formal English when indicated.		
Writing: Text Types and Protocol			
8.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.		
8.W.TTP.1a	Introduce claim(s).		
8.W.TTP.1b	Support claim with logical reasoning/relevant, sufficient evidence; acknowledge/refute alternate claim(s).		
8.W.TTP.1c	Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.		
8.W.TTP.1d	Use credible sources and demonstrate an understanding of the topic or source material.		
8.W.TTP.1e	Craft an effective and relevant conclusion that supports the argument presented.		
8.W.TTP.1f	Use precise language and content-specific vocabulary.		
8.W.TTP.1g	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
8.W.TTP.1h	Use varied sentence structure to enhance meaning and reader interest.		
8.W.TTP.1i	Establish and maintain a formal style.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
8.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
8.W.TTP.2a	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.		
8.W.TTP.2b	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.		
8.W.TTP.2c	Develop the topic with relevant facts, definitions, concrete details, quotations, other information/examples.		
8.W.TTP.2d	Thoroughly explain/elaborate on evidence provided, demonstrating clear understanding of topic/source material.		
8.W.TTP.2e	Craft an effective and relevant conclusion.		
8.W.TTP.2f	Include formatting, graphics, multimedia when appropriate.		
8.W.TTP.2g	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
8.W.TTP.2h	Use precise language and domain-specific vocabulary.		
8.W.TTP.2i	Use varied sentence structure to enhance meaning/reader interest.		
8.W.TTP.2j	Establish and maintain a formal style.		
8.W.TTP.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.		
8.W.TTP.3a	Engage/orient readers by establishing a context/point of view; introduce a narrator and/or participants/characters.		
8.W.TTP.3b	Organize event sequence that unfolds naturally/logically.		
8.W.TTP.3c	Create a smooth progression of experiences or events.		
8.W.TTP.3d	Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate.		
8.W.TTP.3e	Use a variety of transition words, phrases, and clauses to convey sequence, and signal shifts.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
8.W.TTP.3f	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.		
8.W.TTP.3g	Use precise words/phrases, relevant descriptive details, and sensory language to convey experiences/events.		
Writing: Production and Distribution of Writing			
8.W.PDW.4	Produce clear writing, which development, organization, style are appropriate to task, purpose and audience.		
8.W.PDW.5	With some guidance/support from peers/adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
8.W.PDW.6	Use technology to produce/publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.		
Writing: Research to Build and Present Knowledge			
8.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources/generating additional related, focused questions that allow for multiple avenues of exploration.		
8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase data/conclusions of others while avoiding plagiarism; following a standard format for citation.		
8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.		
Writing: Range of Writing			
8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
The Number System: Know that there are numbers that are not rational, and approximate them by rational numbers.			
8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number.	-Convert to Rational Numbers	
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers locating them approximately on a number line diagram. Estimate the value of irrational expressions such as π^2 .	-Estimate Irrational Numbers	
Expressions and Equations: Work with radicals and integer exponents.			
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other.	-Scientific Notation	
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	

TN Code	Tennessee Standard	Quest Title	Small Group Skill Lessons
Expressions and Equations: Understand the connections between proportional relationships, lines, and linear equations.			
8.EE.B.5	Graph proportional relationships, interpreting the unit rate as slope of the graph. Compare two different proportional relationships represented in different ways.	-Relationships and Slope	
8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; know and derive the equation $y = mx$ for a line through origin the equation $y = mx + b$ for a line intersecting vertical axis at b .	-Slope Intercept Form, Triangles	
Expressions and Equations: Analyze and solve linear equations and systems of two linear equations.			
8.EE.C.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which possibilities is the case by successively transforming the given equation into simpler forms.	-Solutions to Linear Equations	
8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property, collecting like terms.	-Solutions to Linear Equations	
8.EE.C.8	Analyze and solve systems of two linear equations.	-Solutions to Linear Equations	
8.EE.C.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
8.EE.C.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	-Solutions to Linear Equations	
8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables.		

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Functions: Define, evaluate, and compare functions.			
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input/corresponding output.		
8.F.A.2	Compare properties of functions; represented in different ways.		
8.F.A.3	Know/interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples.		
Functions: Use functions to model relationships between quantities.			
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and its graph or a table of values.		
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits qualitative features of a function that were described verbally.		
Geometry: Understand and describe the effects of transformations on two-dimensional figures and use informal arguments to establish facts about angles.			
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations.		
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.		
8.G.A.1b	Angles are taken to angles of the same measure.		
8.G.A.1c	Parallel lines are taken to parallel lines.		
8.G.A.2	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		
8.G.A.3	Use arguments to establish facts about angle sum, exterior angle of triangles, angles created when parallel lines are cut by a transversal, and angle-angle criterion.		

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Geometry: Understand and apply the Pythagorean Theorem.			
8.G.B.4	Explain a proof of the Pythagorean Theorem/its converse.		
8.G.B.5	Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		
8.G.B.6	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
Geometry: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
8.G.C.7	Know and understand the formulas for the volumes of cones, cylinders, and spheres, and use them to solve real-world and mathematical problems.		
Statistics and Probability: Investigate patterns of association in bivariate data.			
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
8.SP.A.2	Know that straight lines are used to model relationships between two quantitative variables.	-Line of Best Fit	
8.SP.A.3	Use equation of a linear model to solve problems in context of bivariate measurement data, interpreting slope and intercept.		
Statistics and Probability: Investigate chance processes and develop, use, and evaluate probability models.			
8.SP.B.4	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent spaces for compound events using methods: organized lists, tables, tree diagrams.	-Two-Way Table	- Test Apps