



# eSpark Learning Alignment with the Texas Essential Knowledge and Skills (2020)



eSpark Learning is aligned to the Texas Essential Knowledge and Skills (TEKS).

You can search for Small Group Skills by the aligned TEKS codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

You'll be able to sort your student progress reports by TEKS mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which TEKS-aligned Quests your students are currently working on at a glance.

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TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Developing and Sustaining Foundational Skills</b>			
TX 2A.i	identifying and producing rhyming words	-Words that Rhyme	-Finding Rhyming Words
TX 2A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	-Rhythm and Alliteration	-Meaning of Rhymes and Alliterations
TX 2A.iii	identifying the individual words in a spoken sentence	-Read Stories	-Follow the Direction of Words in a Text -Read from Left to Right and Top to Bottom -Spacing Between Words in a Sentence
TX 2A.iv	identifying syllables in spoken words	-Count Syllables	
TX 2A.v	blending syllables to form multisyllabic words	-Count Syllables	
TX 2A.vi	segmenting multisyllabic words into syllables	-Count Syllables	
TX 2A.vii	blending spoken onsets and rimes to form simple words		
TX 2A.viii	blending spoken phonemes to form one-syllable words		
TX 2A.ix	manipulating syllables within a multisyllabic word	-Count Syllables	
TX 2A.x	segmenting spoken one-syllable words into individual phonemes	-Words that Rhyme	-Find Rhyming Words
TX 2B.i	identifying and matching the common sounds that letters represent;	-Count Syllables	-Identify Syllables
TX 2B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	-Letters Make Words	-Blending Sounds to Make Words
TX 2B.iii	recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	-Word Families	

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TX 2B.iv	identifying and reading at least 25 high-frequency words from a research-based list	-Sight Words	-Know our Sight Words -Learn Sight Words -Practice Sight Words
TX 2C.i	spelling words with VC, CVC, and CCVC	-Letter Sounds -Letters Make Words	-Identify Letter Sounds -Make Letter Sounds -Identify the Medial Sound in a CVC Word -Blending Sounds to Make Words -Make CVC Words -Separating Sounds in Words
TX 2C.ii	spelling words using sound-spelling patterns		
TX 2C.iii	spelling high-frequency words from a research-based list		
TX 2D.i	identifying the front cover, back cover, and title page of a book	-Name the Parts of a Book	-Identify the Front and Back Cover of a Book -Name the Parts of a Book
TX 2D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	-Read Stories	
TX 2D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	-Read Stories	
TX 2D.iv	recognizing the difference between a letter and a printed word	-Read Stories	
TX 2D.v	identifying all uppercase and lowercase letters		
TX 2E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 3: Developing and Sustaining Foundational Language Skills</b>			
TX 3A	use a resource such as a picture dictionary or digital resource to find words		
TX 3B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings		
TX 3C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	-Similar Action Words	
<b>TX 4: Developing and Sustaining Foundational Skills</b>			
TX 4	read grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time		
<b>TX 5: Comprehension Skills</b>			
TX 5A	establish purpose for reading assigned and self-selected texts with adult assistance		
TX 5B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	-Ask and Answer Questions (Literature) -Ask and Answer Question (Informational)	-Answer Questions about a Text -Asking Simple Questions about Stories -Answering Questions about a Story/Text
TX 5C	make and confirm predictions using text features and structures with adult assistance	-Make Connections	-Make Connections
TX 5D	create mental images to deepen understanding with adult assistance		

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TX 5E	make connections to personal experiences, ideas in other texts, and society with adult assistance	-Compare and Contrast Stories -Pictures Help You Read Same and Different	-Compare and Contrast Texts
TX 5F	make inferences and use evidence to support understanding with adult assistance		
TX 5G	evaluate details to determine what is most important with adult assistance	-Ask and Answer Questions (Literature and Informational) -Characters, Plot and Setting	-Asking and Answering Questions -Answering Questions about a Story
TX 5H	synthesize information to create new understanding with adult assistance	-Retell Stories	-Retell a Story
TX 5I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		
<b>TX 6: Response skills</b>			
TX 6A	describe personal connections to a variety of sources		
TX 6B	provide an oral, pictorial, or written response to a text		
TX 6C	use text evidence to support an appropriate response		
TX 6D	retell texts in ways that maintain meaning		
TX 6E	interact with sources in meaningful ways such as illustrating or writing		
TX 6F	respond using newly acquired vocabulary as appropriate		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 7: Multiple Genres</b>			
<b>TX 7A</b>	discuss topics and determine the basic theme using text evidence with adult assistance	-Retell Stories	-Message of a Story
<b>TX 7B</b>	identify and describe the main character(s)	-Ask and Answer Questions (Literature and Informational) -Characters, Plot and Setting	-Asking and Answering Questions -Answering Questions about a Story
<b>TX 7C</b>	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	-Tell What Happened	-Identify Major Events -Identify Characters (Literature)
<b>TX 7D</b>	describe the setting	-Tell What Happened	-Identify Major Events -Identify Characters (Literature)
<b>TX 8: Multiple Genres</b>			
<b>TX 8A</b>	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	-Identify Stories and Poems	-Identify Fiction Texts -Identify Informational Texts -Identify Poems
<b>TX 8B</b>	discuss rhyme and rhythm in nursery rhymes and a variety of poems	-Identify Stories and Poems	-Identify Poems
<b>TX 8C</b>	discuss main characters in drama	-Tell What Happened	-Identify Characters
<b>TX 8D.i</b>	the central idea and supporting evidence with adult assistance	-Find the Main Idea -Make Connections	-Find the Main Idea and Retell Key Details -Identify the Main Topic of a Text -Make Connections

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TX 8D.ii	titles and simple graphics to gain information	-Pictures Help You Read	
TX 8D.iii	retell steps in a sequence with adult assistance	-Find the Main Idea -Retell Stories	-Find the Main Idea and Retell Key Details -Identify the Main Topic of a Text -Parts of a Story -Retell a Story
TX 8E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do		
TX 8F	recognize characteristics of multimodal and digital texts		
<b>TX 9: Author's Purpose and Craft</b>			
TX 9A	discuss with adult assistance the author's purpose for writing text	-Author's Purpose	
TX 9B	discuss with adult assistance how the use of text structure contributes to the author's purpose	-Purpose of a Text	
TX 9C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	-Purpose of a Text	
TX 9D	discuss with adult assistance how the author uses words that help the reader visualize	-Using Pictures in Stories	
TX 9E	listen to and experience first- and third-person texts		

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<b>TX 2: Numbers and Operations</b>			
TX 2A	count forward and backward to at least 20 with and without objects	-Let's Count	-Count by Tens
TX 2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	-Let's Write Numbers	-Write Numbers -Name Numbers to 20
TX 2C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	-Count Objects	-Count How Many -Determine the Number of Objects in a Group -Count a Set of Objects -Find the Group with a Given Amount
TX 2D	recognize instantly the quantity of a small group of objects in organized and random arrangements	-Let's Add and Subtract	-Story Problems -Math Story Problems -Addition and Subtraction Story Problems
TX 2E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20	-More or Less	-Identify More or Less
TX 2F	generate a number that is one more than or one less than another number up to at least 20	-More or Less	-Identify More or Less
TX 2G	compare sets of objects up to at least 20 in each set using comparative language	-More or Less	-Identify More or Less
TX 2H	use comparative language to describe two numbers up to 20 presented as written numerals	-Compare Two Numbers	-Comparing Numbers
TX 2I	compose and decompose numbers up to 10 with objects and pictures	-Make Bigger Numbers -Friends of Ten	-Decompose Numbers within 10 -Intro to Number Bonds -Decompose a Number Two Ways -Make 10 on a Ten Frame -Make 10 with Objects -Equations That Make 10



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 3: Numbers and Operations</b>			
<b>TX 3A</b>	model the action of joining to represent addition and the action of separating to represent subtraction	-Use Pictures to Add and Subtract	-Subtract with Pictures
<b>TX 3B</b>	solve word problems using objects and drawings to find sums up to 10 and differences within 10	-Let's Add and Subtract	-Addition and Subtraction Story Problems
<b>TX 3C</b>	explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences	-Use Pictures to Add and Subtract	-Subtract with Pictures
<b>TX 4: Numbers and Operations</b>			
<b>TX 4</b>	apply mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters	-Coin Values	-Coins -Counting Coins
<b>TX 5: Algebraic Reasoning</b>			
<b>TX 5</b>	apply mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number	-Let's Count	-Count by Tens
<b>TX 6: Geometry and Measurement</b>			
<b>TX 6A</b>	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles	-Flat or Solid?	
<b>TX 6B</b>	identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world	-Flat or Solid?	

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TX 6C	identify two-dimensional components of three-dimensional objects	-Draw Shapes -Build with Shapes	-Make Shapes -Make Composite Shapes
TX 6D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably		
TX 6E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	-Different Shapes	
TX 6F	create two-dimensional shapes using a variety of materials and drawings	-Draw Shapes	-Make Shapes
<b>TX 7: Geometry and Measurement</b>			
TX 7A	give an example of a measurable attribute of a given object, including length, capacity, and weight;		
TX 7B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	-Longer or Shorter?	-Compare Sizes
<b>TX 8: Data Analysis</b>			
TX 8A	collect, sort, and organize data into two or three categories	-Sort and Count Objects	-Sorting and Counting -Sort Objects -Sort and Count Using Your Own Categories
TX 8B	use data to create real-object and picture graphs	-Sort and Count Objects	-Reading Tally Marks -Count Using Tally Marks -Simple Bar Graphs
TX 8C	draw conclusions from real-object and picture graphs	-Sort and Count Objects	-Reading Tally Marks -Count Using Tally Marks -Simple Bar Graphs

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Developing and Sustaining Foundational Skills</b>			
TX 2A.i	producing a series of rhyming words	-Words That Rhyme	-Finding Rhyming Words -Make Rhyming Words Rhyming Words
TX 2A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	-Rhythm and Alliteration	-Meaning of Rhymes and Alliterations (Literature) -Rhyme and Alliteration (Literature)
TX 2A.iii	distinguishing between long and short vowel sounds in one-syllable words	-Long and Short Vowels	-Identify Long and Short Vowels
TX 2A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	-Sounds You Hear In Words	-Separating Sounds -Sound Out Words
TX 2A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends		
TX 2A.vi	manipulating phonemes within base words	-Sounds You Hear In Words	-Separating Sounds -Sound Out Words
TX 2A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	-Blend Sounds to Make Words	-Build Words -Read Words
TX 2B.i	decoding words in isolation and in context by applying common letter sound correspondences	-Blend Sounds to Make Words	-Build Words -Read Words
TX 2B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	-"Sh" and "Ch" -"Wh," "Th," and "Ck"	-Words with "sh" -Words with 'ch' -Read Words with the -Digraph 'wh, th, and ck'
TX 2B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	-Silent 'e' -Vowel Teams	-Magic e -Vowel Teams -Read Words with Final "e" -Read Words with Silent e
TX 2B.iv	using knowledge of base words to decode common compound words and contractions	-Compound Words	

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TX 2B.v	decoding words with inflectional endings, including -ed, -s, and -es		
TX 2B.vi	identifying and reading at least 100 high-frequency words from a research-based list		
TX 2C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	-Vowel Teams -Identify Syllables	-Vowel Teams -Counting Syllables in Longer Words -Clap Out Syllables -Divide Syllables -Divide Words into Syllables
TX 2C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs	-Long and Short Vowels -Sounds You Hear in Words	-Identify Short and Long Vowel Sounds -Sound Out Words -Separating Sounds
TX 2C.iii	spelling words using sound-spelling patterns		
TX 2C.iv	spelling high-frequency words from a research-based list	-Sight Words	-Read Sight Words -Read Irregular Words
TX 2D	demonstrate print awareness by identifying the information that different parts of a book provide	-Use Images to Understand a Text	
TX 2E	alphabetize a series of words to the first or second letter and use a dictionary to find words		
TX 2F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words		
<b>TX 3: Developing and Sustaining Foundational Skills</b>			
TX 3A	use a resource such as a picture dictionary or digital resource to find words		

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TX 3B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	-Find Meaning of Words	
TX 3C	identify the meaning of words with the affixes -s, -ed, and -ing	-Prefixes and Suffixes	
TX 3D	identify and use words that name actions, directions, positions, sequences, categories, and locations	-What are Synonyms? -Words and Their Use	
<b>TX 4: Developing and Sustaining Foundational Skills</b>			
TX 4	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text		
<b>TX 5: Developing and Sustaining Foundational Skills</b>			
TX 5	read grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time		
<b>TX 6: Comprehension Skills</b>			
TX 6A	establish purpose for reading assigned and self-selected texts with adult assistance		
TX 6B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	-Answer Questions about Stories -Questions about Stories	-Answer Questions About Stories -Questions About Stories -Answer Questions About a Story -Questions About Story Details -Understanding Stories

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TX 6C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	-Questions About Stories	-Answer Questions About a Story -Questions About Story Details
TX 6D	create mental images to deepen understanding with adult assistance		
TX 6E	make connections to personal experiences, ideas in other texts, and society with adult assistance	-Compare and Contrast Characters	-Similarities and Differences -Compare and Contrast
TX 6F	make inferences and use evidence to support understanding with adult assistance	-Compare and Contrast Characters	-Similarities and Differences -Compare and Contrast
TX 6G	evaluate details to determine what is most important with adult assistance	-Answer Questions about Stories -Questions about Stories -Use Images to Explain a Text	-Answer Questions About Stories -Questions About Stories -Answer Questions About a Story -Questions About Story Details -Understanding Stories Key Details in Images -Images Give Details about a Text
TX 6H	synthesize information to create new understanding with adult assistance	-Make Connections -Identify Author's Purpose	
TX 6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	-Finding Meaning of Words	
<b>TX 7: Response Skills</b>			
TX 7A	describe personal connections to a variety of sources	-Make Connections	
TX 7B	write brief comments on literary or informational texts		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7C	use text evidence to support an appropriate response	-Questions About Stories	-Answer Questions About a Story -Questions About Story Details
TX 7D	retell texts in ways that maintain meaning	-Retell Stories	-Message of a Story (Literature) -Parts of a Story (Literature) -Retell a Story (Literature)
TX 7E	interact with sources in meaningful ways such as illustrating or writing		
TX 7F	respond using newly acquired vocabulary as appropriate	-Context Clues -Prefixes and Suffixes Words and Their Use	
<b>TX 8: Multiple Genres</b>			
TX 8A	discuss topics and determine theme using text evidence with adult assistance	-Retell Stories	-Retell a Story -Parts of a Story -Message of a Story
TX 8B	describe the main character(s) and the reason(s) for their actions	-Identify Who's Telling a Story	
TX 8C	describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	-Characters, Plot, and Setting	-Identify Main Events -Identify Characters and Their Traits
TX 8D	describe the setting	-Characters, Plot, and Setting	-Identify Main Events -Identify Characters and Their Traits
<b>TX 9: Multiple Genres</b>			
TX 9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	-Fiction or Nonfiction?	-Fiction or Nonfiction? -Identify a Book as -Fiction or Nonfiction -Fiction vs Nonfiction
TX 9B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	-Finding Feeling Words in Stories	-Determine Feelings Using Words

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9C	discuss elements of drama such as characters and setting	-Characters, Plot, and Setting	-Identify Main Events -Identify Characters and Their Traits
TX 9D.i	the central idea and supporting evidence with adult assistance	-Retell Stories	-Retell a Story -Parts of a Story -Message of a Story
TX 9D.ii	features and simple graphics to locate or gain information	-Images Help You Read -Use Images to Explain a Text	-Using Pictures to Answer Questions about Events -Using Pictures to Answer Questions about Characters -Key Details in Images -Images Give Details about a Text
TX 9D.iii	organizational patterns such as chronological order and description with adult assistance	-Logical Connections	
TX 9F	recognize characteristics of multimodal and digital texts		
<b>TX 10: Author's Purpose and Craft</b>			
TX 10A	discuss the author's purpose for writing a text	-Purpose of a Text	
TX 10B	discuss how the use of text structure contributes to the author's purpose	-Purpose of a Text	
TX 10C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	-Purpose of a Text	
TX 10D	discuss how the author uses words that help the reader visualize	-Use Images to Understand a Text	
TX 10E	listen to and experience first- and third-person texts		



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<b>TX 11: Composition</b>			
TX 11A	plan a first draft by generating ideas for writing such as by drawing and brainstorming		
TX 11B	develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details		
TX 11C	revise drafts by adding details in pictures or words		
TX 11D.i	complete sentences with subject-verb agreement		
TX 11D.ii	past and present verb tense		
TX 11D.iii	singular, plural, common, and proper nouns		
TX 11D.iv	adjectives, including articles		
TX 11D.v	adverbs that convey time		
TX 11D.vi	prepositions		
TX 11D.vii	pronouns, including subjective, objective, and possessive cases		
TX 11D.viii	capitalization for the beginning of sentences and the pronoun "I"		
TX 11D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences		
TX 11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high- frequency words with adult assistance		

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<b>TX 2: Numbers and Operations</b>			
<b>TX 2A</b>	recognize instantly the quantity of structured arrangements		
<b>TX 2B</b>	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones	-Tens and Ones	-Make Tens -Tens and Ones Place Value -Count by Tens -Tens and Ones
<b>TX 2C</b>	use objects, pictures, expanded and standard forms to represent numbers up to 120		
<b>TX 2D</b>	generate a number that is greater than or less than a given whole number up to 120	-Count Objects -Add One	-Plus One -Find the Group with a Given Amount -Count How Many -Determine the Number of Objects in a Group -Add One More -Count a Set of Objects
<b>TX 2E</b>	use place value to compare whole numbers up to 120 using comparative language	-Tens and Ones -Place Value -Compare Numbers	-Make Tens -Tens and Ones Place Value -Count by Tens and Ones -Make Numbers Using -Identify the Place Values of Three Digit Numbers -Compare Numbers Using Symbols -Compare Two-Digit Numbers
<b>TX 2F</b>	order whole numbers up to 120 using place value and open number lines	-Place Value	-Make Numbers Using -Hundreds, Tens, and Ones -Identify the Place Values of Three Digit Numbers
<b>TX 2G</b>	represent the comparison of two numbers to 100 using the symbols $>$ , $<$ , or $=$	-Compare Numbers	-Compare Numbers Using Symbols -Compare Two-Digit Numbers

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<b>TX 3: Number and Operations</b>			
<b>TX 3A</b>	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99	-Add Two-digit Numbers -Word Problems	-Add within 100 Using Place Value Blocks -Add within 100 Using a Number Line -Add Two-Digit Numbers -Using Base Ten Blocks -Adding & Subtracting Word Problems -Addition & Subtraction Word Problems -Word Problems with Addition & Subtraction
<b>TX 3B</b>	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = [ ]$ ; $3 + [ ] = 7$ ; and $5 = [ ] - 3$	-Word Problems	-Adding & Subtracting Word Problems -Addition & Subtraction Word Problems -Word Problems with Addition & Subtraction
<b>TX 3C</b>	compose 10 with two or more addends with and without concrete objects	-Word Problems	-Adding & Subtracting Word Problems -Addition & Subtraction Word Problems -Word Problems with Addition & Subtraction
<b>TX 3D</b>	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to 10	-Number Families	-Fact Family Triangles -Fact Families
<b>TX 3E</b>	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	-Add and Subtract Up to 20	-Add within 10 -Add Using a Number Line -Add and Subtract within 20 -Add within 20 Subtract within 20
<b>TX 3F</b>	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	-Number Families -Add and Subtract Up to 20 -What is equal?	-Fact Family Triangles -Add within 10 -Add Using a Number Line -Add and Subtract within 20 -Add within 20 -Subtract within 20

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences	-Add and Subtract Up to 20	-Add within 10 -Add Using a Number Line -Add and Subtract within 20 -Add within 20 Subtract within 20
<b>TX 4: Number and Operations</b>			
TX 4A	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them	-Coin Values	-Coins
TX 4B	write a number with the cent symbol to describe the value of a coin	-Coin Values	-Coins
TX 4C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes	-Coin Values	-Coins
<b>TX 5: Algebraic Reasoning</b>			
TX 5A	recite numbers forward and backward from any given number between 1-120		
TX 5B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set	-Use counting to add and subtract -Numbers to 1000	-Subtract by Counting Back -Add by Counting On -Add by Counting -Add and Subtract within 20 -Write Numbers in Word Form -Numbers to 1000 in Written Form -Written Form Numbers to 1000 in Expanded Form -Numbers to 1000 in Cubes -Numbers to 1000 in Different Forms
TX 5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120	-Add and Subtract	-Find Ten More and Ten Less -Add Ten More

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	-Add and Subtract Up to 20	-Add Using a Number Line -Subtract within 10 -Add and Subtract within 20 -Add within 10
TX 5E	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)	-What is equal?	
TX 5F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation	-Find the Missing Number	-Finding Unknown Numbers -Unknown Numbers -Missing Numbers
TX 5G	apply properties of operations to add and subtract two or three number	-Add and Subtract Up to 20	-Add Using a Number Line -Subtract within 10 -Add and Subtract within 20 -Add within 10
<b>TX 6: Geometry and Measurement</b>			
TX 6A	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	-Learn About Shapes	-Attributes of Flat Shapes -Sort Shapes
TX 6B	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape	-Learn About Shapes	-Attributes of Flat Shapes -Sort Shapes
TX 6C	create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons	-Build with Shapes	-Make Shapes -Make Composite Shapes
TX 6D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language	-Build with Shapes	-Make Composite Shapes -Make Shapes

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6E	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language	-Build with Shapes -Square or Cube?	-Make Composite Shapes -Make Shapes
TX 6F	compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible	-Build with Shapes	-Make Composite Shapes -Make Shapes
TX 6G	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words	-Dividing Shapes	-Partition Shapes into Halves and Fourths -Partition Circles & -Rectangles into Halves and Fourths
TX 6H	identify examples and nonexamples of halves and fourths	-Dividing Shapes	-Partition Shapes into Halves and Fourths -Partition Circles -Rectangles into Halves and Fourths
<b>TX 7: Geometry and Measurement</b>			
TX 7A	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement	-Measure without a Ruler	-Measurement -Nonstandard Measurement -Measure without a Ruler
TX 7B	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other	-Measure without a Ruler	-Measurement (Non-Standard Units) -Nonstandard Measurement -Measure without a Ruler
TX 7C	measure the same object/distance with units of two different lengths and describe how and why the measurements differ	-Order Three Objects by Length	-Ordering Lengths -Comparing Lengths -Using a Third Object Comparing Lengths

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7D	describe a length to the nearest whole unit using a number and a unit	-Order Three Objects by Length	-Ordering Lengths -Comparing Lengths -Using a Third Object Comparing Lengths
TX 7E	tell time to the hour and half hour using analog and digital clocks	-Tell Time to the Hour and Half-Hour	-Telling Time on the Hour and Half Hour -Time to the Hour and Half Hour -Telling Time to the Hour
<b>TX 8: Data Analysis</b>			
TX 8A	collect, sort, and organize data in up to three categories using models such as tally marks or T-charts	-Sort and Count Objects	-Simple Bar Graphs -Count Using Tally Marks -Reading Tally Marks
TX 8B	use data to create picture and bar-type graphs	-Sort and Count Objects	-Simple Bar Graphs -Count Using Tally Marks -Reading Tally Marks
TX 8C	draw conclusions and generate and answer questions using information from picture and bar-type graphs	-Sort and Count Objects	-Simple Bar Graphs -Count Using Tally Marks -Reading Tally Marks
<b>TX 9: Personal Financial Literacy</b>			
TX 9A	define money earned as income		
TX 9B	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs		
TX 9C	distinguish between spending & saving		
TX 9D	consider charitable giving		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Foundational Language Skills: Phonological Awareness, Print Concepts, Phonics</b>			
TX 2A.i	producing a series of rhyming words	-R-Controlled Vowels	-Read Words with R-Controlled Vowels
TX 2A.ii	distinguishing between long and short vowel sounds in one-syllable and multisyllabic words	-Long and Short Vowels	-Long & Short Vowel Sounds
TX 2A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	-R-Controlled Vowels	-Read Words with R-Controlled Vowels
TX 2A.iv	manipulating phonemes within base words	-Word Families	-Sounds in Words Make Words -Word Families -Different Sounds in Words
TX 2B.i	decoding words with short, long, or variant vowels, trigraphs, and blends	-Long and Short Vowels -R-Controlled -“ai, ay, ow”	-Long & Short Vowel Sounds -R-Controlled Vowels -Read Words with R-Controlled Vowels -Read Words with Common Vowel Teams -Spell Words with Common Vowel Teams
TX 2B.ii	decoding words with silent letters such as knife and gnat	-Tricky Spelling Patterns -Irregularly Spelled Words	-Read Words with the Hard and Soft C -Read Grade Level Sight Words -Spell Sight Words -Practice Sight Words
TX 2B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	-R-Controlled Vowels	-R-Controlled Vowels -Read Words with R-Controlled Vowels
TX 2B.iv	decoding compound words, contractions, and common abbreviations	-Decode Words	-Prefixes and Suffixes



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 2B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	-Identify Syllables	-Counting Syllables in Longer Words -Clap Out Syllables -Divide Words Into Syllables
TX 2B.vi	decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	-Decode Words	-Prefixes and Suffixes -Identify Prefixes and Suffixes
TX 2B.vii	identifying and reading high-frequency words from a research-based list	-Tricky Spelling Patterns	-Read Words with the Hard and Soft C
TX 3B	use context within and beyond a sentence to determine the meaning of unfamiliar words		
TX 3C	identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	-Decode Words	-Prefixes and Suffixes -Identify Prefixes and Suffixes
TX 3D	identify, use, explain the meaning of antonyms, synonyms, idioms, and homographs in context		
<b>TX 4: Language Skills: Fluency</b>			
TX 4	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text		
<b>TX 5: Language Skills: Self-Directed Reading</b>			
TX 5	read grade-appropriate texts independently. The student is expected to select text and read independently for a sustained period of time		
<b>TX 6: Comprehension Skills</b>			
TX 6A	establish purpose for reading assigned and self-selected texts		
TX 6B	generate questions about text before, during, and after reading to deepen understanding and gain information	-Ask and Answer Questions	-WH & How Questions in Stories -Answer Questions about a Story

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Ask and Answer Questions	-WH & How Questions in Stories -Answer Questions about a Story
TX 6D	create mental images to deepen understanding		
TX 6E	make connections to personal experiences, ideas in other texts, and society	-Ask and Answer Questions -Ask and Answer Questions about Texts	-WH & How Questions in Stories -Answer Questions about a Story -Ask and Answer Questions about an Informational Text
TX 6F	make inferences and use evidence to support understanding	-Ask and Answer Questions	-WH & How Questions in Stories -Answer Questions about a Story
TX 6G	evaluate details read to determine key ideas	-Ask and Answer Questions	-WH & How Questions in Stories -Answer Questions about a Story
TX 6H	synthesize information to create new understanding		
TX 6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
<b>TX 7: Response Skills</b>			
TX 7A	describe personal connections to a variety of sources		
TX 7B	write brief comments on literary or informational texts that demonstrate an understanding of the text		
TX 7C	use text evidence to support an appropriate response	-Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7D	retell and paraphrase texts in ways that maintain meaning and logical order	-Retell Stories -Stories Can Teach Lessons	-Retell a Story -Parts of a Story -Find the Moral of a Story
TX 7E	interact with sources in meaningful ways such as illustrating or writing		
TX 7F	respond using newly acquired vocabulary as appropriate		
<b>TX 8: Multiple Genres: Library Elements</b>			
TX 8A	discuss topics and determine theme using text evidence with adult assistance	-Stories Can Teach Lessons	-Find the Moral of a Story -Retell a Story
TX 8B	describe the main character's (characters') internal and external traits	-Identify Characters and Events	-Identify How Characters Respond to Events -Identify Problems and Solutions in a Story
TX 8C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	-Explore Story Structure -Gain Meaning From Pictures	-Story Structure: Beginning, Middle, and End -Use Illustrations to Understand a Story (Literature)
TX 8D	describe the importance of the setting	-Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)
<b>TX 9: Multiple Genres: Genres</b>			
TX 9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	-Stories Can Teach Lessons -Compare and Contrast Stories	-Find the Moral of a Story -Retell a Story
TX 9B	explain visual patterns and structures in a variety of poems	-Identifying Text Structure	-Parts of a Text -Poem Structure -The Elements of a Drama
TX 9C	discuss elements of drama such as characters, dialogue, and setting	-Discover Points of View -Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9D.i	the central idea and supporting evidence with adult assistance	-Stories Can Teach Lessons -Discover Points of View	-Find the Moral of a Story -Retell a Story
TX 9D.ii	features and graphics to locate and gain information	-Find Meaning of New Words -Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)
TX 9D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	-Identify Steps in a Process -Find Evidence in the Text -Logical Connections	-Chronological order
TX 9E.i	stating what the author is trying to persuade the reader to think or do		
TX 9E.ii	distinguishing facts from opinion		
TX.9F	recognize characteristics of multimodal and digital texts		
<b>TX 10: Author's Purpose and Craft</b>			
TX 10A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	-Stories Can Teach Lessons -Compare and Contrast Stories	-Find the Moral of a Story -Retell a Story
TX 10B	explain visual patterns and structures in a variety of poems	-Identifying Text Structure	-Parts of a Text -Poem Structure -The Elements of a Drama
TX 10C	discuss elements of drama such as characters, dialogue, and setting	-Discover Points of View -Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)
TX 10D	the central idea and supporting evidence with adult assistance	-Stories Can Teach Lessons -Discover Points of View	-Find the Moral of a Story -Retell a Story

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10E	features and graphics to locate and gain information	-Find Meaning of New Words -Gain Meaning From Pictures	-Use Illustrations to Understand a Story (Literature)
TX 10F	organizational patterns such as chronological order and cause and effect stated explicitly	-Identify Steps in a Process -Find Evidence in the Text -Logical Connections	-Chronological Order
<b>TX 11: Composition: Writing Process</b>			
TX 11A	plan a first draft by generating ideas for writing such as drawing and brainstorming		
TX 11B.i	develop drafts into a focused piece of writing by organizing with structure		
TX 11B.ii	develop drafts into a focused piece of writing by developing an idea with specific and relevant details		
TX 11C	revise drafts by adding, deleting, or rearranging words, phrases, or sentences		
TX 11D.i	complete sentences with subject-verb agreement		
TX 11D.ii	past, present, and future verb tense		
TX 11D.iii	singular, plural, common, and proper nouns		
TX 11D.iv	adjectives, including articles		
TX 11D.v	adverbs that convey time and adverbs that convey place;		
TX 11D.vi	prepositions and prepositional phrases;		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 11D.vii	pronouns, including subjective, objective, and possessive cases		
TX 11D.viii	coordinating conjunctions to form compound subjects and predicates		
TX 11D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter		
TX. 11D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates		
TX 11D.xi	correct spelling of words with grade-appropriate orthographic patterns and high-frequency words		
<b>TX 12: Composition: Genres</b>			
TX 12A	compose literary texts, including personal narratives and poetry		
TX 12B	compose informational texts, including procedural texts and reports		
TX 12C	compose correspondence such as thank you notes or letters		
<b>TX 13: Inquiry and Research</b>			
TX 13A	generate questions for formal and informal inquiry with adult assistance		
TX 13B	develop and follow a research plan with adult assistance		
TX 13C	identify and gather relevant sources and information to answer the questions		
TX 13D	identify primary and secondary sources		
TX 13E	demonstrate understanding of information gathered		
TX 13F	cite sources appropriately		
TX 13G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Numbers and Operations</b>			
<b>TX 2A</b>	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones	-Place Value -Skip Count to 1000	-Make Numbers Using Hundreds, Tens and Ones -Identify Place Values of Three-Digit Numbers -Skip Count by 5's
<b>TX 2B</b>	use standard, word, and expanded forms to represent numbers up to 1,200	-Numbers to 1000	-Write Numbers in Word Form -Numbers to 100 in Written Form -Numbers to 1000 in Expanded Form -Numbers to 100 with Cubes -Numbers to 100 in Different Forms
<b>TX 2C</b>	generate a number that is greater than or less than a given whole number up to 1,200	-Numbers to 1000 -Compare 3-Digit Numbers	-Write Numbers in Word Form -Numbers to 100 in Written Form -Numbers to 1000 in Expanded Form -Numbers to 100 with Cubes -Numbers to 100 in Different Forms -Greater Than, Less Than and Equal, 3-Digit Numbers -Comparing 3-Digit Numbers Using Symbols -Compare 3-Digit Numbers Using Place Value
<b>TX 2D</b>	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)	-Compare 3-Digit Numbers	-Greater Than, Less Than and Equal, 3-Digit Numbers -Comparing 3-Digit Numbers Using Symbols -Compare 3-Digit Numbers Using Place Value

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 2E	locate the position of a given whole number on an open number line	-Place Value	-Make Numbers Using Hundreds, Tens and Ones -Identify The Place Values of Three-digit Numbers
TX 2F	name the whole number that corresponds to a specific point on a number line		
<b>TX 3: Numbers and Operations: Fractions</b>			
TX 3A	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words	-Divide Rectangles -Halves, Thirds, and Fourths	-Partition Rectangles -Partition Circles and Rectangles -Partition Shapes into -Halves, Thirds, and Fourths
TX 3B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	-Getting Started with Fractions	-Identify Non-Unit Fractions -Identify Unit Fractions -Identifying equal Parts -Recognize Fractions with Visuals
TX 3C	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole	-Halves, Thirds, and Fourths	-Partition Shapes into -Halves, Thirds, and Fourths
TX 3D	identify examples and nonexamples of halves, fourths, and eighths	-Halves, Thirds, and Fourths	-Partition Shapes into -Halves, Thirds, and Fourths
<b>TX 4: Numbers and Operations: Whole Number Addition and Subtraction</b>			
TX 4A	recall basic facts to add and subtract within 20 with automaticity	-Add and Subtract with Fluency	-Number Bonds -Subtract with Fluency -Add and Subtract with Fluency -Add with Fluency -Subtract to 20 with Fluency



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations	-Add and Subtract within 100	-Add and Subtract within 100 by Decomposing -Add within 100 Using a Number Line -Subtract within 100 Using Expanded Form
TX 4C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms	-Word Problems	-Word Problems (Add & Subtract) -Addition Word Problems -Addition and Subtraction Word Problems (to 20)
TX 4D	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	-Add and Subtract within 100	-Add and Subtract within 100 by Decomposing -Add within 100 Using a Number Line -Subtract within 100 Using Expanded Form
<b>TX 5: Numbers and Operations: Money</b>			
TX 5A	determine the value of a collection of coins up to one dollar	-Coin Values	-Counting Coins -Coins
TX 5B	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins	-Coin Values	-Counting Coins -Coins
<b>TX 6: Numbers and Operations: Multiplication and Division</b>			
TX 6A	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined	-Arrays -Multiplying Whole Numbers	-Count How Many Objects are in an Array -Write Addition Sentences to Describe an Array -Create and Label an Array -Repeated Addition with Arrays -Multiplying by Making Equal Groups -Multiply Using Repeated Addition -Multiply Using Arrays

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6B	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets	-Dividing Whole Numbers	-Introduction to Division -Divide Using Equal Groups -Divide Knowing the Size of Groups
<b>TX 7: Algebraic Reasoning</b>			
TX 7A	determine whether a number up to 40 is even or odd using pairings of objects to represent the number	-Odds and Evens	-Identify Odd and Even -Making Pairs to Identify Odd and Even -Visualizing Odd and Even -Sort Odd and Evens
TX 7B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200	-Add and Subtract	-Find Ten More and Ten Less
TX 7C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem	-Word Problems	-Word Problems (Add & Subtract) -Addition Word Problems -Addition and Subtraction Word Problems (to 20)
<b>TX 8: Geometry and Measurement 2D and 3D Shapes</b>			
TX 8A	create two-dimensional shapes based on given attributes, including number of sides and vertices	-Build with Shapes	-Make Shapes -Make Composite Shapes
TX 8B	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language	-Name and Draw Shapes	-Shape Attributes -Shapes and Their Attributes
TX 8C	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices	-Name and Draw Shapes	-Shape Attributes -Shapes and Their Attributes

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 8D	compose two-dimensional shapes and three-dimensional solids with given properties or attributes	-Name and Draw Shapes	-Shape Attributes -Shapes and Their Attributes
TX 8E	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts	-Halves, Thirds, and Fourths	-Partition Circles and Rectangles -Partition Shapes into Halves, Thirds, and Fourths
<b>TX 9: Geometry and Measurement: Length, Area, and Time</b>			
TX 9A	find the length of objects using concrete models for standard units of length	-Measure Length	-Measuring with a Ruler
TX 9B	describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object		
TX 9C	represent whole numbers as distances from any given location on a number line		
TX 9D	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes	-Measure Length	-Measuring with a Ruler
TX 9E	determine a solution to a problem involving length, including estimating lengths		
TX 9F	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit	-Arrays -Area of Rectangles	-Count How Many Objects are in an Array -Write an Addition Sentence to Describe an Array -Create and Label an Array -Repeated Addition with Arrays -Area of Rectangles
TX 9G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m	-Tell and Write Time in Minutes	-Tell Time to Nearest Minute -Elapsed Time Word Problems

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 10: Data Analysis: Organize Data to Interpret Information and Solve Problems</b>			
<b>TX 10A</b>	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category	-Represent and Interpret Data	-Creating Bar Graphs -Solving Problems about Bar Graphs -Solving Problems and about Pictographs
<b>TX 10B</b>	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more	-Represent and Interpret Data	-Creating Bar Graphs -Solving Problems about Bar Graphs -Solving Problems and about Pictographs
<b>TX 10C</b>	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs	-Using Bar Graphs	-Sorting and Graphing -Make and Analyze a Picture and Bar Graph
<b>TX 10D</b>	draw conclusions and make predictions from information in a graph	-Using Bar Graphs	-Sorting and Graphing -Make and Analyze a Picture and Bar Graph
<b>TX 11: Personal Financial Literacy</b>			
<b>TX 11A</b>	calculate how money saved can accumulate into a larger amount over time		
<b>TX 11B</b>	explain that saving is an alternative to spending		
<b>TX 11C</b>	distinguish between a deposit and withdrawal		
<b>TX 11D</b>	identify examples of borrowing and distinguish between responsible and irresponsible borrowing		
<b>TX 11E</b>	identify examples of lending and use concepts of benefits and costs to evaluate lending decisions		
<b>TX 11F</b>	differentiate between producers/consumers and calculate the cost to produce a simple item		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Developing and Sustaining Foundational Language Skills</b>			
TX 2A.i	decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en		
TX 2A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		
TX 2A.iii	decoding compound words, contractions, and abbreviations		
TX.2A.iv	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts		
TX .2A.v	decoding words using knowledge of prefixes	-Common Prefixes and Suffixes	-Define Prefixes -Define Suffixes -Practice Suffixes -Identify Prefixes/Suffixes
TX 2A.vi	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	-Common Prefixes and Suffixes	-Define Suffixes -Practice Suffixes
TX 2A.vii	identifying and reading high-frequency words from a research-based list	-Reading Sight Words	-High Frequency Irregularly Spelled Words -Read Sight Words -Spell Tricky Words
TX 2B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		
TX 2B.ii	spelling homophones		
TX 2B.iii	spelling compound words, contractions, and abbreviations		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 2.B.iv	spelling multisyllabic words with multiple sound-spelling patterns		
TX 2.B.v	spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV		
TX 2B.vi	spelling words using knowledge of prefixes		
TX 2B.vii	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		
TX 2C	alphabetize a series of words to the 3rd letter		
TX 2D	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words		
<b>TX 3: Developing and Sustaining Foundational Language Skills</b>			
TX 3A	listen actively, ask relevant questions to clarify information, and make pertinent comments		
TX 3B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	-Literal vs NonLiteral Language -Context Clues	-Literal and Nonliteral language
TX 3C	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	-Common Prefixes and Suffixes	-Define Prefixes -Define Suffixes -Practice Suffixes -Identify Prefixes and Suffixes
<b>TX 4: Developing and Sustaining Foundational Language Skills</b>			
TX 4	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	-Read with Fluency	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 5: Developing and Sustaining Foundational Language Skills</b>			
TX 5	read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time		
<b>TX 6: Comprehension Skills</b>			
TX 6A	establish purpose for reading assigned and self-selected texts		
TX 6B	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	<ul style="list-style-type: none"> <li>-Understanding the Text</li> <li>-Asking and Answering Questions</li> <li>-Ask and Answer Questions</li> </ul>	<ul style="list-style-type: none"> <li>-Use Evidence to Answer Questions</li> <li>-Answer Explicit Questions</li> <li>-Answer Questions about Informational Text</li> </ul>
TX 6C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Text Features	<ul style="list-style-type: none"> <li>-Using Nonfiction Text Features</li> <li>-Nonfiction Text Features</li> </ul>
TX 6D	create mental images to deepen understanding		
TX 6E	make connections to personal experiences, ideas in other texts, and society	<ul style="list-style-type: none"> <li>-Connecting Story Details</li> <li>-Logical Connections</li> </ul>	<ul style="list-style-type: none"> <li>-Making Connections</li> <li>-Connect the Details in a Text</li> </ul>
TX 6F	make inferences and use evidence to support understanding	<ul style="list-style-type: none"> <li>-Understanding the Text</li> <li>-Asking and Answering Questions</li> </ul>	<ul style="list-style-type: none"> <li>-Use Evidence to Answer Questions</li> <li>-Answer Explicit Questions</li> <li>-Answer Questions about Informational Text</li> <li>-Using Text Evidence to Answer Questions (Informational Text)</li> </ul>
TX 6G	evaluate details read to determine key ideas	-Main Idea and Key Details	<ul style="list-style-type: none"> <li>-Use Details to Find the Main Idea</li> <li>-Find the Main Idea</li> <li>-Determine the Main Idea</li> </ul>

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6H	synthesize information to create new understanding	-Understanding the Text	-Use Evidence to Answer Questions -Answer Explicit Questions
TX 6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		
<b>TX 7: Response Skills</b>			
TX 7A	describe personal connections to a variety of sources, including self-selected texts		
TX 7B	write a response to a literary or informational text that demonstrates an understanding of a text		
TX 7C	use text evidence to support an appropriate response	-Understanding the Text -Asking and Answering Questions	-Use Evidence to Answer Questions -Answer Explicit Questions (Literature) -Answer Questions about Informational Text -Using Text Evidence to Answer Questions (Informational Text)
TX 7D	retell and paraphrase texts in ways that maintain meaning and logical order	-Main Idea and Key Details -Connecting Story Details -Summarize a Text's Main Idea	-Use Details to Find the Main Idea -Find the Main Idea -Determine the Main Idea -Making Connections -Summarizing a Story
TX 7E	interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating		
TX 7F	respond using newly acquired vocabulary as appropriate	-Literal vs Nonliteral Language -Context Clues	-Literal and Nonliteral Language



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7G	discuss specific ideas in the text that are important to the meaning	-Determine Message, Lesson, Moral	-Recount a Story and Determine the Moral
<b>TX 8: Response Skills</b>			
TX 8A	infer the theme of a work, distinguishing theme from topic	-Determine Message, Lesson, Moral	-Recount a Story -Determine the Moral
TX 8B	explain the relationships among the major and minor characters	-Describe Characters in a Story	-Describe Characters
TX 8C	analyze plot elements, including the sequence of events, the conflict, and the resolution		
TX 8D	explain influence of the setting on the plot		
<b>TX 9: Multiple Genres</b>			
TX 9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths	-Determine Message, Lesson, Moral	-Recount a Story and Determine the Moral
TX 9B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	-Identifying Text Structure	-Poem Structure
TX 9C	discuss elements of drama such as characters, dialogue, setting, and acts	-Identifying Text Structure	-Elements of a Drama
TX 9D.i	recognize characteristics and structures of informational text, including: the central idea with supporting evidence	-Main Idea and Key Details -Connecting Story Details	-Use Details to Find the Main Idea -Find the Main Idea
TX 9D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding	-Text Features -Use Pictures to Understand Words	-Using Nonfiction Text Features -Nonfiction Text Features -Use Pictures to Understand Words
TX 9D.iii	organizational patterns such as cause and effect and problem and solution	-Connecting Story Details	-Use Images to Understand Text -Making Connections

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9E.i	recognize characteristics and structures of argumentative text by: identifying the claim	-Main Idea and Key Details -Text Features -Use Pictures to Understand Words -Connecting Story Details	-Use Details to Find the Main Idea -Find the Main Idea -Use Images to Understand Text -Making Connections
TX 9E.ii	distinguishing facts from opinion	-Main Idea and Key Details -Connecting Story Details	-Use Details to Find the Main Idea -Find the Main Idea
TX 9E.iii	identifying the intended audience/reader		
<b>TX 10: Author's Purpose and Craft</b>			
TX 10A	explain the author's purpose and message within a text	-Determine Message, Lesson, Moral -Main Idea and Key Details	-Recount a Story and Determine the Moral -Use Details to Find Main Idea -Find the Main Idea -Determine the Main Idea
TX 10B	explain how the use of text structure contributes to the author's purpose	-Identifying Text Structure -Text Features	-Parts of Text -Nonfiction text features
TX 10C	explain the author's use of print and graphic features to achieve specific purposes	-Illustrations Support Text -Use Pictures to Understand Words	-Illustrations in Stories -Use Pictures to Understand Words -Use Images to Understand Text
TX 10D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	-Literal vs Nonliteral Language	-Literal and Nonliteral language
TX 10E	identify the use of literary devices, including first- or third-person point of view	-Point of View	-Identify the Author's Point of View -Author's Intent
TX 10F	discuss how the author's use of language contributes to voice		
TX 10G	identify and explain the use of hyperbole		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Number and Operations</b>			
<b>TX 2A</b>	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	-Add within 1000	-Add within 1000 using Expanded Form -Subtract within 100 using Expanded Form -Subtract within 1000 using a Number Line -Add within 1000 using a Number line -Add within 100 with Fluency -Add within 1000 using the Standard Algorithm -Subtract within 1000 using the Standard Algorithm
<b>TX 2B</b>	describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	-Round to Tens and Hundreds	-Round to the Nearest Ten or Hundred
<b>TX 2C</b>	represent a number on a number line as being between two consecutive multiples of 10;100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers	-Round to Tens and Hundreds -Round Multi-Digit Numbers	-Round to the Nearest 10 -Round to the Nearest 100 -Practice Rounding
<b>TX 2D</b>	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$ , $<$ , or $=$	-Write and Compare Large Numbers	-Compare Numbers using place value -Use Symbols to Compare Numbers
<b>TX 3: Numbers and Operations</b>			
<b>TX 3A</b>	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number line	-Fractions on a Number Line	-Label Fractions on a Number line -Identify Fractions on a Number Line
<b>TX 3B</b>	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line	-Fractions on a Number Line	-Label Fractions on a Number line -Identify Fractions on a Number Line

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 3C	explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into $b$ equal parts where $b$ is a non-zero whole number	-Getting Started with Fractions	-Identify Unit Fractions -Identify Non-Unit Fractions -Identifying Equal Parts -Recognize Fractions with Visuals
TX 3D	compose and decompose a fraction $a/b$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $1/b$	-Add and Subtract Fractions	-Add and Subtract Fractions with Common denominators -Add Fractions with a Common Denominator
TX 3E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, & 8	-Fractions on a Number Line	-Label Fractions on a Number Line -Identify Fractions on a Number Line
TX 3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	-Fractions on a Number Line -Identifying Equivalent Fractions	-Equivalent fractions on a Number Line -Identifying Equivalent Fractions -Create Equivalent Fractions
TX 3G	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model	Identifying Equivalent Fractions	Equivalent Fractions on a Number Line -Create Equivalent Fractions
TX 3H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	-Comparing Fractions	-Comparing Fractions Using Visual Models -Comparing Fractions
<b>TX 4: Number Operations</b>			
TX 4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	-Add within 1000 -Subtract within 1000	-Add and Subtract within 1000 using a Number Line -Add within 100 with Fluency -Add and Subtract within 1000 using the Standard Algorithm

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;	-Round to the Tens and Hundreds	-Round to the Nearest Ten or Hundred -Practice Rounding -Round to the Nearest 100
TX 4C	determine the value of a collection of coins and bills	-Coin Values	-Coins -Counting Coins
TX 4D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10	-Multiplying Whole Numbers	-Multiply by Making Equal Groups -Multiply using Arrays
TX 4E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	-Multiplying Whole Numbers -Properties of Multiplication	-Multiply using Repeated Addition
TX 4F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	-Practice Division Facts -Multiplication Facts -Multiply by 1, 2, 3, 4, 5, 6, 7, 8, and 9
TX 4G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;	-Properties of Multiplication -Numbers -Friends of Ten	-The Distributive Property -The Associative Property -The Commutative Property
TX 4H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally	-Multiplying Whole Numbers	-Divide using Equal Groups -Solving Multiplication and Division Word Problems -Divide Knowing the Size of Groups
TX 4I	determine if a number is even or odd using divisibility rules		
TX 4J	determine a quotient using the relationship between multiplication and division;	-Dividing Whole Numbers	-Introduction to Division -Divide by Knowing the Size of Groups -Divide Equal Groups -Solve Unknown Factor Word Problems

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	-Two-Step Word Problems	<ul style="list-style-type: none"> <li>-Multiplication and Division Word Problems</li> <li>-Solving Multiplication and Division Word Problems</li> <li>-Solve Unknown Factor Word Problems</li> <li>-Two-Step Word Problems</li> </ul>
<b>TX 5: Algebraic Reasoning</b>			
TX 5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	-Two-Step Word Problems	<ul style="list-style-type: none"> <li>-Multiplication and Division Word Problems</li> <li>-Solving Multiplication and Division Word Problems</li> <li>-Solve Unknown Factor Word Problems</li> <li>-Two-Step Word Problems</li> </ul>
TX 5B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	-Two-Step Word Problems	<ul style="list-style-type: none"> <li>-Two-Step Word Problems</li> <li>-Multiplication and Division Word Problems</li> <li>-Solving Multiplication and Division Word Problems</li> <li>-Solve Unknown Factor Word Problems</li> </ul>
TX 5C	describe a multiplication expression as a comparison such as $3 \times 24$ represents 3 times as much as 24	-Multiplying Whole Numbers	<ul style="list-style-type: none"> <li>-Multiply by Making Equal Groups</li> <li>-Multiply using Arrays</li> <li>-Multiply using Repeated Addition</li> </ul>

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 5D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	-Unknown Number Equations	
TX 5E	represent real-world relationships using number pairs in a table and verbal descriptions		
<b>TX 6: Algebraic Reasoning</b>			
TX 6A	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language		
TX 6B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories		
TX 6C	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row	-Area of Rectangles	
TX 6D	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	-Area of Rectangles	
TX 6E	decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Word Structure</b>			
TX 2A.i	decoding words with specific orthographic patterns and rules, including regular and irregular plurals		
TX 2A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		
TX 2A.iii	decoding words using advanced knowledge of syllable division patterns such as VV		
TX 2A.iv	decoding words using knowledge of prefixes		
TX 2A.v	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		
TX 2A.vi	identifying and reading high-frequency words from a research-based list		
<b>TX 2: Spelling Knowledge</b>			
TX 2B.ii	spelling homophones		
TX 2B.iii	spelling multisyllabic words with multiple sound-spelling patterns		
TX 2B.iv	spelling words using advanced knowledge of syllable division patterns		
TX 2B.v	spelling words using knowledge of prefixes		
TX 2B.vi	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants		
TX 2C	write legibly in cursive to complete assignments		
TX 3A	use print or digital resources to determine meaning, syllabication, and pronunciation		



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 3: Vocabulary</b>			
TX 3A	use print or digital resources to determine meaning, syllabication, and pronunciation		
TX 3B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		
TX 3C	determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, meter		
TX 3D	identify, use, and explain the meaning of homophones such as reign/rain		
<b>TX 4: Fluency</b>			
TX 4	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text		
<b>TX 5: Self-Sustained Reading</b>			
TX 5	read grade-appropriate texts independently. The student is expected to select text and read independently for a sustained period of time		
<b>TX 6: Comprehension Skills</b>			
TX 6A	establish purpose for reading assigned and self-selected texts	-Graphics to Understand a Text	-Interpret Visuals -Use Visuals to Understand a Text
TX 6B	generate questions about text before, during, and after reading to deepen understanding and gain information	-Inferences and Conclusions	-Use Evidence to Answer Questions -Making Inferences
TX 6C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Describing Characters	-Use Evidence to Describe a Character (Literature)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6D	create mental images to deepen understanding		
TX 6E	make connections to personal experiences, ideas in other texts, and society	Inferences Using Evidence	-Making Inferences (Literature)
TX 6F	make inferences and use evidence to support understanding	-Inferences Using Evidence -Inferences and Conclusions	-Making Inferences -Use Evidence to Answer Questions -Making Inferences
TX 6G	evaluate details read to determine key ideas	-Main Ideas and Details	-Details and Main Idea -Find Main Idea with Details
TX 6H	synthesize information to create new understanding	-Inferences Using Evidence -Poems, Drama, and Prose -Inferences and Conclusions -Describing Text Structure	-Making Inferences -Understanding Drama -Poetry Structure -Use Evidence to Answer Questions -Making Inferences (Informational Text) -Text Structure (Informational Text) -Cause and Effect Text Structure (Informational Text)
TX 6I	monitor comprehension/make adjustments such as re-reading, using background knowledge, asking questions, annotating when understanding breaks down		
<b>TX 7: Response Skills</b>			
TX 7A	describe personal connections to a variety of sources, including self-selected texts		
TX 7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7C	use text evidence to support an appropriate response	-Inferences Using Evidence -Inferences and Conclusions	-Making Inferences (Literature) -Use Evidence to Answer Questions (Informational Text) -Making Inferences (Informational Text)
TX 7D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	-Describing Characters -Science Texts: Events and Steps -Summarize a Text's Main Idea -Main Ideas and Details	-Use Evidence to Describe a Character (Literature) -Find the Cause and Effect (Informational Text) -Text Structure: Cause & Effect (Informational Text) -Summarizing a Story -Identify the Theme (Literature) -Details and Main Idea (Informational Text) -Find Main Idea with Details (Informational Text) -Main Idea and Details (Informational Text)
TX 7E	interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating	-Graphics to Understand a Text	-Interpret Visuals (Informational Text) -Use Visuals to Understand a Text (Informational Text)
TX 7F	respond using newly acquired vocabulary as appropriate		
TX 7G	discuss specific ideas in the text that are important to the meaning	-Be an Expert: Use Multiple Texts -Compare and Contrast Themes	
<b>TX 8: Multiple Genres: Library Elements</b>			
TX 8A	infer basic themes supported by text evidence	-Summarize a Text's Main Idea -Compare and Contrast Themes	-Summarizing a Story -Identify the Theme (Literature)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 8B	explain the interactions of the characters and the changes they undergo	-Describing Characters	-Use Evidence to Describe a Character (Literature)
TX 8C	analyze plot elements, including the rising action, climax, falling action, and resolution	-Describing Characters	-Use Evidence to Describe a Character (Literature)
TX 8D	explain the influence of the setting, including historical and cultural settings, on the plot	-Describing Characters	-Use Evidence to Describe a Character (Literature)
<b>TX 9: Multiple Genres: Genres</b>			
TX 9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	-Compare and Contrast Themes -Determine Message, Lesson and Moral	-Recount a Story -Determine the Moral (Literature)
TX 9B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images		
TX 9C	explain structure in drama such as character tags, acts, scenes, and stage directions	-Poems, Drama, and Prose	-Understanding Drama -Poetry Structure (Literature)
TX 9D.i	recognize characteristics and structures of informational text, including: the central idea with supporting evidence	-Inferences and Conclusions -Main Ideas and Details	-Use Evidence to Answer Questions -Making Inferences (Informational Text) -Details and Main Idea (Informational Text) -Find Main Idea with Details (Informational Text) -Main Idea and Details (Informational Text)
TX 9D.ii	recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding	-Graphics to Understand a Text	-Interpret Visuals (Informational Text) -Use Visuals to Understand a Text (Informational Text)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9D.iii	recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast	-Describing Text Structure -Compare and Contrast Two Views	-Text Structure (Informational Text) -Cause and Effect Text Structure (Informational Text)
TX 9E.i	recognize characteristics and structures of argumentative text by: identifying the claim	-Developing Arguments	
TX 9E.ii	recognize characteristics and structures of argumentative text by: explaining how the author has used facts for an argument	-Developing Arguments	
TX 9E.iii	recognize characteristics and structures of argumentative text by: identifying the intended audience or reader	-Graphics to Understand a Text	-Interpret Visuals (Informational Text) -Use Visuals to Understand a Text (Informational Text)
TX 9F	recognize characteristics of multimodal and digital texts	-Graphics to Understand a Text	-Interpret Visuals (Informational Text) -Use Visuals to Understand a Text (Informational Text)
<b>TX 10: Author's Purpose and Craft</b>			
TX 10A	explain the author's purpose and message within a text	-Developing Arguments	
TX 10B	explain how the use of text structure contributes to the author's purpose		
TX 10C	analyze the author's use of print and graphic features to achieve specific purposes		
TX 10D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes		
TX 10E	identify and understand the use of literary devices, including first- or third-person point of view	-Different Points of View -Compare and Contrast Two Views	-Identify Point of View (Literature) -Point of View (Literature)

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10F	discuss how the author's use of language contributes to voice		
TX 10G	identify and explain the use of anecdote	-Development of an Idea or Event	
<b>TX 11: Composition</b>			
TX 11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping		
TX 11B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion		
TX 11B.ii	developing an engaging idea with details		
TX 11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity		
TX 11D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		
TX 11D.ii	past tense of irregular verbs		
TX 11D.iii	singular, plural, common, and proper nouns		
TX 11D.iv	adjectives, including their comparative and superlative forms		
TX 11D.v	adverbs that convey frequency and adverbs that convey degree		
TX 11D.vi	prepositions & prepositional phrases		
TX 11D.vii	pronouns, including reflexive		
TX 11D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences		
TX 11D.ix	capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 11D.x	punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue		
TX 11D.xi	correct spelling of words with grade- appropriate orthographic patterns, rules, high-frequency words		
TX 11E	publish written work for appropriate audiences		
<b>TX 12: Composition: Genres</b>			
TX 12A	compose literary texts such as personal narratives and poetry using genre characteristics and craft		
TX 12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft		
TX 12C	compose argumentative texts, including opinion essays, using genre characteristics and craft		
TX 12D	compose correspondence that requests information		
<b>TX 13: Inquiry and Research</b>			
TX 13A	generate and clarify questions on a topic for formal and informal inquiry		
TX 13B	develop/follow a research plan with adult assistance		
TX 13C	identify and gather relevant information from a variety of sources		
TX 13D	identify primary and secondary sources		
TX 13E	demonstrate understanding of information gathered		
TX 13F	recognize the difference between paraphrasing and plagiarism when using source materials		
TX 13G	develop a bibliography		
TX 13H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Numbers &amp; Operations (Whole Numbers, Decimals, and Place Value)</b>			
TX 2A	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left	-Place Value and Division	-Ten Times in Place Value -Multiples of Ten in Place Value -Relationships Between Digits in Each Place
TX 2B	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	-Write and Compare Large Numbers	-Compare Numbers Using Place Value -Expanded Form -Use Symbols to Compare Numbers
TX 2D	round whole numbers to a given place value through the hundred thousands place	-Round Multi-Digit Whole Numbers	-Rounding to the Thousands Place and Higher -Rounding Multi-Digit Numbers -Rounding Large Numbers
TX 2E	represent decimals, including tenths and hundredths, using concrete and visual models and money	-Introducing Decimals	-Understanding Fractions and Decimals
TX 2F	compare and order decimals using concrete and visual models to the 100s		
TX 2G	relate decimals to fractions that name tenths and hundredths		
TX 2H	determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line		
<b>TX 3: Numbers and Operations (Fractions)</b>			
TX 3A	represent a fraction $a/b$ as a sum of fractions $1/b$ , where $a$ and $b$ are whole numbers and $b > 0$	-Explain Equivalent Fractions	-Equivalent Fractions with Visual Models
TX 3B	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	-Subtracting Mixed Numbers -Adding Mixed Numbers -Add and Subtract Fractions with Common Denominators



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 3C	determine if two given fractions are equivalent using a variety of methods	-Explain Equivalent Fractions	-Equivalent Fractions with Visual Models
TX 3D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$	-Comparing Fractions	-Comparing Fractions with Unlike Denominators
TX 3E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line & properties of operations	-Add and Subtract Fractions	-Add and Subtract Fractions with Common Denominators -Add Fractions with a Common Denominator
TX 3F	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , and 1, referring to the same whole	-Comparing Fractions	-Comparing Fractions with Unlike Denominators
TX 3G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line	-Introducing Decimals	-Understanding Fractions and Decimals
<b>TX 4: Numbers and Operations (Whole Number Computation)</b>			
TX 4A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	-Add and Subtract Multi-Digit Whole Numbers	-Add Large Numbers with the Standard Algorithm
TX 4B	determine products of a number and 10 or 100 using properties of operations and place value understandings	-Place Value and Division	-Ten Times in Place Value
TX 4C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15	-Multiply Multi-Digit Numbers	-Multiply Partial Products -Multiply Multi-Digit Numbers by 1-Digit Numbers
TX 4D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, commutative, associative, and distributive properties	-Multiply Multi-Digit Numbers	-Multiply 3-Digit Numbers by 1-Digit -Multiply Using Partial Products -Multiply Multi-Digit Numbers by 1-Digit Numbers

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations	-Use Partial Quotients to Divide -Division with Visual Models -Divide Using Place Value -Divide Using Long Division	
TX 4F	use strategies and algorithms, including the standard algorithm, to divide up to a four digit dividend by a one-digit divisor	-Use Partial Quotients to Divide -Division with Visual Models -Divide Using Place Value -Divide Using Long Division	
TX 4G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers	-Rounding to the Thousands Places and Higher	
TX 4H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	-Multiplicative Comparisons -Intro. to Multiplicative Comparison -Solve Multiplicative Comparison Problems	
<b>TX 5: Algebraic Reasoning</b>			
TX 5A	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity	-Multi-Step Word Problems	-Solve Multi-Step Word Problems
TX 5B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence	-Number and Shape Patterns	-Complete a Pattern -Identify the Pattern
TX 5C	use models to determine the formulas for the perimeter of a rectangle ( $l + w + l + w$ or $2l + 2w$ ), including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle ( $l \times w$ )	-Area and Perimeter	
TX 5D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers	-Area and Perimeter	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 6: Geometry and Measurement</b>			
<b>TX 6A</b>	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines		
<b>TX 6B</b>	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure		
<b>TX 6C</b>	apply knowledge of right angles to identify acute, right, and obtuse triangles		
<b>TX 6D</b>	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size		
<b>TX 7: Geometry and Measurement</b>			
<b>TX 7A</b>	illustrate the measure of an angle as the part of a circle whose center is at the vertex of the angle that is "cut out" by the rays of the angle. Angle measures are limited to whole numbers	-Measuring Angles	
<b>TX 7B</b>	illustrate degrees as the units used to measure an angle, where $\frac{1}{360}$ of any circle is one degree and an angle that "cuts" $\frac{n}{360}$ out of any circle whose center is at the angle's vertex has a measure of n degrees. Angle measures are limited to whole numbers	-Measuring Angles	
<b>TX 7C</b>	determine the approximate measures of angles in degrees to the nearest whole number using a protractor	-Measuring Angles	
<b>TX 7D</b>	draw an angle with a given measure		
<b>TX 7E</b>	determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures	-Additive Angles	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 8: Geometry and Measurement</b>			
<b>TX 8A</b>	identify relative sizes of measurement units within the customary and metric systems	-Customary and Metric Measurement	-Convert Units of Time
<b>TX 8B</b>	convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table	-Customary and Metric Measurement	-Convert Units of Time
<b>TX 8C</b>	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate	-Measurement Word Problems	
<b>TX 9: Data Analysis</b>			
<b>TX 9A</b>	represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions	-Displaying Data	
<b>TX 9B</b>	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot	-Fractional Line Plots	-Line Plot Word Problems
<b>TX 10: Personal Financial Literacy</b>			
<b>TX 10A</b>	distinguish between fixed and variable expenses		
<b>TX 10B</b>	calculate profit in a given situation		
<b>TX 10C</b>	compare the advantages and disadvantages of various savings options		
<b>TX 10D</b>	describe how to allocate a weekly allowance among spending; saving, including for college; and sharing		
<b>TX 10E</b>	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Beginning Reading and Writing, Phonetic Knowledge, and Spelling</b>			
TX 2A.i	decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and /k/ to/sh/ such as music and musician		
TX 2A.ii	decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		
TX 2A.iii	decoding words using advanced knowledge of syllable division patterns		
TX 2A.iv	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words		
TX 2A.v	identifying and reading high-frequency words from a research-based list		
TX 2B.i	spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		
TX 2B.ii	spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician		
TX 2B.iii	spelling multisyllabic words with multiple sound-spelling patterns		
TX 2B.iv	spelling words using advanced knowledge of syllable division patterns		
TX 2B.v	spelling words using knowledge of prefixes		
TX 2B.vi	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i		
TX 2C	write legibly in cursive		
<b>TX 3: Vocabulary</b>			
TX 3A	use print or digital resources to determine meaning, syllabication, pronunciation, and word origin		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 3B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		
TX 3C	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo		
TX 3D	identify, use, and explain the meaning of adages and puns		
<b>TX 4: Fluency</b>			
TX 4	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text		
<b>TX 5: Self-Sustained Reading</b>			
TX 5	read grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text		
<b>TX 6: Comprehension</b>			
TX 6A	establish purpose for reading assigned and self-selected texts		
TX 6B	generate questions about text before, during, and after reading to deepen understanding and gain information		
TX 6C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Comparing Similar Texts	
TX 6D	create mental images to deepen understanding		
TX 6E	make connections to personal experiences, ideas in other texts, and society		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6F	make inferences and use evidence to support understanding	-Comparing Story Elements -Explain Two Related Ideas	-Compare & Contrast Story Elements -Relate Ideas (Informational Text)
TX 6G	evaluate details read to determine key ideas	-Main Idea and Details	-Multiple Main Ideas (Informational Text) -Find More Than One -Main Idea (Informational Text) -Determine Two or More Main Ideas (Informational Text)
TX 6H	synthesize information to create new understanding	-Explicit Meaning and Inferences -Relating Pieces to the Whole -Quotes and Direct Evidence	-Using Evidence to Make Inferences (Literature) -Make Inferences -How Stanzas in a Poem Relate (Literature) -Using Quotes to Support Inferences (Informational Text) -Use Quotes as Evidence (Informational Text)
TX 6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down		
<b>TX 7: Response Skills</b>			
TX 7A	describe personal connections to a variety of sources, including self-selected texts		
TX 7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	-Comparing Text Structure -Comparing Similar Texts	-Text Structure Information Text Structure
TX 7C	use text evidence to support an appropriate response	-Integrate Information	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	-Summarizing a Text -Identify Theme Through Characters -Main Idea and Details	-Summarizing Fiction -Summarizing a Text -Themes in Poetry -Identify the Theme -Multiple Main Ideas (Informational Text) -Find More Than One Main Idea (Informational Text) -Determine Two or More Main Ideas
TX 7E	interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating		
TX 7F	respond using newly acquired vocabulary as appropriate		
TX 7G	discuss specific ideas in the text that are important to the meaning		
<b>TX 8: Literary Elements</b>			
TX 8A	infer multiple themes within a text using text evidence	-Summarizing a Text -Identify Theme Through Characters -Comparing Similar Texts	-Summarizing Fiction -Summarizing a Text -Themes in Poetry -Identify the Theme of a Story (Literature) -Themes (Literature)
TX 8B	analyze the relationships of and conflicts among the characters	-Explain Two Related Ideas -Comparing Story Elements	- Relate Ideas (Informational Text) -Compare & Contrast Story Elements
TX 8C	analyze plot elements, including rising action, climax, falling action, and resolution	-Relating Pieces to the Whole	-How Stanzas in a Poem Relate (Literature)
TX 8D	analyze the influence of the setting, including historical and cultural settings, on the plot	-Narrator's Point of View	-Point of View (Literature)
<b>TX 9: Multiple Genres</b>			
TX 9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	-Determine Message, Lesson, and Moral	-Recount a Story -Determine the Moral (Literature)



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9B	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms		
TX 9C	explain structure in drama such as character tags, acts, scenes, and stage directions	-Poems, Drama, and Prose	-Understanding Drama -Poetry Structure (Literature)
TX 9D.i	the central idea with supporting evidence	-Main Idea and Details	-Multiple Main Ideas (Informational Text) -Find More Than One Main Idea (Informational Text) -Determine Two or More Main Ideas (Informational Text)
<b>TX 9: Multiple Genres</b>			
TX 9D.ii	features such as insets, timelines, and sidebars to support understanding	-Graphics to Understand a Text	-Interpret Visuals (Informational Text) -Use Visuals to Understand a Text (Informational Text)
TX 9D.iii	organizational patterns such as logical order and order of importance		
TX 9E.i	identifying the claim		
TX 9E.ii	explaining how the author has used facts for or against an argument		
TX 9E.iii	identifying the intended audience or reader		
TX 9F	recognize characteristics of multimodal and digital texts	-Using Text Features	-Use Text Features (Informational Text)
<b>TX 10: Author's Purpose and Craft</b>			
TX 10A	explain the author's purpose and message within a text		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10B	analyze how the use of text structure contributes to the author's purpose	-Comparing Text Structure	-Text Structure
TX 10C	analyze the author's use of print and graphic features to achieve specific purposes		
TX 10D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes		
TX 10E	identify and understand the use of literary devices, including first/third-person point of view	-Narrator's Point of View	-Point of View (Literature)
TX 10F	examine how the author's use of language contributes to voice		
TX 10G	explain the purpose of hyperbole, stereotyping, and anecdote		
<b>TX 11: Composition</b>			
TX 11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping		
TX 11B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion		
TX 11B.ii	developing an engaging idea reflecting depth of thought with specific facts and details		
TX 11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity		
TX 11D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		
TX 11D.ii	past tense of irregular verbs		
TX 11D.iii	collective nouns		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 11D.iv	adjectives, including their comparative and superlative forms		
TX 11D.v	conjunctive adverbs		
TX 11D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement		
TX 11D.vii	pronouns, including indefinite		
TX 11D.viii	subordinating conjunctions to form complex sentences		
TX 11D.ix	capitalization of abbreviations, initials, acronyms, and organizations		
TX 11D.x	italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences		
TX 11D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words		
TX 11E	publish written work for appropriate audiences		
<b>TX 12: Composition: Genres</b>			
TX 12A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft		
TX 12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 12C	compose argumentative texts, including opinion essays, using genre characteristics and craft		
TX 12D	compose correspondence that requests information		
<b>TX 13: Inquiry and Research</b>			
TX 13A	generate and clarify questions on a topic for formal and informal inquiry		
TX 13B	develop and follow a research plan with adult assistance		
TX 13C	identify and gather relevant information from a variety of sources	-Using Text Features	-Use Text Features (Informational Text)
TX 13D	understand credibility of primary and secondary sources		
TX 13E	demonstrate understanding of information gathered		
TX 13F	differentiate between paraphrasing and plagiarism when using source materials		
TX 13G	develop a bibliography		
TX 13H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Numbers and Operations (Represent, Compare and Order)</b>			
<b>TX 2A</b>	represent the value of the digit in decimals through the thousandths using expanded notation/numerals		
<b>TX 2B</b>	compare and order two decimals to thousandths and represent comparisons using the symbols $>$ , $<$ , or $=$	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	-Comparing Decimals to the Thousandths -Compare Decimals Using Symbols -Decimal Expanded Form to Thousandths -Decimals in Expanded Form -Read and Write Decimals
<b>TX 2C</b>	round decimals to tenths or hundredths	-Round Decimals to Any Place	-Rounding Decimals -Practice Rounding Decimals -Rounding Decimals on a Number Line
<b>TX 3: Numbers and Operations (Positive Rational Number Computation)</b>			
<b>TX 3A</b>	estimate to determine solutions to math and real-world problems involving addition, subtraction, multiplication, or division	-Solving Decimal Equations	-Adding and Subtracting Decimals -Dividing Decimals
<b>TX 3B</b>	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	-Multiply Multi-Digit Numbers	-Multiply Using an Area Model and Standard Algorithm
<b>TX 3C</b>	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	-Find Whole-Number Quotients	-Long Division -Divide with an Area Model
<b>TX 3D</b>	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	-Solving Decimal Equations	-Adding and Subtracting Decimals -Dividing Decimals
<b>TX 3F</b>	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	-Find Whole-Number Quotients -Solving Decimal Equations	-Long Division -Divide with an Area Model -Adding and Subtracting Decimals -Dividing Decimals

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 3G	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	-Find Whole-Number Quotients -Solving Decimal Equations	-Long Division -Divide with an Area Model -Adding and Subtracting Decimals -Dividing Decimals
TX 3H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	-Word Problems: Basic Fractions	-Fraction Word Problems
TX 3I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	-Multiplying Fractions	-Multiplying Fractions
TX 3J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models	-Word Problems: Divide Fractions	-Solve Word Problems -Fraction Word Problems -Represent Fractions as Division
TX 3K	add and subtract positive rational numbers fluently	-Add and Subtract Fractions -Word Problems: Basic Fractions -Solving Decimal Equations	-Add Fractions with Unlike Denominators -Visually Add and Subtract Fractions -Fraction Word Problems -Adding and Subtracting Decimals -Dividing Decimals
TX 3L	divide whole numbers by unit fractions and unit fractions by whole numbers	-Dividing Fractions and Numbers	-Dividing Whole Numbers by Fractions
<b>TX 4: Algebraic Reasoning</b>			
TX 4A	identify prime and composite numbers	Factors and Multiples	-Prime and Composite Numbers -Identify Prime Numbers -Factors and Multiples -Determine Multiples -Find Factors

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4B	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	-Multiply Multi-Digit Numbers -Find Whole-Number Quotients -Multi-Step Word Problems	-Multiply Using an Area Model and Standard Algorithm -Long Division -Divide with an Area Model -Solve Multi-Step Word Problems
TX 4C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph	-Number and Shape Patterns	-Complete a Pattern -Identify the Pattern
TX 4D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	-Multiply with Word Problems	Solve Multiplication Word Problems
TX 4E	describe the meaning of parentheses and brackets in a numeric expression	-Order of Operations -Words to Numbers	-Order of Operations PEMDAS -Write Expressions to Represent Situations
TX 4F	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	-Words to Numbers	-Write Expressions -Write Expressions to Represent Situations
<b>TX 5: Geometry and Measurement (2D Attributes)</b>			
TX 5	The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	-Classifying Quadrilaterals	
<b>TX 6: Geometry and Measurement (Quantify Volume)</b>			
TX 6A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes needed to fill it with no gaps or overlaps if possible	-Concepts of Volume	-Understanding Concepts of Volume

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 6B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	-Counting Units to Find Volume -Volume of Rectangular Prisms	-Find Volume with Cubes
<b>TX 7: Geometry and Measurement (Units, Strategies, and Tools)</b>			
TX 7	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system	-Converting Measurements	-Converting Measurements
<b>TX 8: Geometry and Measurement (Coordinate Plane)</b>			
TX 8A	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	-Define the Coordinate System	-Plot Ordered Pairs
TX 8B	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	-Define the Coordinate System	-Plot Ordered Pairs
TX 8C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table	-Graph Points on a Coordinate Plane	-Real World Problems on a Coordinate Plane -Graph Points on a Coordinate Plane



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 9: Data Analysis</b>			
<b>TX 9A</b>	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots	-Displaying Data	
<b>TX 9B</b>	represent discrete paired data on a scatter plot	-Construct, Explain Scatter Plots	
<b>TX 9C</b>	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatter plot	-Displaying Data	
<b>TX 10: Personal Financial Literacy</b>			
<b>TX 10A</b>	define income tax, payroll tax, sales tax, and property tax		
<b>TX 10B</b>	explain the difference between gross income and net income		
<b>TX 10C</b>	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments		
<b>TX 10D</b>	develop a system for keeping and using financial records		
<b>TX 10E</b>	describe actions that might be taken to balance a budget when expenses exceed income		
<b>TX 10F</b>	balance a simple budget		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Vocabulary</b>			
TX 2A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech		
TX 2B	use context such as definition, analogy, and examples to clarify the meaning of words		
TX 2C	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus		
<b>TX 3: Fluency</b>			
TX 3	read grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose		
<b>TX 4: Self-Sustained Reading</b>			
TX 4	read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time		
<b>TX 5: Comprehension: Multiple Texts</b>			
TX 5A	establish purpose for reading assigned and self-selected text		
TX 5B	generate questions about text before, during, and after reading to deepen understanding and gain information		
TX 5C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Plot Development -Point of View	-Describe the Plot and How Characters Respond to It -Analyze the Point of View of a Poem
TX 5D	create mental images to deepen understanding		
TX 5E	make connections to personal experiences, ideas in other texts, and society	-Compare a Text with a Performance -Author's Argument -Integrate Information	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 5F	make inferences and use evidence to support understanding	-Textual Evidence and Inferences	-Use Text Evidence to Make Inferences
TX 5G	evaluate details read to determine key ideas	-Plot Development	-Describe the Plot and How Characters Respond to It
TX 5H	synthesize info. to create new understanding	-Development of an Idea or Event	
TX 5I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	-Introduction to Text Structure	-Use the Structure of a Text to Identify the Theme
<b>TX 6: Response Skills: Multiple Texts</b>			
TX 6A	describe personal connections to a variety of sources, including self-selected texts		
TX 6B	write responses that demonstrate understanding of texts, including comparing sources within and across genres	-Compare and Contrast Genres	
TX 6C	use text evidence to support an appropriate response	-Textual Evidence and Inferences	-Use Text Evidence to Make Inferences
TX 6D	paraphrase and summarize texts in ways that maintain meaning and logical order	-Point of View	-Analyze the Point of View of a Poem
TX 6E	interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating		
TX 6F	respond using acquired vocabulary as appropriate		
TX 6G	discuss and write about the explicit or implicit meanings of text		
TX 6H	respond orally or in writing with appropriate register, vocabulary, tone, and voice		
TX 6I	reflect on and adjust responses as new evidence is presented		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 7: Multiple Genres</b>			
TX 7A	infer multiple themes within and across texts using text evidence		
TX 7B	analyze how the characters' internal and external responses develop the plot	-Plot Development	-Describe the Plot and How Characters Respond
TX 7C	analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback		
TX 7D	analyze how the setting, including historical and cultural settings, influences character and plot development	-Introduction to Text Structure	-Use the Structure of a Text to Identify the Theme
<b>TX 8: Multiple Genres</b>			
TX 8A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	-Compare and Contrast Genres	
TX 8B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	-Compare a Text with a Performance	
TX 8C	analyze how playwrights develop characters through dialogue and staging		
TX 8D.i	analyze characteristics and structural elements of informational text: the controlling idea or thesis with supporting evidence	-Central Idea of a Text -Development of an Idea or Event	-Use Key Details to Determine the Central Idea of a Text
TX 8D.ii	features such as introduction, foreword, preface, references, or acknowledgements to gain background information	-Text Structure	
TX 8D.iii	organizational patterns such as definition, classification, advantage, and disadvantage	-Author's Argument -Integrate Information	-Integrate Information to Understand a Text
TX 8E.i	analyze characteristics and structures of argumentative text by: identifying the claim	-Author's Argument	
TX 8E.ii	explaining how the author uses various types of evidence to support the argument	-Author's Argument	
TX 8E.iii	explaining how the author uses various types of evidence to support the argument	-Compare and Contrast	
TX 8F	analyze characteristics of multimodal and digital texts	-Author's Argument -Integrate Information	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 9: Author's Purpose and Craft</b>			
TX 9A	explain author's purpose and message within a text	-Text Structure	
TX 9B	analyze how the use of text structure contributes to the author's purpose	-Text Structure	
TX 9C	analyze the author's use of print and graphic features to achieve specific purposes	-Author's Argument -Integrate Info.	-Integrate Info. to Understand a Text
TX 9D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		
TX 9E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose		
TX 9F	analyze how author's use of language contributes to mood and voice	-Author's Point of View and Goal	
TX 9G	explain the differences between rhetorical devices and logical fallacies		
<b>TX 10: Composition: Writing Process</b>			
TX 10A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests		
TX 10B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion		
TX 10B.ii	developing an engaging idea reflecting depth of thought with specific facts and details		
TX 10C	revise drafts for clarity, development, organization, style, word choice, and sentence variety		
TX 10D.i	edit drafts using standard English conventions: complete complex sentences with subject-verb agreement and avoidance of splices, and run-ons		
TX 10D.ii	consistent, appropriate use of verb tenses		
TX 10D.iii	conjunctive adverbs		
TX 10D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement		
TX 10D.v	pronouns, including relative		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10D.vi	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor		
TX 10D.vii	capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations		
TX 10D.viii	punctuation marks, including commas in complex sentences, transitions, and introductory elements		
TX 10D.ix	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're		
TX 10E	publish written work for appropriate audiences		
<b>TX 11: Composition: Genres</b>			
TX 11A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft		
TX 11B	compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement		
TX 11C	compose multi-paragraph argumentative texts using genre characteristics and craft		
TX 11D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business		
<b>TX 12: Inquiry and Research</b>			
TX 12A	generate student-selected and teacher-guided questions for formal and informal inquiry		
TX 12B	develop and revise a plan		
TX 12C	refine the major research question, if necessary, guided by the answers to a secondary set of questions		
TX 12D	identify/gather relevant info. from a variety of sources		
TX 12E	differentiate between primary/secondary sources		
TX 12F	synthesize information from a variety of sources		
TX 12G	differentiate between paraphrasing and plagiarism		
TX 12H.i	examine resources for: reliability, credibility, bias		
TX 12H.ii	faulty reasoning such as hyperbole, emotional appeals		
TX 12I	display academic citations/use source materials ethically		
TX 12J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Number and Operations - Rational Numbers</b>			
TX 2A	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers	-Convert to Rational Numbers	
TX 2B	identify a number, its opposite, and its absolute value	-Absolute Value	
TX 2C	locate, compare, and order integers and rational numbers using a number line	-Opposites of Numbers	
TX 2D	order a set of rational numbers arising from mathematical and real-world contexts	-Positive and Negative Numbers	
TX 2E	extend representations for division to include fraction notation such as $a/b$ represents the same number as $a \div b$ where $b \neq 0$	-Dividing Fractions	
<b>TX 3: Number and Operations - Solving and Justifying</b>			
TX 3A	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values	-Dividing Fractions	
TX 3B	determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than 1		
TX 3C	represent integer operations with concrete models and connect the actions with models to standardized algorithms	-Positive and Negative Numbers -Graphing in the Coordinate Plane	
TX 3D	add, subtract, multiply, and divide integers fluently	-Subtract Rational Numbers	
TX 3E	multiply and divide positive rational numbers fluently	-Divide Multi-Digit Numbers -Operations with Decimals	-Use the Standard Algorithm to Multiply Decimals
<b>TX 4: Proportionality</b>			
TX 4A	compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive/multiplicative relationships	-Solve One Variable Equations	
TX 4B	apply qualitative/quantitative reasoning to solve prediction and comparison of real-world problems involving ratios	-Introduction to Unit Rates	
TX 4C	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 4D	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
TX 4E	represent ratios and percents with concrete models, fractions, and decimals	-Introduction to Unit Rates	
TX 4F	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	-Multi-Step, Real-World Problems -Percent of a Quantity	
TX 4G	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money	-Add and Subtract Fractions -Word Problems: Basic Fractions	-Add Fractions with Unlike Denominators -Use Visuals to Add and Subtract Fractions with Unlike Denominators
TX 4H	convert units within a measurement system, including the use of proportions and unit rates	-Ratio Tables -Introduction to Unit Rates -Using Ratios to Convert Units	-Solve Word Problems Involving the Addition and Subtraction of Fractions
<b>TX 5: Proportionality</b>			
TX 5A	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
TX 5B	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	-Percent of a Quantity -Add and Subtract Fractions	-Add Fractions with Unlike Denominators -Use Visuals to Add and Subtract Fractions with Unlike Denominators
TX 5C	use equivalent fractions, decimals, and percents to show equal parts of the same whole	-Word Problems: Basic Fractions	-Solve Word Problems Involving the Addition and Subtraction of Fractions



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 6: Expressions, Equations, and Relationships</b>			
TX 6A	identify independent and dependent quantities from tables and graphs		
TX 6B	write an equation that represents the relationship between independent and dependent quantities from a table	-Solve One Variable Equations	
TX 6C	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	-Equivalent Expressions	
<b>TX 7: Expressions, Equations, and Relationships</b>			
TX 7A	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	-Evaluating Expressions with Exponents	-Solve Problems Using Order of Operations -Evaluate Exponential Expressions
TX 7B	distinguish between expressions and equations verbally, numerically, and algebraically	-Evaluating Expressions with Exponents	-Solve Problems Using Order of Operations
TX 7C	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations		
TX 7D	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	-Equivalent Expressions	
<b>TX 8: Expressions, Equations, and Relationships</b>			
TX 8A	extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle	-Classifying Quadrilaterals	
TX 8B	model area formulas for parallelograms, trapezoids, triangles by decomposing and rearranging parts of these shapes		
TX 8C	write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 8D	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers		
<b>TX 9: Expressions, Equations, and Relationships</b>			
TX 9A	write one-variable, one-step equations and inequalities to represent constraints or conditions within problems		
TX 9B	represent solutions for one-variable, one-step equations and inequalities on number lines	-Writing Expressions	-Solve Problems Using Order of Operations -Construct Expressions to Represent Word Problems -Evaluate Exponential Expressions
TX 9C	write corresponding real-world problems given one-variable, one-step equations/inequalities	-Writing Expressions	-Construct Expressions to Represent Word Problems
<b>TX 10: Expressions, Equations, and Relationships</b>			
TX 10A	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	-Writing Expressions	-Solve Problems Using Order of Operations -Construct Expressions to Represent Word Problems -Evaluate Exponential Expressions
TX 10B	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true		
<b>TX 11: Measurement and Data</b>			
TX 11	The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers	-Opposites of Numbers -Graphing in the Coordinate Plane	
<b>TX 12: Measurement and Data</b>			
TX 12A	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	-Displaying Data	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 12B	use the graphical representation of numeric data to describe the center, spread, shape of the data distribution	-Summarizing Data Sets	
TX 12C	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR), and use these summaries to describe the center, spread, and shape of the data distribution	-Summarizing Data Sets	
TX 12D	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	-Summarizing Data Sets	
<b>TX 13: Measurement and Data</b>			
TX 13A	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots	-Summarizing Data Sets	
TX 13B	distinguish between situations that yield data with and without variability	-Summarizing Data Sets	
<b>TX 14: Personal Financial Literacy</b>			
TX 14A	compare the features and costs of a checking account and a debit card offered by different local financial institutions		
TX 14B	distinguish between debit cards and credit cards		
TX 14C	balance a check register that includes deposits, withdrawals, and transfers		
TX 14D	explain why it is important to establish a positive credit history		
TX 14E	describe the information in a credit report and how long it is retained		
TX 14F	describe the value of credit reports to borrowers and to lenders		
TX 14G	explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study		
TX 14H	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Vocabulary</b>			
TX 2A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech		
TX 2B	use context such as contrast or cause and effect to clarify the meaning of words		
TX 2C	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent		
<b>TX 3: Fluency</b>			
TX 3	read grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading text based on reading purpose		
<b>TX 4: Self-Sustained Reading</b>			
TX 4	read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time		
<b>TX 5: Comprehension: Multiple Texts</b>			
TX 5A	establish purpose for reading assigned and self-selected texts		
TX 5B	generate questions about text before, during, and after reading to deepen understanding and gain information		
TX 5C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Elements of a Short Story -Contrasting Point of View	
TX 5D	create mental images to deepen understanding		
TX 5E	make connections to personal experiences, ideas in other texts, and society		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 5F	make inferences and use evidence to support understanding		
TX 5G	evaluate details read to determine key ideas	-Thematic Development -Central Ideas in a Text	
TX 5H	synthesize information to create new understanding	-Elements of a Short Story -How Ideas Are Related	
TX 5I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	-Text Structure	
<b>TX 6: Response Skills: Multiple Texts</b>			
TX 6A	describe personal connections to a variety of sources, including self-selected texts		
TX 6B	write responses that demonstrate understanding of texts, including comparing sources within and across genres	-Historical Fiction -Compare Texts, Analyze Arguments	
TX 6C	use text evidence to support a response	-Cite Textual Evidence	
TX 6D	paraphrase and summarize texts in ways that maintain meaning and logical order	-Central Ideas in a Text	
TX 6E	interact with sources in meaningful ways: note-taking, annotating, freewriting, illustrating		
TX 6F	respond using newly acquired vocabulary		
TX 6G	discuss and write about the explicit or implicit meanings of text		
TX 6H	respond orally or in writing with appropriate register, vocabulary, tone, and voice		
TX 6I	reflect on and adjust responses as new evidence is presented		
<b>TX 7: Multiple Genres</b>			
TX 7A	infer multiple themes within and across texts using text evidence	-Thematic Development	
TX 7B	analyze how characters' qualities influence events and resolution of the conflict	-Elements of a Short Story	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 7C	analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	-Point of View	
TX 7D	analyze how the setting influences character and plot development	-Elements of a Short Story	
<b>TX 8: Multiple Genres</b>			
TX 8A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	-Figurative Language	
TX 8B	analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation/capitalization in poems across a variety of poetic forms	-Compare Text and Multimedia	
TX 8C	analyze how playwrights develop characters through dialogue and staging		
TX 8D.i	analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence	-Central Ideas in a Text	
TX 8D.ii	features such as references or acknowledgements	-Text Structure	
TX 8D.iii	organizational patterns that support multiple topics, categories, and subcategories	-Compare Texts, Analyze Arguments	
TX 8E.i	identifying the claim	-Compare Texts, Analyze Arguments	
TX 8E.ii	explaining how the author uses various types of evidence and consideration of alternatives to support the argument	-Compare Texts, Analyze Arguments	
TX 8E.iii	identifying the intended audience or reader	-Author's Point of View and Goal	
TX 8F	analyze characteristics of multimodal and digital texts		
<b>TX 9: Author's Purpose and Craft</b>			
TX 9A	explain the author's purpose and message within a text	-Compare Texts, Analyze Arguments	
TX 9B	analyze how the use of text structure contributes to the author's purpose	-Text Structure	
TX 9C	analyze the author's use of print and graphic features to achieve specific purposes	-Print vs. Multimedia Text	
TX 9D	describe how the author's use of figurative language such as metaphor and personification	-Figurative Language	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 9E	identify the use of literary devices, including subjective and objective point of view		
TX 9F	analyze how the author's use of language contributes to mood, voice, and tone	-Author's Point of View and Goal	
TX 9G	explain the purpose of rhetorical devices such as direct address, rhetorical questions and logical fallacies such as loaded language		
<b>TX 10: Composition: Writing Process</b>			
TX 10A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests		
TX 10B.i	develop drafts into a focused, structured, and coherent piece of writing by: organizing with structure, including an introduction, transitions, coherence within paragraphs, and a conclusion		
TX 10B.ii	develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts, details, and examples		
TX 10C	revise drafts for clarity, development, organization, style, word choice, and sentence variety		
TX 10D.i	edit drafts using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		
TX 10D.ii	consistent, appropriate use of verb tenses		
TX 10D.iii	conjunctive adverbs		
TX 10D.iv	prepositions and prepositional phrases and their influence on subject-verb agreement		
TX 10D.v	pronoun-antecedent agreement		
TX 10D.vi	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor		
TX 10D.vii	correct capitalization		
TX 10D.viii	punctuation, including commas to set off words, phrases, and clauses, and semicolons		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10D.ix	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too		
TX 10E	publish written work for appropriate audiences		
<b>TX 11: Composition: Genres</b>			
TX 11A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft		
TX 11B	compose informational texts, including multi-paragraph essays that convey info. about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft		
TX 11C	compose multi-paragraph argumentative texts using genre characteristics and craft		
TX 11D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure		
<b>TX 12: Inquiry and Research</b>			
TX 12A	generate student-selected and teacher-guided questions for formal and informal inquiry		
TX 12B	develop and revise a plan		
TX 12C	refine the major research question, if necessary, guided by answers to a secondary set of questions		
TX 12D	identify/gather information from a variety of sources		
TX 12E	differentiate between primary and secondary sources		
TX 12F	synthesize information from a variety of sources		
TX 12G	differentiate between paraphrasing and plagiarism when using source materials		
TX 12H.i	examine sources for: reliability, credibility, and bias		
TX 12H.ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype		
TX 12I	display academic citations and use source materials ethically		
TX 12J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Number and Operations - Rational Numbers</b>			
TX 2	apply mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers	-Convert Numbers to Decimals	
<b>TX 3: Number and Operations - Solving and Justifying</b>			
TX 3A	add, subtract, multiply, and divide rational numbers fluently	-Add Rational Numbers -Subtract Rational Numbers	
TX 3B	apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, division of rational numbers	-Four Operations with Numbers	
<b>TX 4: Proportionality</b>			
TX 4A	represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$	-Find, Show Proportional Amounts	
TX 4B	calculate unit rates from rates in mathematical and real-world problems	-Compute Unit Rates	
TX 4C	determine the constant of proportionality ( $k = y/x$ ) within mathematical and real-world problems	-Represent Proportions	
TX 4D	solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase/decrease, and financial literacy problems	-Ratio, Proportion Word Problems	
TX 4E	convert between measurement systems, including the use of proportions and the use of unit rates	-Find, Show Proportional Amounts	
<b>TX 5: Proportionality</b>			
TX 5A	generalize the critical attributes of similarity, including ratios within and between similar shapes		
TX 5B	describe $\pi$ as the ratio of the circumference of a circle to its diameter		
TX 5C	solve mathematical and real-world problems involving similar shape and scale drawings		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 6: Proportionality</b>			
TX 6A	represent sample spaces for simple and compound events using lists and tree diagrams	-Inferential Statistics	
TX 6B	select and use different simulations to represent simple/compound events with/without technology	-Probabilities of Compound Events	
TX 6C	make predictions and determine solutions using experimental data for simple/compound events	-Probabilities of Compound Events	
TX 6D	make predictions and determine solutions using theoretical probability for simple/compound events		
TX 6E	find the probabilities of a simple event, its complement and describe the relationship between the two	-Probabilities of Compound Events	
TX 6F	use data from a random sample to make inferences about a population	-Measures of Central Tendency	
TX 6G	solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents	-Predict and Compare Probability	
TX 6H	solve problems using qualitative and quantitative predictions and comparisons from simple experiments		
TX 6I	determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces	-Predict and Compare Probability	
<b>TX 7: Expressions, Equations, and Relationships</b>			
TX 7	apply mathematical process standards to represent linear relationships using multiple representations. The student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$	-Generate Equivalent Expressions	
<b>TX 8: Expressions, Equations, and Relationships</b>			
TX 8A	model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 8B	explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas		
TX 8C	use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas		
<b>TX 9: Expressions, Equations, and Relationships</b>			
TX 9A	solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids		
TX 9B	determine the circumference and area of circles		
TX 9C	determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles		
TX 9D	solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net		
<b>TX 10: Expressions, Equations, and Relationships</b>			
TX 10A	write one-variable, two-step equations and inequalities to represent constraints or conditions within problems	-Solving Equations	
TX 10B	represent solutions for one-variable, two-step equations and inequalities on number lines	-Solving Equations	
TX 10C	write a corresponding real-world problem given a one-variable, two-step equation or inequality	-Solving Equations	
<b>TX 11: Expressions, Equations, and Relationships</b>			
TX 11A	model and solve one-variable, two-step equations and inequalities	-Solving Inequalities	
TX 11B	determine if the given value(s) make(s) one-variable, two-step equations and inequalities true	-Solving Equations -Solving Inequalities	
TX 11C	write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships	-Solving Equations -Solving Inequalities	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 12: Measurement and Data</b>			
TX 12A	compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads	-Displaying Data	
TX 12B	use data from a random sample to make inferences about a population	-Probability of a Chance Event -Predict and Compare Probability	
TX 12C	compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations	-Probabilities of Compound Events	
<b>TX 13: Personal Financial Literacy</b>			
TX 13A	calculate the sales tax for a given purchase and calculate income tax for earned wages		
TX 13B	identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget		
TX 13C	create and organize a financial assets and liabilities record and construct a net worth statement		
TX 13D	use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby		
TX 13E	calculate and compare simple interest and compound interest earnings		
TX 13F	analyze and compare monetary incentives, including sales, rebates, and coupons		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Vocabulary</b>			
TX 2A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech		
TX 2B	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words		
TX 2C	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, duc		
<b>TX 3: Fluency</b>			
TX 3	read grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose		
<b>TX 4: Self-Sustained Reading</b>			
TX 4	read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time		
<b>TX 5: Comprehension: Multiple Texts</b>			
TX 5A	establish purpose for reading assigned and self-selected texts		
TX 5B	generate questions about text before, during, and after reading to deepen understanding and gain information		
TX 5C	make and correct or confirm predictions using text features, characteristics of genre, and structures	-Evidence and Inferences -Analyze Incidents in a Story	
TX 5D	create mental images to deepen understanding		
TX 5E	make connections to personal experiences, ideas in other texts, and society	-Fiction: Themes and Patterns	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 5F	make inferences and use evidence to support understanding	-Evidence and Inferences -Textual Evidence and Inferencing	
TX 5G	evaluate details read to determine key ideas	-Central Idea	
TX 5H	synthesize information to create new understanding	-Analyze Incidents in a Story	
TX 5I	monitor comprehension, make adjustments such as re-reading, using background knowledge, asking questions, and annotating	-Text Structure	
<b>TX 6: Response Skills: Multiple Texts</b>			
TX 6A	describe personal connections to a variety of sources, including self-selected texts		
TX 6B	write responses that demonstrate understanding of texts, including comparing sources within and across genres		
TX 6C	use text evidence to support an appropriate response	-Evidence and Inferences -Textual Evidence and Inferencing	
TX 6D	paraphrase and summarize texts in ways that maintain meaning and logical order	-Theme -Central Idea	
TX 6E	interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating		
TX 6F	respond using acquired vocabulary as appropriate		
TX 6G	discuss and write about the explicit or implicit meanings of text	-Textual Evidence and Inferencing	
TX 6H	respond orally or in writing with appropriate register, vocabulary, tone, and voice		
TX 6I	reflect on and adjust responses as new evidence is presented	-Analyze Incidents in a Story	
TX 6J	defend or challenge the authors' claims using relevant text evidence	-Text Structure -Author's Point of View and Goal	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 7: Multiple Genres</b>			
TX 7A	analyze how themes are developed through the interaction of characters and events		
TX 7B	analyze how characters' motivations, behaviors influence events and resolution of the conflict	-Analyze Incidents in a Story	
TX 7C	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, parallel plot structures and compare it to linear plot development		
TX 7D	explain how the setting influences the values and beliefs of characters	-Point of View	
<b>TX 8: Multiple Genres</b>			
TX 8A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, short stories	-Compare and Contrast Genres	
TX 8B	analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, humorous poetry		
TX 8C	analyze how playwrights develop dramatic action through the use of acts and scenes	-Introduction to Text Structure	- Use Structure of a Text to Identify Theme
TX 8D.i	analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence	-Central Idea	
TX 8D.ii	analyze characteristics and structural elements of informational text, including: features such as footnotes, endnotes, and citations		
TX 8D.iii	analyze characteristics and structural elements of informational text, including: multiple organizational patterns within a text to develop the thesis	-Text Structure	
TX 8E.i	analyze characteristics and structures of argumentative text by: identifying the claim/analyzing the argument	-Understand Conflicting Texts	
TX 8E.ii	analyze characteristics and structures of argumentative text by: identifying/explaining the counter argument	-Author's Point of View and Goal	
TX 8E.iii	analyze characteristics and structures of argumentative text by: identifying the intended audience or reader	-Author's Point of View and Goal	
TX 8F	analyze characteristics of multimodal and digital texts	-Multi-Media and Expository Text	

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 9: Author's Purpose and Craft</b>			
TX 9A	explain the author's purpose and message within a text	-Author's Point of View and Goal	
TX 9B	analyze how the use of text structure contributes to the author's purpose	-Text Structure	
TX 9C	analyze the author's use of print and graphic features to achieve specific purposes		
TX 9D	describe how the author's use of figurative language such as extended metaphor achieves specific purposes		
TX 9E	identify and analyze the use of literary devices, including multiple points of view and irony	-Point of View	
TX 9F	analyze how the author's use of language contributes to the mood, voice, and tone		
TX 9G	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals/circular reasoning		
<b>TX 10: Composition: Writing Process</b>			
TX 10A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests		
TX 10B.i	organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion		
TX 10B.ii	developing an engaging idea reflecting depth of thought with specific facts, details, and examples		
TX 10C	revise drafts for clarity, development, organization, style, word choice, and sentence variety		
TX 10D.i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		
TX 10D.ii	consistent, appropriate use of verb tenses and active and passive voice		
TX 10D.iii	prepositions and prepositional phrases and their influence on subject-verb agreement		
TX 10D.iv	pronoun-antecedent agreement		



TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
TX 10D.v	correct capitalization		
TX 10D.vi	punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses		
TX 10D.vii	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're		
TX 10E	publish written work for appropriate audiences		
<b>TX 11: Composition: Genres</b>			
TX 11A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics/craft		
TX 11B	compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement		
TX 11C	compose multi-paragraph argumentative texts using genre characteristics and craft		
TX 11D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure		
<b>TX 12: Inquiry and Research</b>			
TX 12A	generate student-selected and teacher-guided questions for formal and informal inquiry		
TX 12B	develop and revise a plan		
TX 12C	refine the major research question, if necessary, guided by the answers to a secondary set of questions		
TX 12D	identify/gather information from a variety of sources		
TX 12E	differentiate between primary and secondary sources		
TX 12F	synthesize information from a variety of sources		
TX 12G	differentiate between paraphrasing and plagiarism when using source materials		
TX 12H.i	examine sources for: reliability, credibility, and bias		
TX 12H.ii	examine sources for: faulty reasoning such as bandwagon appeals, repetition, and loaded language		
TX 12I	display academic citations, use materials ethically		
TX 12J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

TEKS Code	Texas Standard	Quest Title	Small Group Skill Lessons
<b>TX 2: Number and Operations - Rational Numbers</b>			
<b>TX 2A</b>	extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers	-Convert to Rational Numbers	
<b>TX 2B</b>	approximate the value of an irrational number, including $\pi$ and square roots of numbers less than 225, and locate that rational number approximation on a number line	-Square and Cube Roots	
<b>TX 2C</b>	convert between standard decimal notation and scientific notation	-Scientific Notation -Scientific Notation: Operations -Solutions to Linear Equations	
<b>TX 2D</b>	order a set of real numbers arising from mathematical and real-world contexts	-Convert to Rational Numbers	
<b>TX 3: Proportionality</b>			
<b>TX 3A</b>	generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation		
<b>TX 3B</b>	compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane		
<b>TX 3C</b>	use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation		
<b>TX 4: Proportionality</b>			
<b>TX 4A</b>	use similar right triangles to develop an understanding that slope, $m$ , given as the rate comparing the change in $y$ - values to the change in $x$ - values, $(y_2 - y_1) / (x_2 - x_1)$ , is the same for any two points $(x_1, y_1)$ and $(x_2, y_2)$ on the same line	-Slope Intercept Form, Triangles	
<b>TX 4B</b>	graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship	-Relationships and Slope	
<b>TX 4C</b>	use data from a table or graph to determine the rate of change or slope and $y$ - intercept in mathematical and real-world problems		

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<b>TX 5: Proportionality</b>			
TX 5A	represent linear proportional situations: tables, graphs, and equations in the form of $y = kx$	-Relationships and Slope	
TX 5B	represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$ , where $b \neq 0$		
TX 5C	contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation	-Construct, Explain Scatter Plots	
TX 5D	use a trend line that approximates the linear relationship between bivariate sets of data to make predictions	-Line of Best Fit	
TX 5E	solve problems involving direct variation		
TX 5F	distinguish between proportional/non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$ , where $b \neq 0$	-Two-Way Table	
TX 5G	identify functions using sets of ordered pairs, tables, mappings, and graphs		
TX 5H	identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems		
TX 5I	write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations		
<b>TX 6: Expressions, Equations, and Relationships</b>			
TX 6A	describe the volume formula $V = Bh$ of a cylinder in terms of its base area and its height		
TX 6B	model the relationship between the volume of a cylinder and a cone having both congruent bases, heights and connect that relationship to the formulas		
TX 6C	use models and diagrams to explain the Pythagorean Theorem		
<b>TX 7: Expressions, Equations, and Relationships</b>			
TX 7A	solve problems involving the volume of cylinders, cones, and spheres		

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TX 7B	use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders		
TX 7C	use the Pythagorean Theorem and its converse to solve problems		
TX 7D	determine the distance between two points on a coordinate plane using the Pythagorean Theorem		
<b>TX 8: Expressions, Equations, and Relationships</b>			
TX 8A	write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants	-Solving Equations	
TX 8B	write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants	-Solving Equations	
TX 8C	model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants	-Generate Equivalent Expressions	
TX 8D	use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles		
<b>TX 9: Expressions, Equations, and Relationships</b>			
TX 9	identify and verify the values of $x$ and $y$ that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations	-Solutions to Linear Equations	
<b>TX 10: Two Dimensional Shapes - Transformational Geometry</b>			
TX 10A	generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane		
TX 10B	differentiate between transformations that preserve congruence and those that do not		

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TX 10C	explain the effect of translations, reflections over the x- or y- axis, and rotations limited to $90^\circ$ , $180^\circ$ , $270^\circ$ , and $360^\circ$ as applied to two-dimensional shapes on a coordinate plane using an algebraic representation		
TX 10D	model the effect on linear and area measurements of dilated two-dimensional shapes		
<b>TX 11: Measurement and Data - Statistics</b>			
TX 11A	construct a scatterplot, describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data	-Construct, Explain Scatter Plots -Line of Best Fit	
TX 11B	determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean		
TX 11C	simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample represented by the population from which it was selected	-Measures of Central Tendency	
<b>TX 12: Personal Financial Literacy</b>			
TX 12A	solve real-world problems comparing how interest rate and loan length affect the cost of credit		
TX 12B	calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods		
TX 12C	explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time		
TX 12D	calculate and compare simple interest and compound interest earnings		
TX 12E	identify and explain the advantages and disadvantages of different payment methods		
TX 12F	analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs		
TX 12G	estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college		