



## eSpark Learning Alignment with the 2023 Arkansas Academic Standards

eSpark Learning is aligned to the 2023 Arkansas Academic Standards. You'll be able to sort your student progress reports by standard mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which standards-aligned Quests your students are currently working on at a glance. You'll be able to search for Small Group Skills by the aligned Arkansas Academic codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Foundational Reading - Concepts of Print: Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.</b>			
<b>K.FR.1.CP</b>	Follow words from left to right, top to bottom, and page-by-page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>K.FR.2.CP</b>	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., “dog” is represented in print by d-o-g).	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>K.FR.3.CP</b>	Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
<b>K.FR.4.CP</b>	Name all upper and lowercase letters of the alphabet in print.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
<b>Foundational Reading - Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.</b>			
<b>K.FR.5.PA</b>	Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.	-Letters Make Words	- Blend Three Sounds to Make a Word - Make CVC Words
<b>K.FR.6.PA</b>	Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).	-Count Syllables	- Count Syllables in a Word
<b>K.FR.7.PA</b>	Segment one-syllable words into individual sounds.		
<b>K.FR.8.PA</b>	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).		
<b>Foundational Reading - Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</b>			
<b>K.FR.9.PD</b>	Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>K.FR.10.PD</b>	Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh and Wh Digraphs
<b>K.FR.11.PD</b>	Decode one-syllable words with single consonants and final long vowels (e.g., we, go).		
<b>K.FR.12.PD</b>	Read high-frequency words.	-Sight Words	- Recognize Sight Words
<b>K.FR.13.PD</b>	Decode words with suffix -s (e.g., sits, maps).	-Adding Word Parts	

**Foundational Reading - Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.**

<b>K.FR.14.PE</b>	Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).		
<b>K.FR.15.PE</b>	Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).		
<b>K.FR.16.PE</b>	Encode words phonetically, drawing on knowledge of sound-letter relationships.	-How to Use Words	
<b>K.FR.17.PE</b>	Encode words with final suffix -s (e.g., cats).	-Adding Word Parts	

**Foundational Reading - Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.**

<b>K.FR.18.H</b>	Demonstrate proper pencil grip.		
<b>K.FR.19.H</b>	Form upper and lowercase letters and numerals correctly, using a common path of movement.		

**Foundational Reading - Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.**

<b>K.FR.20.F</b>	Name all upper and lowercase letters in non-sequential order with accuracy/automaticity.	-Letter Sounds	- Make All Letter Sounds
<b>K.FR.21.F</b>	Produce the most common sound for each letter of the alphabet with accuracy/automaticity.	-Letter Sounds	- Make All Letter Sounds
<b>K.FR.22.F</b>	Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Comprehension - Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
K.RC.1.RF	Ask questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
		-Ask and Answer Questions	- Ask and Answer Questions About Informational Texts
K.RC.2.RF	Answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
		-Ask and Answer Questions	- Ask and Answer Questions About Informational Texts
K.RC.3.RF	Orally retell a text after listening to it read aloud; include the main topic and key details.	-Retell Stories	- Retell Parts of a Story - Retell a Story
		-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details
K.RC.4.RF	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.RC.5.RF	Explain the roles of both the author and the illustrator.	-Name Authors and Illustrators	- Identify Authors and Illustrators
K.RC.6.RF	Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.		
K.RC.7.RF	Demonstrate comprehension of age and grade-appropriate texts by speaking/writing.		
<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
K.RC.8.RL	Identify the major characters in a text.	-Tell What Happened	- Identify Major Events in a Story
K.RC.9.RL	Identify settings and events in a text.	-Tell What Happened	- Identify Major Events in a Story
K.RC.10.RL	Compare and contrast the characters in texts.	-Compare and Contrast Stories	
K.RC.11.RL	Explain how visual images support understanding of a text.	-Using Pictures in Stories	

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<b>K.RC.12.RL</b>	Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as “Once upon a time”).	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
<b>K.RC.13.RI</b>	Identify the main points an author uses in a text.	-Author's Purpose	
<b>K.RC.14.RI</b>	Compare and contrast two texts on the same topic.	-Same and Different	- Note Similarities and Differences in Texts
<b>K.RC.15.RI</b>	Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).	-Make Connections	- Make Connections Between Events, Individuals, or Ideas
<b>K.RC.16.RI</b>	Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
<b>K.RC.17.RI</b>	Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.	-Pictures Help You Read	
<b>Vocabulary: Vocabulary includes understanding and using words to communicate effectively.</b>			
<b>K.V.1</b>	Determine or clarify the meaning of words and phrases in a text read aloud.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
<b>K.V.2</b>	Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.		
<b>K.V.3</b>	Sort/categorize objects/images by concepts.	-Let's Make Categories!	
<b>K.V.4</b>	Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).	-Similar Action Words	
<b>K.V.5</b>	Use most common prefixes (e.g., un-, re-) suffixes (e.g., -ed, -s) as clues to meaning.	-Adding Word Parts	
<b>Writing - Style: Writing style includes different types of writing for different purposes.</b>			
<b>K.W.1.S</b>	Write an opinion piece about a topic or text, including a reason.		
<b>K.W.2.S</b>	Write an informative piece with facts.		
<b>K.W.3.S</b>	Write narrative with events chronologically.		

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<b><u>Writing - Production:</u> Writing production includes volume and clarity of writing, the writing process, and research.</b>			
K.W.4.P	Produce writing, using precise language and grade-appropriate conventions.		
K.W.5.P	Revise word choice in writing.		
K.W.6.P	Edit writing to include grade-appropriate conventions for publishing.		
K.W.7.P	Participate in teacher-led research projects and produce simple findings.		
<b><u>Collaborative Communication - Oral Language:</u> Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
K.CC.1.OL	Participate in collaborative conversations.		
K.CC.2.OL	Ask/answer questions orally about what a speaker says to gather additional info., clarify understanding.		
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
K.CC.3.P	Use specific details to orally describe people, places, things, and events.		
K.CC.4.P	Use visual displays to provide additional detail.		
K.CC.5.P	Speak audibly in collaborative communication and presentations.		
<b><u>Language - Structures:</u> Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
K.L.1.S	Use common nouns.		
K.L.2.S	Use singular nouns.		
K.L.3.S	Use plural nouns.		
K.L.4.S	Use pronoun "I."		
K.L.5.S	Use regular action verbs.		
K.L.6.S	Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).		
K.L.7.S	Produce simple sentences independently.		
<b><u>Language - Conventions:</u> Conventions involve the correct use of mechanics in writing.</b>			
K.L.8.C	Capitalize the first word in a sentence.		
K.L.9.C	Capitalize the pronoun "I."		
K.L.10.C	Use all end punctuation marks.		



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<b><u>Number &amp; Place Value - Counting &amp; Number Foundations:</u> Students know the number names and count sequence while exploring the relationships between numbers.</b>			
K.NPV.1	Count to 100 by ones and tens; count forward by ones from any given number up to 100.	-Let's Count	- Count Large Numbers
K.NPV.2	Count a set of objects up to 20 using one-to-one correspondence, demonstrating that the last number stated indicates the number of objects in the set regardless of the arrangement.	-Count Objects -Add One -Count How Many	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
K.NPV.3	Identify the position of objects in a set using ordinal numbers (first, second, third, etc.).		
K.NPV.4	Identify quickly a number of items in a set from 0 to 10 without counting.		
<b><u>Number &amp; Place Value - Place Value:</u> Students understand the base ten place value system.</b>			
K.NPV.5	Read, write, and represent whole numbers from 0 to 20.	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
K.NPV.6	Show equivalent forms of whole numbers up to 20 as groups of tens and ones, using manipulatives and drawings.	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
<b><u>Number &amp; Place Value - Comparison:</u> Students use place value understanding to compare numbers.</b>			
K.NPV.7	Use matching and counting strategies to compare the number of objects in one group to the number of objects in another group (0 to 10) using the terms greater than, less than, or equal.	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.NPV.8	Compare two whole numbers, using the terms greater than, less than, or equal.	-Compare Two Numbers	- Compare Numbers within 10

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<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations using place value understanding and properties of operations.</b>			
<b>K.CAR.1</b>	Use objects, fingers, mental images, drawings, sounds, acting out situations, or verbal explanations to represent addition and subtraction from 0 to 10.	-Use Pictures to Add and Subtract	<ul style="list-style-type: none"> <li>- Use Pictures to Add</li> <li>- Use Pictures to Subtract</li> <li>- Add Using Pictures</li> <li>- Subtract Using Pictures</li> </ul>
<b>K.CAR.2</b>	Use objects or drawings to decompose numbers less than or equal to 10 into pairs in more than one way, recording each decomposition.	-Make Bigger Numbers	<ul style="list-style-type: none"> <li>- Decompose Numbers within 10</li> <li>- Decompose Numbers Using Number Bonds</li> <li>- Decompose Numbers within 10 Two Different Ways</li> </ul>
<b>K.CAR.3</b>	Use a drawing or equation to find the number that makes 10 when added to a given number.	-Friends of Ten	<ul style="list-style-type: none"> <li>- Fill in the Missing Number in an Equation to Make 10</li> <li>- Find the Missing Number of Objects to Make Ten</li> <li>- Find the Missing Number to Complete a Ten-Frame</li> </ul>
<b>K.CAR.4</b>	Use manipulatives and various strategies to fluently add and subtract within 10.	-Add and Subtract Within 5	<ul style="list-style-type: none"> <li>- Subtract within 5</li> <li>- Add Up to 5</li> </ul>
<b>Computation &amp; Algebraic Reasoning - Problem Solving: Students solve real-world problems.</b>			
<b>K.CAR.5</b>	Solve real-world problems involving addition and subtraction within 10, using objects, drawings, or equations to represent the problem.	-Let's Add and Subtract	<ul style="list-style-type: none"> <li>- Solve Addition and Subtraction Story Problems</li> <li>- Solve Subtraction Word Problems</li> <li>- Solve Addition Word Problems</li> </ul>
<b>Geometry &amp; Measurement - Shapes: Students analyze attributes of shapes to develop generalizations about their properties.</b>			
<b>K.GM.1</b>	Describe the positions of objects and geometric shapes in the environment. <ul style="list-style-type: none"> <li>• Terms include: inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, and to the right of.</li> </ul>	-Shape Names	<ul style="list-style-type: none"> <li>- Put Objects in Different Locations</li> <li>- Identify Shapes in the Real World</li> <li>- Identify an Objects Position and Location</li> </ul>



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<b>K.GM.2</b>	Name shapes correctly regardless of their orientation or overall size. • Shapes include: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.	-Different Shapes	
<b>K.GM.3</b>	Identify two-dimensional attributes of three-dimensional objects.	-Flat or Solid?	
<b>K.GM.4</b>	Analyze and sort a variety of two and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.	-Square or Cube?	
<b>K.GM.5</b>	Compose and draw shapes found in the world using objects (e.g., straws, toothpicks, clay balls).	-Draw Shapes	- Make Two-Dimensional Shapes

**Geometry & Measurement - Measurement Concepts: Students develop understanding of measurement terms and concepts.**

<b>K.GM.6</b>	Make direct comparisons of the length, capacity, weight, and temperature of objects, recognizing which object is shorter/longer, lighter/heavier, warmer/cooler, or holds more.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
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**Geometry & Measurement - Time & Money: Students explore time and money values and concepts.**

<b>K.GM.7</b>	Understand concepts of time, recognizing that clocks and calendars are tools that measure time. • Concepts of time include: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.		
<b>K.GM.8</b>	Identify pennies and dimes by name and value.		

**Data Analysis - Charts, Graphs, & Tables: Students organize and analyze data.**

<b>K.DA.1</b>	Collect, sort, and organize data into two or three categories, using real-object graphs and picture graphs.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
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<b>Foundational Reading - Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.</b>			
<b>1.FR.1.PA</b>	Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).		
<b>1.FR.2.PA</b>	Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
<b>1.FR.3.PA</b>	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ v. /b/; /ch/ v. /j/).		
<b>Foundational Reading - Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</b>			
<b>1.FR.4.PD</b>	Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
<b>1.FR.5.PD</b>	Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
<b>1.FR.6.PD</b>	Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
<b>1.FR.7.PD</b>	Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).	-"ai," "ay," "ow"	- Spell Words with Common Vowel Teams
<b>1.FR.8.PD</b>	Decode one-syllable words containing multiple sounds of s (e.g., sock, is).		
<b>1.FR.9.PD</b>	Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
1.FR.10.PD	Read high-frequency words.	-Sight Words	- Read Sight Words - Read Irregular Words
1.FR.11.PD	Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).		

**Foundational Reading - Phonics Encoding (Word Writing):** Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

1.FR.12.PE	Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).		
1.FR.13.PE	Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).		
1.FR.14.PE	Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).		
1.FR.15.PE	Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).		
1.FR.16.PE	Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).		
1.FR.17.PE	Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).		
1.FR.18.PE	Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).		
1.FR.19.PE	Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).		
1.FR.20.PE	Encode words phonetically, drawing on knowledge of sound-letter relationships.		
1.FR.21.PE	Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).		

**Foundational Reading - Handwriting:** Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

1.FR.22.H	Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).		
1.FR.23.H	Produce manuscript writing with accuracy and automaticity.		

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<b>Foundational Reading - Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</b>			
<b>1.FR.24.F</b>	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.		
<b>Reading Comprehension - Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
<b>1.RC.1.RF</b>	Ask questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions About a Story
		-Answer Questions About Stories	- Ask and Answer Question About Informational Texts
<b>1.RC.2.RF</b>	Answer questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions About a Story
		-Answer Questions About Stories	- Ask and Answer Question About Informational Texts
<b>1.RC.3.RF</b>	Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
		-Find the Main Idea	- Identify the Main Idea of an Informational Text
<b>1.RC.4.RF</b>	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
<b>1.RC.5.RF</b>	Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.		
<b>1.RC.6.RF</b>	Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.		

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<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
<b>1.RC.7.RL</b>	Describe the major characters and settings in a text.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
<b>1.RC.8.RL</b>	Describe the settings (when and where) and events in a text.	-Characters, Plot, and Setting	- Identify the Main Events in a Story
<b>1.RC.9.RL</b>	Compare and contrast the adventures and experiences of characters in texts.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
<b>1.RC.10.RL</b>	Explain how visual images support a text by clarifying story elements (settings, characters, and events).	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
<b>1.RC.11.RL</b>	Identify the narrator at various points in a text.	-Identify Who's Telling the Story	
<b>1.RC.12.RL</b>	Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
<b>1.RC.13.RI</b>	Identify reasons an author provides to support the main points in a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
<b>1.RC.14.RI</b>	Compare and contrast two texts on the same topic.	-Compare and Contrast Texts	
<b>1.RC.15.RI</b>	Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.	-Use Images to Understand a Text	
<b>1.RC.16.RI</b>	Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.		
<b>1.RC.17.RI</b>	Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
<b>1.RC.18.RI</b>	Identify the author's purpose of a text.	-Identify Author's Purpose	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Vocabulary:</u> Vocabulary includes understanding and using words to communicate effectively.</b>			
1.V.1	Determine or clarify the meaning of words and phrases in texts read aloud.	-Context Clues -Prefixes and Suffixes	
1.V.3	Sort and categorize words by concepts.	-Sorting Words	
1.V.4	Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).	-What are Synonyms?	
1.V.5	Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes, suffixes (e.g., re-, pre-, -ful, -less) as clues.	-Prefixes and Suffixes	
<b><u>Writing - Style:</u> Writing style includes different types of writing for different purposes.</b>			
1.W.1.S	Write an opinion piece about a topic or text, including at least one supporting reason.		
1.W.2.S	Write an informative or explanatory piece about a topic, using facts from a source.		
1.W.3.S	Write a narrative, using a logical sequence of events.		
<b><u>Writing - Production:</u> Writing production includes volume and clarity of writing, the writing process, and research.</b>			
1.W.4.P	Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.		
1.W.5.P	Organize writing to include a sense of closure.		
1.W.6.P	Use transitional words to connect ideas.		
1.W.7.P	Revise writing to expand simple sentences by adding details as appropriate.		
1.W.8.P	Edit writing to include K-1 language conventions for publishing.		
1.W.9.P	Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.		
<b><u>Collaborative Communication - Oral Language:</u> Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
1.CC.1.OL	Participate in collaborative conversations, following class created discussion guidelines.		
1.CC.2.OL	Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.		



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Collaborative Communication - Presentation</u>: Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
1.CC.3.P	Use relevant details to express ideas and feelings when orally describing people, places, things, and events.		
1.CC.4.P	Use visual displays to clarify ideas, thoughts, and feelings.		
1.CC.5.P	Speak audibly in collaborative communication and presentations.		
<b><u>Language - Structures</u>: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
1.L.1.S	Use concrete nouns.		
1.L.2.S	Use proper nouns.		
1.L.3.S	Use irregular plural nouns (e.g., children, mice).		
1.L.4.S	Use singular possessive common and proper nouns.		
1.L.5.S	Use personal pronouns.		
1.L.6.S	Use pronoun/antecedent agreement.		
1.L.7.S	Use common adjectives.		
1.L.8.S	Use article adjectives (a, an, the).		
1.L.9.S	Use regular past, present, and future tense verbs.		
1.L.10.S	Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.)		
1.L.11.S	Use conjunctions (and, but, or).		
1.L.12.S	Produce and expand simple sentences independently, using simple and compound subjects and predicates.		
<b><u>Language - Conventions</u>: Conventions involve the correct use of mechanics in writing.</b>			
1.L.13.C	Capitalize the first word in a sentence.		
1.L.14.C	Capitalize the pronoun "I."		
1.L.15.C	Capitalize dates.		
1.L.16.C	Capitalize names of people.		
1.L.17.C	Use all end punctuation marks.		
1.L.18.C	Use commas in dates.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Counting: Students extend the counting sequence.</b>			
1.NPV.1	Count forward and back within 120 by ones and tens from any given whole number.		
1.NPV.2	Skip count forward by multiples of 5s within 120.		
<b>Number &amp; Place Value - Place Value: Students understand the base ten place value system.</b>			
1.NPV.3	Explain the place value of ones and tens in two-digit numbers, using concrete models, diagrams, numbers, or words.	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify the How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>
1.NPV.4	Read, write, and represent whole numbers up to 120, using concrete models or drawings, word form, base ten numerals, and expanded form.		
1.NPV.5	Use concrete models or drawings to subtract multiples of 10 from multiples of 10 (within the range of 10-90), relate the strategy to a written expression or equation, and explain the reasoning used to solve.		
1.NPV.6	Use mental strategies to find 10 more or 10 less than a given two-digit number.	-Add and Subtract	<ul style="list-style-type: none"> <li>- Find Ten More and Ten Less</li> <li>- Add One or Ten More to a Given Number</li> </ul>
<b>Number &amp; Place Value - Comparison: Students use place value understanding to compare numbers.</b>			
1.NPV.7	Compare two two-digit numbers using symbols (<, =, >) based on the value of tens and ones in the given numbers.	-Compare Numbers	- Compare Two-Digit Numbers
<b>Number &amp; Place Value - Fraction Foundations: Students build a conceptual understanding of fractions.</b>			
1.NPV.8	Partition circles and rectangles into two and four equal shares, describing the shares using the words halves, fourths, and quarters; understand that decomposing into more equal pieces creates smaller pieces.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations using place value understanding and properties of operations.</b>			
1.CAR.1	Add and subtract fluently within 10 with mastery by the end of first grade.	-Add and Subtract	- Add and Subtract within 10

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
1.CAR.2	Use computational fluency to add and subtract within 20 using manipulatives and/or a variety of strategies.	-Add and Subtract Up to 20	- Add within 20 Using a Number Line - Add and Subtract within 20
1.CAR.3	Apply properties of operations to add and subtract within 20.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.CAR.4	Use concrete models or drawings to add within 100, including a two-digit number and a one-digit number as well as a two-digit number and a multiple of ten; relate strategy used to a written expression/equation' explain reasoning.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.CAR.5	Demonstrate the relationship between addition and subtraction by solving problems, using an inverse operation.	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back

## Computation & Algebraic Reasoning - Problem Solving: Students solve real-world problems.

1.CAR.6	Solve real-world problems involving addition and subtraction within 20. • Problem types include: adding to, taking from, putting together, taking apart, and comparing with unknowns present throughout the addition and subtraction problem.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
		-Number Families	- Understand Properties of Addition
1.CAR.7	Solve real-world problems involving addition of three whole numbers whose sum is less than or equal to 20.	-Number Families	- Learn About Fact Families - Understand Properties of Addition

## Computation & Algebraic Reasoning - Algebraic Concepts: Students develop and apply understanding of foundational algebraic concepts.

1.CAR.8	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true or false.	-What is Equal?	
1.CAR.9	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Geometry &amp; Measurement - Shapes: Students analyze attributes of shapes to develop generalizations about their properties.</b>			
1.GM.1	Understand the difference between defining attributes and non-defining attributes, using that understanding to build and draw shapes that exhibit defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.GM.2	Create a composite shape using 2D/3D shapes. <ul style="list-style-type: none"> <li>Two-dimensional include: rectangle, square, trapezoid, triangle, hexagon, half circle, and quarter circle.</li> <li>Three-dimensional include: cube, rectangular prism, cone, and cylinder.</li> </ul>	-Build With Shapes	- Create 3D Shapes
<b>Geometry &amp; Measurement - Length &amp; Width: Students investigate measurement with non-standard units.</b>			
1.GM.3	Express the length of an object as a whole number of units by laying multiple copies of a shorter object end-to-end, understanding that the length of one object is equal to the number of same-size units that span the object with no gaps or overlaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
1.GM.4	Order three objects by their length, indirectly comparing the lengths of two objects by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths Using a Third Object
<b>Geometry &amp; Measurement - Time &amp; Money: Students explore time and money values and concepts.</b>			
1.GM.5	Tell and write time to the nearest hour and half hour using analog clocks; understand how to read hours and minutes using digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.GM.6	Identify coins by name and value, including penny, nickel, dime, and quarter.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
1.GM.7	Count collections of like coins including pennies, nickels, and dimes to determine their total value up to 100 cents.		
<b>Data Analysis - Charts, Graphs, &amp; Tables: Students organize and analyze data.</b>			
1.DA.1	Organize, represent, and interpret data with up to three categories (e.g., tally tables, picture graphs, bar graphs).	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks
1.DA.2	Ask and answer questions about the total number represented such as how many in each category and how many more or less in one category compared to another.		- Match Numerals with Tally Marks - Sort and Chart Objects

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<p><b>Foundational Reading - Phonics Decoding (Word Reading):</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</p>			
2.FR.1.PD	Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	-Long and Short Vowels	- Read Words with Long Vowels
2.FR.2.PD	Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem).	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.FR.3.PD	Decode words with silent letters (e.g., knit, gnat, wrap, comb).	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
2.FR.4.PD	Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).		
2.FR.5.PD	Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	-Decode Words	- Identify Prefixes and Suffixes
<p><b>Foundational Reading - Phonics Encoding (Word Writing):</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>			
2.FR.6.PE	Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).		
2.FR.7.PE	Encode two-syllable words with short vowels (e.g., candid, combat).		
2.FR.8.PE	Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).		
2.FR.9.PE	Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).		
2.FR.10.PE	Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).	-R-Controlled Vowels	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
2.FR.11.PE	Encode two-syllable words with open syllables (e.g., robot, music, jumbo).		
2.FR.12.PE	Encode long vowel patterns (e.g., wild, told, kind, most, colt).		
2.FR.13.PE	Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).		
2.FR.14.PE	Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).	-"ai," "ay," "ow"	- Spell Words with Common Vowel Teams

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
2.FR.15.PE	Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).		
2.FR.16.PE	Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	-Adding Prefixes -Root Words	
<b><u>Foundational Reading - Handwriting:</u> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.</b>			
2.FR.17.H	Form upper and lowercase cursive letters correctly, using a common path of movement.		
<b><u>Foundational Reading - Fluency:</u> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</b>			
2.FR.18.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.		
<b><u>Reading Comprehension - Reading Fundamentals:</u> Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
2.RC.1.RF	Ask questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
		-Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
2.RC.2.RF	Answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
		-Answer Questions about Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
2.RC.3.RF	Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.		



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2.RC.4.RF	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
		-Find the Meaning of New Words	
2.RC.5.RF	Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.		
2.RC.6.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		

**Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.**

2.RC.7.RL	Describe a character's traits.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
2.RC.8.RL	Identify the main story elements (characters, settings, events, problem, and solution) in a text.	-Stories Can Teach Lessons	- Retell a Story
2.RC.9.RL	Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs).	-Compare and Contrast Stories	
2.RC.10.RL	Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
2.RC.11.RL	Identify differences in the perspectives of characters.	-Discover Points of View	
2.RC.12.RL	Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify the Elements in a Story

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Reading Comprehension - Reading Information:</u> Reading Information includes skills that are specific to non-fiction texts.</b>			
2.RC.13.RI	Explain how an author uses reasons/evidence to support main ideas in a text.	-Find Evidence in the Text	
2.RC.14.RI	Compare and contrast two texts on the same topic.	-Compare and Contrast Texts	
2.RC.15.RI	Determine the purpose of a section of a text (e.g., paragraphs, sections).	-Main Topic	- Find the Main Topic of an Informational Text
		-Identify Steps in a Process	- Identify the Chronological Order of Events
2.RC.16.RI	Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.RC.17.RI	Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
<b><u>Vocabulary:</u> Vocabulary includes understanding and using words to communicate effectively.</b>			
2.V.1	Determine or clarify the meaning of words and phrases in a text read aloud or independently.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.V.2	Use sentence-level clues to identify the meaning of words or phrases.		
2.V.3	Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).	-Sorting Words	
2.V.4	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
2.V.5	Distinguish the literal and nonliteral meanings of words and phrases in context.	-Multiple Meaning Words	
2.V.6	Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).	-Adding Prefixes -Root Words -Compound Words	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Writing - Style:</u> Writing style includes different types of writing for different purposes.</b>			
2.W.1.S	Write an opinion piece about a topic or text with details to support the opinion.		
2.W.2.S	Write an informative or explanatory piece about a topic, using facts from a source.		
2.W.3.S	Write a narrative, using a logical sequence of events.		
<b><u>Writing - Production:</u> Writing production includes volume and clarity of writing, the writing process, and research.</b>			
2.W.4.P	Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.		
2.W.5.P	Organize writing logically, constructing an introduction, body, and a sense of closure.		
2.W.6.P	Use transitional words to connect ideas.		
2.W.7.P	Revise writing to expand and combine simple sentences to create compound sentences.		
2.W.8.P	Edit writing to include K-2 language conventions for publishing.		
2.W.9.P	Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.		
<b><u>Collaborative Communication - Oral Language:</u> Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
2.CC.1.OL	Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.		
2.CC.2.OL	Ask and answer questions about what a speaker says to gather additional information and clarify understanding.		
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
2.CC.3.P	Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.		
2.CC.4.P	Use visual displays to clarify ideas, thoughts, and feelings.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
2.CC.5.P	Speak audibly in collaborative communication and presentations.		

**Language - Structures:** Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

2.L.1.S	Use abstract nouns (e.g., love, peace, joy).		
2.L.2.S	Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).		
2.L.3.S	Use singular possessive common and proper nouns.		
2.L.4.S	Use subject pronouns (e.g., I, he, she).		
2.L.5.S	Use possessive pronouns (e.g., mine, his, hers).		
2.L.6.S	Use pronoun/antecedent agreement.		
2.L.7.S	Use common adjectives.		
2.L.8.S	Recognize words adjectives modify.		
2.L.9.S	Use irregular verbs (e.g., sang, came).		
2.L.10.S	Use subject/verb agreement for singular and plural nouns.		
2.L.11.S	Use adverbs.		
2.L.12.S	Use conjunctions (and, but, or) in compound sentences.		
2.L.13.S	Expand and combine simple sentences to create compound sentences, using two independent clauses.		

**Language - Conventions:** Conventions involve the correct use of mechanics in writing.

2.L.14.C	Capitalize holidays.		
2.L.15.C	Capitalize product names.		
2.L.16.C	Use all end punctuation marks.		
2.L.17.C	Use commas with words and items in a series.		
2.L.18.C	Use commas in greetings.		
2.L.19.C	Use commas in closing of letters.		
2.L.20.C	Use commas before a coordinating conjunction in a compound sentence.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Counting: Students extend the counting sequence.</b>			
2.NPV.1	Count within 1,000 forwards and backwards by ones, tens, and hundreds from any given number.	-Skip-Count to 1000	- Skip Count by Tens
<b>Number &amp; Place Value - Place Value: Students understand the base ten place value system.</b>			
2.NPV.2	Identify the value of hundreds, tens, and ones place in a three-digit number.	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NPV.3	Read, write, and represent whole numbers up to 1,000 using concrete models or drawings, number names, and a variety of expanded forms.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NPV.4	Mentally add 10 or 100 to a given number in the range of 100-900 and mentally subtract 10 or 100 from a given number in the range of 100-900.		
<b>Number &amp; Place Value - Comparison: Students use place value understanding to compare numbers.</b>			
2.NPV.5	Compare two three-digit numbers using symbols ( $<$ , $=$ , $>$ ) based on the value of hundreds, tens, and ones in the given numbers.	-Compare 3-digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
<b>Number &amp; Place Value - Fraction Foundations: Students build a conceptual understanding of fractions.</b>			
2.NPV.6	Partition circles and rectangles into two, three, or four equal shares, describing the shares using the words halves, thirds, and fourths (or quarters).	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
2.NPV.7	Recognize that equal shares of identical wholes need not have the same shape.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations using place value understanding and properties of operations.</b>			
<b>2.CAR.1</b>	Use mental strategies to fluently add and subtract within 20 with mastery by the end of second grade.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
<b>2.CAR.2</b>	Use computational fluency to add and subtract within 100 using strategies based on place value, properties of operations, or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing the Subtrahend - Add 2-Digit Numbers
<b>2.CAR.3</b>	Add up to four two-digit numbers with sums not exceeding 100 using strategies based on place value and properties of operations.		
<b>2.CAR.4</b>	Use a number line to solve addition and subtraction problems within 100.		
<b>2.CAR.5</b>	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	- Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
<b>2.CAR.6</b>	Use concrete models, drawings, or equations to solve addition and subtraction problems within 1000.		
<b>Computation &amp; Algebraic Reasoning - Problem Solving: Students solve real-world problems.</b>			
<b>2.CAR.7</b>	Solve one and two-step real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing unknowns in all positions.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Computation &amp; Algebraic Reasoning - Algebraic Concepts: Students develop and apply understanding of foundational algebraic concepts.</b>			
<b>2.CAR.8</b>	Determine whether a group of objects up to 20 has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	<ul style="list-style-type: none"> <li>- Practice Identifying Odd and Even Numbers with Automaticity</li> <li>- Make Pairs to See If a Number is Odd or Even</li> <li>- Visually Check if a Number is Odd or Even Based on Pairs</li> <li>- Identify Odd or Even with Automaticity</li> </ul>
<b>Geometry &amp; Measurement - Shapes: Students analyze attributes of shapes to develop generalizations about their properties.</b>			
<b>2.GM.1</b>	Identify, describe, and draw two-dimensional shapes. • Shapes include: triangles, regular pentagons, regular hexagons, and quadrilaterals (square, rectangle, trapezoid, parallelogram, rhombus).	-Name and Draw Shapes	- Identify 3D Shapes
<b>2.GM.2</b>	Identify and describe three-dimensional shapes based on the shape, number of faces, number of edges, and number of vertices. • Shapes include: rectangular prisms, cubes, and square-based pyramids.		
<b>Geometry &amp; Measurement - Length &amp; Width: Students investigate measurement using rulers.</b>			
<b>2.GM.3</b>	Select appropriate measurement tools to estimate and measure the length of an object to the nearest whole inch or whole centimeters.	-Measure Length	- Measure Length Using a Ruler
<b>2.GM.4</b>	Demonstrate how the length of an object does not change, regardless of the units used to measure it, by measuring the length of an object twice; use two different length units, describing how the two measurements relate to the size of the chosen unit.		
<b>2.GM.5</b>	Measure to determine how much longer or shorter one object is than another, expressing the length difference in terms of a standard length whole unit.		
<b>2.GM.6</b>	Solve real-world problems involving lengths of the same units, using addition and subtraction within 100.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Geometry &amp; Measurement - Perimeter, Area, &amp; Volume: Students explore the perimeter and area of shapes.</b>			
<b>2.GM.7</b>	Solve real-world and mathematical problems to find the perimeter of polygons.	-Perimeter of Polygons	
<b>2.GM.8</b>	Partition a rectangle into rows and columns of same-size squares, counting the total number of squares to find the area.	-Divide Rectangles	- Partition Rectangles and Count the Squares
<b>Geometry &amp; Measurement - Time &amp; Money: Students explore time and money values and concepts.</b>			
<b>2.GM.9</b>	Using an analog clock, tell and write time to the nearest five minutes using colon notation and indicate a.m. or p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
<b>2.GM.10</b>	Describe relationships of time. • Times include: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.		
<b>2.GM.11</b>	Solve real-world problems involving addition and subtraction of time intervals in half hours or hours.		
<b>2.GM.12</b>	Count collections of mixed coins and solve real-world problems involving quarters, dimes, nickels, and pennies within 99¢ and whole dollar amounts.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
<b>Data Analysis - Charts, Graphs, &amp; Tables: Students organize and analyze data.</b>			
<b>2.DA.1</b>	Use bar graphs, picture graphs, and line plots to organize and represent data, interpreting data with up to four categories.		
<b>2.DA.2</b>	Ask and answer simple put together, take apart, and compare problems, using information presented in the bar graphs, picture graphs, and line plots.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort and Graph Objects

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<p><b>Foundational Reading - Phonics Decoding (Word Reading):</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</p>			
3.FR.1.PD	Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
3.FR.2.PD	Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).		
3.FR.3.PD	Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
<p><b>Foundational Reading - Phonics Encoding (Word Writing):</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>			
3.FR.4.PE	Encode two-syllable words with double letter endings (e.g., virus vs. confess).		
3.FR.5.PE	Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).		
3.FR.6.PE	Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).		
3.FR.7.PE	Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).		
3.FR.8.PE	Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.		
<p><b>Foundational Reading - Handwriting:</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.</p>			
3.FR.9.H	Write legibly in cursive, using correctly formed letters with slant, spacing, and line awareness.		
3.FR.10.H	Produce cursive writing with accuracy/automaticity.		
<p><b>Foundational Reading - Fluency:</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>			
3.FR.11.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	-Read with Fluency	- Read with Fluency

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Comprehension - Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
3.RC.1.RF	Ask questions about key details in a text.	-Understanding the Text	- Ask and Answer Questions About a Story
		-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
3.RC.2.RF	Answer questions about key details in a text.	-Understanding the Text	- Ask and Answer Questions About a Story
		-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions
3.RC.3.RF	Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
		-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
3.RC.4.RF	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Literal vs Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.RC.5.RF	Use background knowledge/details, including illustrations, charts, and graphs, to make inferences about what happens in a text.		
3.RC.6.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
3.RC.7.RL	Describe how characters respond to major events and challenges.	-Describe Characters in a Story	- Describe Characters
3.RC.8.RL	Describe the main story elements (plot), including characters, setting, events, problem, and solution.	-Identifying Text Structure	- Identify Parts of a Text - Identify Elements of a Drama - Identify Structure of a Poem

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
3.RC.9.RL	Compare and contrast stories from the same author with the same or similar characters.	-Compare, Contrast Series Books	
3.RC.10.RL	Explain how info. gained from visual images in a text contributes to understanding the text.	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
3.RC.11.RL	Distinguish the reader's perspective from that of the author, narrator, or character(s).	-Point of View	
3.RC.12.RL	Describe the major differences in the structural elements of poems, dramas, and stories.	-Poems, Drama, Prose	- Identify Parts of a Drama - Identify Poem Structure

**Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.**

3.RC.13.RI	Explain how an author uses reasons and evidence to support specific points in a text.	-Connecting Story Details	- Make Connections Between Details in a Text - Identify Cause and Effect Relationships
3.RC.14.RI	Compare and contrast two texts on the same topic, identifying key details from each text.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
3.RC.15.RI	Describe how each successive part or paragraph builds on earlier sections.	-Logical Connections	
3.RC.16.RI	Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.	-Text Features	- Identify Types of Info. Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
3.RC.17.RI	Explain how info. gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.	-Use Pictures to Understand Words	- Answer Questions About the Images in a Text - Explain Images in a Text
3.RC.18.RI	Distinguish the reader's perspective from that of the author of the text.	-Point of View	- Identify Author's Point of View - Identify Author's Intent

**Vocabulary: Vocabulary includes understanding and using words to communicate effectively.**

3.V.1	Determine or clarify the meaning of words and phrases in a text read aloud or independently.		
3.V.2	Use context clues to identify the meaning of words or phrases.		
3.V.3	Generate synonyms and antonyms for common nouns, verbs, and adjectives.		
3.V.4	Distinguish shades of meaning among related words.		
3.V.5	Distinguish the literal and nonliteral meanings of words and phrases in context.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
3.V.6	Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable)		
<b>Writing - Style: Writing style includes different types of writing for different purposes.</b>			
3.W.1.S	Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.		
3.W.2.S	Write informative or explanatory pieces about a topic, using sources.		
3.W.3.S	Write a narrative with a logical plot (sequence of events, characters, and setting).		
<b>Writing - Production: Writing production includes volume and clarity of writing, the writing process, and research.</b>			
3.W.4.P	Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.		
3.W.5.P	Organize writing logically, constructing an introduction, body, and conclusion.		
3.W.6.P	Use transitional words/phrases to connect ideas.		
3.W.7.P	Plan and revise writing, using words, phrases, and sentences for effect.		
3.W.8.P	Edit writing to include K-3 language conventions for publishing.		
3.W.9.P	Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response.		
3.W.10.P	Take notes from sources/sort evidence as categories		
<b>Collaborative Communication - Oral Language: Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
3.CC.1.OL	Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.		
3.CC.2.OL	Ask/answer questions about what a speaker says to gather additional info. and clarify understanding.		
<b>Collaborative Communication - Presentation: Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
3.CC.3.P	Use relevant, descriptive details to orally report on a topic or text, tell a story, recount an experience, speaking clearly at an understandable pace.		



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3.CC.4.P	Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.		
3.CC.5.P	Speak audibly in collaborative communication and presentations.		

**Language - Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

3.L.1.S	Use abstract nouns (e.g., justice, freedom).		
3.L.2.S	Use collective nouns (e.g., group, flock, herd).		
3.L.3.S	Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house/dog's house).		
3.L.4.S	Use indefinite pronouns (e.g., all, any, many, each).		
3.L.5.S	Use object pronouns (e.g., me, him, her).		
3.L.6.S	Use possessive pronouns (e.g., their, whose).		
3.L.7.S	Use pronoun/antecedent agreement.		
3.L.8.S	Use proper adjectives (e.g., French, Spanish).		
3.L.9.S	Use comparative and superlative adjectives.		
3.L.10.S	Use regular/irregular verbs in past/present tenses.		
3.L.11.S	Use subject/verb agreement.		
3.L.12.S	Use adverbs.		
3.L.13.S	Use coordinating conjunctions (FANBOYS).		
3.L.14.S	Use interjections (e.g., ouch, boo).		
3.L.15.S	Use prepositional phrases.		
3.L.16.S	Form contractions, using an apostrophe.		
3.L.17.S	Create, expand, and combine independent clauses to create compound sentences.		

**Language - Conventions: Conventions involve the correct use of mechanics in writing.**

3.L.18.C	Capitalize words in titles.		
3.L.19.C	Capitalize proper adjectives.		
3.L.20.C	Capitalize geographic names.		
3.L.21.C	Use commas in items in a series.		
3.L.22.C	Use commas in addresses.		
3.L.23.C	Use a comma before a coordinating conjunction in a compound sentence.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Place Value: Students understand the base ten place value system.</b>			
3.NPV.1	Round four-digit whole numbers to the nearest 10 or 100, using place value understanding.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NPV.2	Identify the value of thousands, hundreds, tens, and ones place in a four-digit number.		
3.NPV.3	Read and write whole numbers up to 10,000, using base ten numerals, word form, and a variety of expanded forms.		
<b>Number &amp; Place Value - Comparison: Students use place value understanding to compare numbers.</b>			
3.NPV.4	Compare two four-digit numbers using symbols ( $<$ , $=$ , $>$ ) based on the value of thousands, hundreds, tens, and ones in the given numbers.		
3.NPV.5	Compare two fractions with the same numerator or denominator by reasoning about their size based on the same whole; use symbols ( $<$ , $=$ , $>$ ) and justify the conclusion using visual fraction models, concrete objects, or words.	-Comparing Fractions	- Compare Fractions Using Visual Models
<b>Number &amp; Place Value - Fraction Foundations: Students build a conceptual understanding of fractions.</b>			
3.NPV.6	Identify fractions as parts of a whole and parts of a collection or set. • Fractions include: denominators 2, 3, 4, 6, and 8.	-Getting Started with Fractions	- Recognize Visual Representations (Fractions) - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NPV.7	Partition squares, regular hexagons, and equilateral triangles into parts with equal shares, explaining the shares of each part as a unit fraction of the whole. • Fractions include: denominators 2, 3, 4, 6, and 8.		
3.NPV.8	Identify and represent a unit fraction as a number on the number line. • Fractions include: denominators 2, 3, 4, 6, and 8.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NPV.9	Identify and represent a non-unit fraction as a number on the number line, including fractions greater than one. • Fractions include: denominators 2, 3, 4, 6.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>3.NPV.10</b>	Decompose and compose a non-unit fraction $a/b$ as the quantity formed by the sum of unit fractions. Fractions include: denominators 2, 3, 4, 6, and 8.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
<b>Number &amp; Place Value - Equivalent Fractions: Students develop and apply equivalent fraction understanding.</b>			
<b>3.NPV.11</b>	Use number lines and visual models to recognize and generate equivalent fractions, explaining how they are equivalent in real-world and mathematical situations. • Fractions include: denominators 2, 3, 4, 6, and 8.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Recognize Visual Representations (Fractions) - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations using place value understanding and properties of operations.</b>			
<b>3.CAR.1</b>	Use computational fluency to add and subtract three-digit whole numbers, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	- Add/Subtract within 1000 Using Standard Algorithm - Add/Subtract within 1000 Using Expanded Form - Add/Subtract within 1000 Using a Number Line - Add within 1000
<b>3.CAR.2</b>	Use basic fact fluency to multiply and divide whole numbers with mastery by the end of third grade. • Knowing all products with factors up to and including 12 and the corresponding division facts from the products with factors up to and including 12. • Using strategies such as the relationship between multiplication and division (e.g., Knowing that $8 \cdot 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
		-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
		-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by $2/3/4/5/6/7/8/9$ - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
<b>3.CAR.3</b>	Apply properties of operations as strategies to multiply and divide. • Properties include: Distributive, Commutative, and Associative Properties of Multiplication.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use Commutative Property - Use Distributive Property to Solve Multiplication Problems

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3.CAR.4	Use strategies to multiply one-digit numbers by multiples of 10 ranging from 10-90; strategies are based on place value and properties of operations (e.g., $9 \cdot 80, 5 \cdot 60$ ).		
3.CAR.5	Identify arithmetic patterns including, but not limited to, patterns in an addition or multiplication table, explaining use of properties of operations appropriate to the pattern.		
<b>Computation &amp; Algebraic Reasoning - Problem Solving: Students solve real-world problems.</b>			
3.CAR.6	Solve real-world problems using multiplication and division within 100 involving equal groups, arrays, partitive and measurement division.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.CAR.7	Solve two-step real-world situations using addition, subtraction, multiplication, and division, representing these problems using equations with a symbol standing for an unknown quantity.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
<b>Computation &amp; Algebraic Reasoning - Algebraic Concepts: Students develop and apply an understanding of foundational algebraic concepts.</b>			
3.CAR.8	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	-Unknown Number Equations	
3.CAR.9	Understand division as an unknown-factor problem.	-Division as an Unknown Factor	
<b>Geometry &amp; Measurement - Shapes: Students analyze attributes of shapes to develop generalizations about their properties.</b>			
3.GM.1	Understand that quadrilaterals in different categories may share attributes; those attributes (e.g., four equivalent sides) can define a larger category (e.g., quadrilaterals) or subcategory.		
3.GM.2	Identify perpendicular and parallel lines, as well as right angles in two-dimensional shapes and real-world surroundings or objects.		
3.GM.3	Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, identifying and/or drawing examples of quadrilaterals that do not belong to any of these subcategories.		
<b>Geometry &amp; Measurement - Length &amp; Width: Students investigate measurement using rulers.</b>			
3.GM.4	Measure lengths of objects to the nearest half and quarter inch, using a ruler.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Geometry &amp; Measurement - Area &amp; Volume: Students calculate the area of rectangles and liquid volume.</b>			
<b>3.GM.5</b>	Describe area as the number of unit squares that cover a plane figure without gaps and overlaps.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
<b>3.GM.6</b>	Find the area of a rectangle with whole number side lengths by modeling with unit squares and multiplying the side lengths to show the results are the same.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
<b>3.GM.7</b>	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
<b>3.GM.8</b>	Measure and estimate liquid volumes and masses of objects using standard units.		
<b>3.GM.9</b>	Solve one-step real-world problems involving liquid volumes and masses of objects in the same units, using all four operations.		
<b>Geometry &amp; Measurement - Time: Students tell time and solve problems about elapsed time.</b>			
<b>3.GM.10</b>	Tell and write time to the nearest minute, using analog clocks.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
<b>3.GM.11</b>	Solve word problems involving addition and subtraction of time intervals in minutes.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
<b>Data Analysis - Charts, Graphs, &amp; Tables: Students organize and analyze data.</b>			
<b>3.DA.1</b>	Represent a data set with multiple categories, using a scaled picture graph, scaled bar graph, and a line plot.		- Solve One and Two Step Comparative Problems About Bar Graphs
<b>3.DA.2</b>	Solve one and two-step problems, using categorical data represented with a scaled picture graph, scaled bar graph, and a line plot.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<p><b>Foundational Reading - Phonics Decoding (Word Reading):</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</p>			
4.FR.1.PD	Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives.		
<p><b>Foundational Reading - Phonics Encoding (Word Writing):</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>			
4.FR.2.PE	Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).		
4.FR.3.PE	Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).		
4.FR.4.PE	Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed.		
<p><b>Foundational Reading - Handwriting:</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.</p>			
4.FR.5.H	Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.		
<p><b>Foundational Reading - Fluency:</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>			
4.FR.6.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.		
<p><b>Reading Comprehension - Reading Fundamentals:</b> Reading Fundamentals includes skills that can be applied to literary and informational texts.</p>			
4.RC.1.RF	Ask questions about key details in a text.	-Inferences Using Evidence	- Make an Inference About a Story
		-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions
4.RC.2.RF	Answer explicit and inferential questions, using details from a text.	-Inferences Using Evidence	- Make an Inference About a Story
		-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
4.RC.3.RF	Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	-Summarize a Text's Main Idea	- Use Key Details From Text to Summarize a Story - Identify Theme of a Poem
		-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
4.RC.4.RF	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.RC.5.RF	Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.RC.6.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
4.RC.7.RL	Describe how a character changes throughout a story.	-Describing Characters	- Describe a Character, Setting, or Event
4.RC.8.RL	Explain how the setting contributes to the plot of a story.	-Describing Characters	- Describe a Character, Setting, or Event
4.RC.9.RL	Determine the theme of a story.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.RC.10.RL	Compare and contrast stories with similar central messages and topics.	-Compare and Contrast Themes	
4.RC.11.RL	Explain what information is gained from adding multimedia elements to the reading of a text.	-Compare a Story and Visuals	
4.RC.12.RL	Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.RC.13.RL	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
4.RC.14.RI	Explain how an author uses reasons and evidence to support specific points in a text.	-Developing Arguments	
4.RC.15.RI	Integrate information from two texts on the same topic when writing or speaking about the topic.	-Be an Expert: Use Multiple Texts	
4.RC.16.RI	Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
4.RC.17.RI	Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
4.RC.18.RI	Compare and contrast a firsthand and secondhand account of the same event or topic.	-Compare and Contrast Two Views	
<b>Vocabulary: Vocabulary includes understanding and using words to communicate effectively.</b>			
4.V.1	Determine or clarify the meaning of words and phrases in texts read aloud or independently.		
4.V.2	Use context clues to infer the meaning of words or phrases.		
4.V.3	Consult reference materials to clarify pronunciation and/or precise meaning of words.		
4.V.4	Use the relationship between a word and its antonyms and synonyms to deepen understanding.		
4.V.5	Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.		
4.V.6	Explain the meaning of figurative language, including similes, metaphors, and idioms.		
4.V.7	Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Writing - Style:</u> Writing style includes different types of writing for different purposes.</b>			
4.W.1.S	Write an opinion to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.		
4.W.2.S	Write informative or explanatory pieces about a topic, using sources.		
4.W.3.S	Write a narrative, using a logical plot and strong voice.		
<b><u>Writing - Production:</u> Writing production includes volume and clarity of writing, the writing process, and research.</b>			
4.W.4.P	Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.		
4.W.5.P	Organize writing logically, constructing an introduction, body, and conclusion.		
4.W.6.P	Use transitional words, phrases, and clauses to connect ideas.		
4.W.7.P	Plan and revise writing to convey ideas precisely.		
4.W.8.P	Edit writing to include K-4 language conventions for publishing.		
4.W.9.P	Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.		
4.W.10.P	Take notes, sort evidence into categories, and include a list of sources.		
<b><u>Collaborative Communication - Oral Language:</u> Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
4.CC.1.OL	Participate in collaborative conversations following class created guidelines to expand conversations.		
4.CC.2.OL	Identify the reasons and evidence a speaker provides to support specific points.		
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
4.CC.3.P	Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.		
4.CC.4.P	Use visual displays/audio appropriately to emphasize or enhance certain facts or details when presenting.		
4.CC.5.P	Speak audibly, using standard English as appropriate to the task and/or situation.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Language - Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
4.L.1.S	Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house/dog's house).		
4.L.2.S	Use relative pronouns (e.g., who, which, that, whose, whom).		
4.L.3.S	Use possessive pronouns as adjectives (e.g., their house, her dog).		
4.L.4.S	Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).		
4.L.5.S	Use comparative and superlative adjectives (e.g., funnier, funniest).		
4.L.6.S	Use verb tense to convey various times, sequences, states, and conditions.		
4.L.7.S	Use progressive verb tenses (i.e., helping verbs).		
4.L.8.S	Use subject/verb agreement.		
4.L.9.S	Use comparative and superlative adverbs (e.g., farther, farthest).		
4.L.10.S	Use subordinating conjunctions to produce complex sentences.		
4.L.11.S	Use interjections (e.g., eek, yikes).		
4.L.12.S	Use prepositional phrases.		
4.L.13.S	Use contractions.		
4.L.14.S	Produce complex sentences, using dependent clauses and subordinating conjunctions.		
<b>Language - Conventions: Conventions involve the correct use of mechanics in writing.</b>			
4.L.15.C	Use correct capitalization.		
4.L.16.C	Capitalize words for emphasis (e.g., WOW! NO!).		
4.L.17.C	Capitalize dialogue.		
4.L.18.C	Use end marks in dialogue.		
4.L.19.C	Use commas in dialogue.		
4.L.20.C	Use commas in quotations from a text.		
4.L.21.C	Use commas to separate introductory elements.		
4.L.22.C	Use quotation marks in dialogue.		
4.L.23.C	Use quotation marks in quotations from a text.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Place Value: Students understand the base ten place value system.</b>			
4.NPV.1	Recognize that a digit in a given place represents ten times what it represents in the place to its right.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
4.NPV.2	Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare
4.NPV.3	Use place value understanding to round five-digit and six-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
<b>Number &amp; Place Value - Comparison: Students use place value understanding to compare numbers.</b>			
4.NPV.4	Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NPV.5	Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, $\frac{1}{2}$ , 1).	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NPV.6	Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.		
<b>Number &amp; Place Value - Fraction Foundations: Students develop a conceptual understanding of fractions.</b>			
4.NPV.7	Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line. • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Equivalent Fractions: Students develop and apply equivalent fraction understanding.</b>			
<b>4.NPV.8</b>	Explain why a fraction $a/b$ is equivalent to a fraction $(n \cdot a)/(n \cdot b)$ , using visual fraction models, generating equivalent fractions using the principle $a/b = (n \cdot a)/(n \cdot b)$ . • Fractions include denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
<b>4.NPV.9</b>	Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.		
<b>4.NPV.10</b>	Apply decimal notation for fractions with denominators 10 or 100.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations, using place value understanding and properties of operations.</b>			
<b>4.CAR.1</b>	Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Recognize Factors and Multiples for Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for 1-100
<b>4.CAR.2</b>	Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including standard algorithm, with mastery by the end of 4th grade.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Numbers Using Standard Algorithm - Use Standard Algorithm to Subtract Large Numbers
<b>4.CAR.3</b>	Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	-Multiplicative Comparisons	- Solve and Learn About Multiplicative Comparisons
		-Multiply Multi-Digit Numbers	- Multiply Multi-Digit by 1-Digit Numbers - Multiply: Partial Products
<b>4.CAR.4</b>	Use strategies based on place value, properties of operations, and the relationship between multiplication/division to divide whole numbers with four-digits by one-digit divisors; quotients should be with/without whole remainders.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide
<b>4.CAR.5</b>	Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>4.CAR.6</b>	Multiply a fraction by a whole number using visual fraction models and equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
<b>Computation &amp; Algebraic Reasoning - Problem Solving: Students solve real-world problems.</b>			
<b>4.CAR.7</b>	Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for unknown number, distinguish between multiplicative comparison/additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons
<b>4.CAR.8</b>	Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, division; include problems which remainders must be interpreted/represent these problems using equations with symbols standing for the unknown.	-Multi-Step Word Problems	- Solve Multi-Step Word Problems
<b>4.CAR.9</b>	Solve real-world addition/subtraction of fractions; include mixed numbers with like denominators, using visual fraction models/equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.		
<b>4.CAR.10</b>	Solve real-world problems involving the multiplication of a fraction by a whole number using visual fraction models or equations. • Fractions include: denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.		
<b>Computation &amp; Algebraic Reasoning - Algebraic Concepts: Students develop and apply an understanding of foundational algebraic concepts.</b>			
<b>4.CAR.11</b>	Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
<b>Geometry &amp; Measurement - Shapes: Students expand knowledge of shapes by analyzing sides and angles.</b>			
<b>4.GM.1</b>	Identify angles as geometric shapes that are formed where two rays share a common endpoint, knowing that angles are measured with reference to a circle so that an angle that turns through a $\frac{1}{360}$ of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree.	-Measuring Angles	
<b>4.GM.2</b>	Measure angles in whole-number degrees, using a protractor, drawing angles of specified measure.	-Measuring Angles	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
4.GM.3	Solve real-world problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.	-Additive Angles	
4.GM.4	Identify and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.		
4.GM.5	Classify two-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, or angles of a specified size, involving quadrilaterals and triangles. • Shapes include: quadrilaterals (trapezoid, parallelogram, rectangle, square, rhombus) and triangles (right, acute, obtuse).		
4.GM.6	Identify/draw lines of symmetry for a 2D figure.		
<b>Geometry &amp; Measurement - Perimeter, Area, &amp; Volume: Students calculate the perimeter of polygons, area of rectangles, and liquid volume.</b>			
4.GM.7	Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
<b>Geometry &amp; Measurement - Time, Money, &amp; Conversions: Students apply measurement knowledge to solve real-world problems.</b>			
4.GM.8	Convert measurements of length, weight/mass, and liquid volume within same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.	-Customary and Metric Measurement	- Convert Units of Time
4.GM.9	Solve real-world problems involving time intervals that may cross the hour.		
4.GM.10	Solve real-world problems involving addition and subtraction of money, including making change.		
4.GM.11	Solve real-world problems involving distances, liquid volume, and masses of objects, including problems that require expressing measurements given in a larger unit in terms of a smaller unit.	-Measurement Word Problems	
<b>Data Analysis - Charts, Graphs, &amp; Tables: Students organize and analyze data.</b>			
4.DA.1	Collect and interpret data from observations, surveys, and experiments; represent data using frequency tables and scaled bar graphs.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.DA.2	Use a line plot to display data set of measurements in fractions of a unit, solving problems involving addition and subtraction of fractions with like denominators using data presented in line plots.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<p><b>Foundational Reading - Phonics Decoding (Word Reading):</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.</p>			
5.FR.1.PD	Decode words, using knowledge of Greek combining forms and connectives.		
<p><b>Foundational Reading - Phonics Encoding (Word Writing):</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>			
5.FR.2.PE	Encode words, using knowledge of Greek combining forms with the use of connectives as needed.		
<p><b>Foundational Reading - Handwriting:</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.</p>			
5.FR.3.H	Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness with increasing stamina.		
<p><b>Foundational Reading - Fluency:</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>			
5.FR.4.F	Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary.		
<p><b>Reading Comprehension - Reading Fundamentals:</b> Reading Fundamentals includes skills that can be applied to literary and informational texts.</p>			
5.RC.1.RF	Ask questions about key details in a text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
		-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
5.RC.2.RF	Answer explicit and inferential questions, using details from a text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
		-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.RC.3.RF	Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize - Identify the Theme of a Poem and Story
		-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RC.4.RF	Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
5.RC.5.RF	Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
5.RC.6.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		

**Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.**

5.RC.7.RL	Describe how a character's traits, motivations, and feelings contribute to the sequence of events.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize - Identify the Theme of a Poem and Story
5.RC.8.RL	Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5.RC.9.RL	Identify text evidence that supports the theme.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
5.RC.10.RL	Compare and contrast similar themes of two or more texts of the same genre.	-Comparing Similar Texts	
5.RC.11.RL	Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.	-Enhance Meaning and Tone with Multimedia	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.RC.12.RL	Explain how point of view and /or perspective influence how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
5.RC.13.RL	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem

**Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.**

5.RC.14.RI	Identify which reasons and evidence an author uses to support which points.		
5.RC.15.RI	Integrate information from several texts on the same topic when writing/speaking about the topic.	-Integrate Information	
5.RC.16.RI	Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).	-Comparing Text Structure	- Identify the Structure of a Text
5.RC.17.RI	Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support meaning/tone of a text.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.RC.18.RI	Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.		

**Vocabulary: Vocabulary includes understanding and using words to communicate effectively.**

5.V.1	Determine or clarify the meaning of words and phrases in a text read aloud or independently.		
5.V.2	Use context clues to infer the meanings of words or phrases (e.g., cause/effect in text).		
5.V.3	Consult reference materials to clarify pronunciation and/or precise meaning of words.		
5.V.4	Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.		
5.V.5	Identify the difference between the denotation and connotation of a word or phrase in context.		
5.V.6	Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.		
5.V.7	Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Writing - Style:</u> Writing style includes different types of writing for different purposes.</b>			
5.W.1.S	Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting claims with relevant evidence.		
5.W.2.S	Write informative or explanatory pieces, using multiple sources to examine a topic.		
5.W.3.S	Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.		
<b><u>Writing - Production:</u> Writing production includes volume and clarity of writing, the writing process, and research.</b>			
5.W.4.P	Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.		
5.W.5.P	Organize writing logically, constructing an introduction, body, and conclusion.		
5.W.6.P	Use transitional words, phrases, and clauses to connect ideas.		
5.W.7.P	Plan and revise writing by expanding/combining sentences for meaning, interest, and style.		
5.W.8.P	Edit writing to include K-5 language conventions for publishing.		
5.W.9.P	Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.		
5.W.10.P	Take notes, sort evidence into categories, and include a list of sources.		
<b><u>Collaborative Communication - Oral Language:</u> Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.</b>			
5.CC.1.OL	Participate in collaborative conversations, following class-created discussion guidelines to expand upon conversations.		
5.CC.2.OL	Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.		
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
5.CC.3.P	Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace.		



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.CC.4.P	Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting.		
5.CC.5.P	Speak audibly, using standard English as appropriate to the task and/or situation.		

**Language - Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

5.L.1.S	Use relative pronouns (e.g., who, which, that, whose, whom).		
5.L.2.S	Use demonstrative adjectives (e.g., this, that, these, those).		
5.L.3.S	Use verb tense to convey various times, sequences, states, and conditions.		
5.L.4.S	Use forms of be (e.g., am, is, are, was, were).		
5.L.5.S	Use subject/verb agreement.		
5.L.6.S	Use comparative and superlative adverbs (e.g., worse, worst).		
5.L.7.S	Use conjunctions to produce compound and complex sentences.		
5.L.8.S	Use correlative conjunctions (e.g., either/or; neither/nor).		
5.L.9.S	Use prepositional phrases as adjectives (e.g., The house on the left...).		
5.L.10.S	Produce a variety of simple, compound, and complex sentences.		

**Language - Conventions: Conventions involve the correct use of mechanics in writing.**

5.L.11.C	Use correct capitalization.		
5.L.12.C	Capitalize dialogue.		
5.L.13.C	Use end marks in dialogue.		
5.L.14.C	Use end marks in quotations.		
5.L.15.C	Use commas in dialogue.		
5.L.16.C	Use commas in quotations from a text.		
5.L.17.C	Use commas to separate introductory elements.		
5.L.18.C	Use commas with words “yes” and “no.”		
5.L.19.C	Use quotation marks in dialogue.		
5.L.20.C	Use quotation marks in quotations from a text.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number &amp; Place Value - Place Value: Students understand the base ten place value system.</b>			
5.NPV.1	Recognize that, in a multi-digit number, a digit in a given place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NPV.2	Explain patterns in the number of zeros and/or the decimal point when multiplying or dividing a number by a power of 10, using whole-number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NPV.3	Read and write decimals to thousandths, using base-ten numerals, word form, and a variety of expanded forms.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals - Compare Two Decimals
<b>Number &amp; Place Value - Comparison: Students use place value understanding to compare numbers.</b>			
5.NPV.5	Compare two decimals to thousandths based on the value of the digits in each place, using symbols ( $<$ , $=$ , $>$ ) to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
<b>Number &amp; Place Value - Fraction Foundations: Students build a conceptual understanding of fractions.</b>			
5.NPV.6	Use visual models to explain the product of multiplying a whole number by a fraction greater than and less than one.		
<b>Computation &amp; Algebraic Reasoning - Operations &amp; Properties: Students perform operations using place value understanding and properties of operations.</b>			
5.CAR.1	Use computational fluency to multiply multi-digit whole numbers by using strategies and algorithms, including the standard algorithm, with mastery by the end of fifth grade.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.CAR.2	Calculate whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, properties of operations, divisibility rules, and the relationship between multiplication and division.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.CAR.3	Add and subtract decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
5.CAR.4	Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between multiplication and division.	-Solving Decimal Equations	- Divide Decimals Using Base Ten Models
5.CAR.5	Add and subtract fractions with like and unlike denominators by using equivalent fractions $\{a/b = (n \cdot a)/(n \cdot b)\}$ to create common denominators; include real-world problems. • Fractions include: mixed numbers	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
		-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.CAR.6	Interpret and solve fractions as division problems, $(a/b = a \div b)$ , where a and b are natural numbers.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.CAR.7	Use visual models and equations to multiply whole numbers by fractions and fractions by fractions, including mixed numbers and fractions greater than one.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.CAR.8	Apply previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions

## Computation & Algebraic Reasoning - Problem Solving: Students solve real-world problems.

5.CAR.9	Solve and create real-world problems involving multiplication of fractions and mixed numbers.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.CAR.10	Solve real-world problems involving the division of natural numbers leading to answers in the form of fractions or mixed numbers using visual models and equations.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.CAR.11	Solve real-world problems involving the division of unit fractions by whole numbers and whole numbers by unit fractions, using visual fraction models and equations.		

**Computation & Algebraic Reasoning - Algebraic Concepts: Students develop and apply an understanding of foundational algebraic concepts.**

5.CAR.12	Evaluate numerical expressions with parentheses or brackets and exponents with the base of ten, using the Order of Operations.	-Order of Operations	- Solve Problems Using Order of Operations
5.CAR.13	Write simple expressions that record calculations with numbers, interpreting numerical expressions without evaluating them.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
5.CAR.14	Generate two numerical patterns given two rules, identifying the relationship between the corresponding terms by graphing the terms in the first quadrant of the coordinate grid.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern

**Geometry & Measurement - Shapes: Students expand knowledge of shapes by analyzing sides and angles.**

5.GM.1	Classify two-dimensional figures in a hierarchy based on properties with the focus on quadrilaterals and triangles when teaching hierarchies. • Shapes to include: quadrilaterals (trapezoid, parallelogram, rectangle, square, rhombus, kite) and triangles (right, acute, obtuse, scalene, isosceles, equilateral).	-Classifying Quadrilaterals	
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**Geometry & Measurement - Area & Volume: Students solve the area of rectangles and volume of rectangular prisms.**

5.GM.2	Find the area of a rectangle with fractional and/or mixed number side lengths by using models and multiplying the fractional side lengths showing that both strategies produce the same area.		
5.GM.3	Measure volumes by counting unit cubes using cubic cm (cm <sup>3</sup> ), cubic in (in <sup>3</sup> ), cubic ft (ft <sup>3</sup> ), and improvised units (u <sup>3</sup> ).	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
5.GM.4	Solve real-world and mathematical problems involving the volume of rectangular prisms with whole number side lengths by applying the formulas ( $V=l \cdot w \cdot h$ or $V=B \cdot h$ ) and the properties of operations.	-Volume of Rectangular Prisms	
5.GM.5	Solve real-world problems by calculating volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism

**Geometry & Measurement - Conversions: Students apply measurement knowledge to solve real-world problems.**

5.GM.6	Convert among different-sized standard measurement units within the same system, including both the metric and customary systems, and solve multi-step, real-world problems using conversions.	-Converting Measurements	- Convert Units of Metric Length
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**Geometry & Measurement - Coordinate Plane System: Students develop an understanding of the coordinate system.**

5.GM.7	Graph points with whole number coordinates on a coordinate plane in the first quadrant, explaining how the coordinates relate to the horizontal and vertical axes to describe the location of points in the plane.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.GM.8	Represent real-world and mathematical problems by graphing points in the first quadrant on a coordinate plane, interpreting coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane

**Data Analysis - Charts, Graphs, & Tables: Students organize and analyze data.**

5.DA.1	Collect and interpret data from observations, surveys, and experiments; represent data using frequency tables, scaled bar graphs, and scaled line graphs.	-Displaying Data	
		-Summarizing Data Sets	
5.DA.2	Use a line plot to display a data set of measurements in fractions of a unit solving problems involving all four operations with fractions (excluding division of a fraction by fraction) using data presented in line plots.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Comprehension - Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
6.RC.1.RF	Provide an objective summary of a text.		
6.RC.2.RF	Determine how a central idea and/or theme of a text is conveyed through supporting details.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
		-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details in an Informational Text
6.RC.3.RF	Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
		-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
6.RC.4.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
6.RC.5.RL	Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
6.RC.6.RL	Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
6.RC.7.RL	Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
6.RC.8.RL	Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is: <ul style="list-style-type: none"> <li>Imagined when reading a text.</li> <li>Observed when listening and/or watching.</li> </ul>	-Compare a Text with a Performance	
6.RC.9.RL	Examine two texts of varying structures or genres that have similar themes and/or topics.	-Compare and Contrast Genres	



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
6.RC.10.RL	Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization-1450), explaining historical/contemporary significance.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
6.RC.11.RI	Describe how a central individual, event, or idea is introduced and developed in a text.	-Development of an Idea or Event	
6.RC.12.RI	Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.	-Text Structure	
6.RC.13.RI	Determine how an author's purpose, point of view, and/or perspective is conveyed in a text.	-Author's Argument	
6.RC.14.RI	Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
6.RC.15.RI	Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
6.RC.16.RI	Compare and contrast two authors' presentations of an event.	-Compare and Contrast	
6.RC.17.RI	Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details
<b>Writing - Style: Writing style includes different types of writing for different purposes.</b>			
6.W.1.S	Write an argument, using clear reasons and supporting evidence. <ul style="list-style-type: none"> <li>• Introduce claims.</li> <li>• Support claims with credible sources.</li> </ul>		
6.W.2.S	Write to inform about a topic. <ul style="list-style-type: none"> <li>• Organize ideas, concepts, information.</li> <li>• Use relevant facts, definitions, concrete details, and quotations.</li> </ul>		
6.W.3.S	Write to express real or imagined experiences and/or events. <ul style="list-style-type: none"> <li>• Use relevant descriptive details.</li> <li>• Organize well-structured sequences.</li> <li>• Use narrative techniques</li> </ul>		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing - Production: Writing production includes volume and clarity of writing and the writing process.</b>			
6.W.4.P	Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.		
6.W.5.P	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.		
6.W.6.P	Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).		
6.W.7.P	Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.		
6.W.8.P	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
6.W.9.P	Develop writing stamina during single sessions and over extended periods of time.		
6.W.10.P	Increase independent writing with support and collaboration from peers and adults, employing the stages of writing process with a focus on purpose.		
6.W.11.P	Include headings and graphics to clarify info.		
6.W.12.P	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.		
<b>Writing - Research: Research includes identifying a topic, gathering information, and assessing sources.</b>			
6.W.13.R	Conduct research to answer a question.		
6.W.14.R	Assess credible sources.		
6.W.15.R	Quote or paraphrase data and conclusions, crediting sources and/or authors.		
6.W.16.R	Provide basic and consistent bibliographic information for sources.		
<b>Vocabulary: Vocabulary includes understanding and using words to communicate effectively.</b>			
6.V.1	Use general academic and content-specific words and phrases accurately.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
6.V.2	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.		
6.V.3	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: <ul style="list-style-type: none"> <li>• Use common Greek/Latin affixes/roots</li> <li>• Trace the origins of words (etymology)</li> <li>• Use context</li> <li>• Consult reference materials to clarify pronunciation and/or parts of speech</li> <li>• Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.</li> </ul>		
6.V.4	Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.		
6.V.5	Determine how word choice contributes to the meaning, style, and/or tone of a text.		

**Collaborative Communication - Speaking and Listening Comprehension: Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

6.CC.1.SLC	Express ideas in a collaborative setting, using effective discussion strategies.		
6.CC.2.SLC	Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.		
6.CC.3.SLC	Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions include: <ul style="list-style-type: none"> <li>• One-on-one</li> <li>• In small groups</li> <li>• Teacher-led</li> </ul>		
6.CC.4.SLC	Build upon ideas in collaborative discussions, asking questions relevant to topic, text, or issue.		
6.CC.5.SLC	Contribute to topic, text, or issue, responding to questions with relevant information.		
6.CC.6.SLC	Paraphrase multiple perspectives.		
6.CC.7.SLC	Describe how non-textual information enhances the understanding of a topic, text, or issue.		
6.CC.8.SLC	Identify speaker's argument/supporting claims, distinguishing between claims supported by evidence from those not supported by evidence.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
6.CC.9.P	Present claims and evidence.		
6.CC.10.P	Sequence ideas logically.		
6.CC.11.P	Use accurate descriptions, facts, and/or details to support central ideas and/or themes.		
6.CC.12.P	Include multimedia and visuals to clarify information.		
6.CC.13.P	Use eye contact, adequate volume, and clear pronunciation in consideration of the audience.		
6.CC.14.P	Demonstrate command of standard English.		
6.CC.15.P	Recite passage from a well-known poem, play, speech.		
<b><u>Language - Structures:</u> Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
6.L.1.S	Use nouns effectively: <ul style="list-style-type: none"> <li>• Direct objects</li> </ul>		
6.L.2.S	Use pronouns properly: <ul style="list-style-type: none"> <li>• Intensive reflexive, relative pronouns</li> </ul>		
6.L.3.S	Ensure pronouns have a clear antecedent and are appropriate in number and person.		
6.L.4.S	Use verbs effectively: <ul style="list-style-type: none"> <li>• Perfect verb tenses</li> <li>• Shifts in mood</li> <li>• Subject/verb agreement</li> <li>• Linking/be verbs</li> </ul>		
6.L.5.S	Use modifiers effectively: <ul style="list-style-type: none"> <li>• Proper/Predicate adjectives</li> </ul>		
6.L.6.S	Produce compound-complex sentences; dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.		
<b><u>Language - Conventions:</u> Conventions involve the correct use of mechanics in writing.</b>			
6.L.7.C	Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.		
6.L.8.C	Use commas to set series, phrases/clauses, address.		
6.L.9.C	Indicate dialogue, quotes, titles, using quotation marks.		
6.L.10.C	Use knowledge of reading foundational skills, spelling patterns, generalizations such as syllable patterns, ending rules, meaningful word parts to spell correctly.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number Concepts &amp; Computations - Rational Numbers: Students use fractions, decimals, integers, and absolute values to represent real-world situations.</b>			
6.NCC.1	Explain positive and negative integers as being opposite values or directions and the meaning of 0 in a real-world context.	-Positive and Negative Numbers	
6.NCC.2	Find and plot rational numbers on horizontal and vertical number lines in real-world and mathematical problems.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NCC.3	Compare rational numbers, using inequalities ( $<$ , $>$ , $\leq$ , $\geq$ , $\neq$ ) and order on a number line.	-Absolute Value	
6.NCC.4	Interpret the absolute value of numbers for positive or negative quantities in a real-world context.		
6.NCC.5	Convert between fractions, decimals, and percents in real-world and mathematical problems.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
<b>Number Concepts &amp; Computations - Rational Number Operations: Students extend previous knowledge of operations to decimals and fractions, involving positive rational numbers.</b>			
6.NCC.6	Interpret and represent quotients of fractions. • Fractions include all forms of fractions.	-Dividing Fractions	
6.NCC.7	Solve problems involving the division of fractions in real-world and mathematical problems. • Fractions include all forms of fractions.	-Dividing Fractions	
6.NCC.8	Divide multi-digit numbers fluently in real-world and mathematical problems.	-Divide Multi-Digit Numbers	
6.NCC.9	Use any standard algorithm to fluently add and subtract multi-digit decimals and fractions in real-world and mathematical problems.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NCC.10	Use any standard algorithm to fluently multiply and divide multi-digit decimals and fractions in real-world and mathematical problems.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
<b>Number Concepts &amp; Computations - Common Factors and Multiples: Students use factors and multiples to solve problems.</b>			
6.NCC.11	Solve real-world and mathematical problems with the greatest common factor of two whole numbers less than or equal to 100.	-Common Multiples & Factors	- Find the Greatest Common Factor

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6.NCC.12	Solve real-world and mathematical problems with the least common multiple of two whole numbers less than or equal to 12.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NCC.13	Use the distributive property and the greatest common factor to rewrite the sum of two whole numbers, 1 through 100.	-Common Multiples & Factors	- Find the Greatest Common Factor

**Proportional Relationships - Ratio & Rates: Students understand ratio concepts and use proportional reasoning to solve problems.**

6.PR.1	Use precise ratio language and notation to describe a ratio as a relationship between two quantities.	-Introduction to Ratios -Introduction to Unit Rates	- Complete a Ratio Table
6.PR.2	Calculate unit rates to include unit pricing and constant speed.	-Introduction to Unit Rates	
6.PR.3	Give examples of unit rates as a ratio that compares two quantities with different units of measure, limited to non-complex fractions.	-Using Ratios to Convert Units	
6.PR.4	Create various representations to compare ratios and find missing values to solve real-world and mathematical problems.	-Ratio Tables	
6.PR.5	Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole when given a part and the percent.	-Percent of a Quantity	

**Algebra - Expressions: Students extend their understanding of arithmetic to algebraic expressions.**

6.ALG.1	Read and write expressions in real-world or mathematical problems in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.ALG.2	Use mathematical terms to identify parts of an expression, including the names of operations, terms, factors, coefficients, variables, and constants.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.ALG.3	Write and evaluate expressions for given values of variables, using order of operations, including expressions with whole number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
6.ALG.4	Generate equivalent expressions by applying the associative, commutative, distributive, and identity properties.	-Equivalent Expressions	
6.ALG.5	Identify when two expressions are equivalent by using properties of operations including like terms.	-Equivalent Expressions	
<b>Algebra - Equations &amp; Inequalities: Students focus on reasoning about and solving equations and inequalities.</b>			
6.ALG.6	Use substitution to determine if a given value in a specified set makes an equation or inequality true. • Include the following inequality symbols: $<$ , $>$ , $\leq$ , $\geq$ , $\neq$ .	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.ALG.7	Write and solve one-step equations in real-world and mathematical problems, involving positive rational numbers and zero.	-Solve One Variable Equations	
6.ALG.8	Write, solve, and graph one-step inequalities in real-world and mathematical problems.		
<b>Geometry &amp; Measurement - Area, Volume, &amp; Surface Area: Students solve problems involving area, volume, and surface area.</b>			
6.GM.1	Find the area of triangles, quadrilaterals, and polygons by composing or decomposing to solve real-world and mathematical problems.		
6.GM.2	Apply the formulas $V=lwh$ and $V=Bh$ to find the volume of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems, including solving for an unknown dimension.		
6.GM.3	Construct nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid, using the nets to find surface area of the prisms.		
<b>Geometry &amp; Measurement - Coordinate Plane System: Students graph points in all four quadrants.</b>			
6.GM.4	Find and graph pairs of rational numbers in all four quadrants of the coordinate plane in real-world and mathematical problems.	-Graphing in the Coordinate Plane -Opposites of Numbers	- Graph Points in all Quadrants on a Coordinate Plane
6.GM.5	Draw polygons in the coordinate plane when given coordinates for the vertices.		
6.GM.6	Use coordinates to calculate vertical and horizontal distances between points with the same x-coordinate or the same y-coordinate to solve real-world and mathematical problems.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Geometry &amp; Measurement - Conversions:</u> Students apply measurement knowledge to solve real-world problems.</b>			
6.GM.7	Convert measurements within and between the metric and customary measurement systems to solve real-world and mathematical problems.	-Using Ratios to Convert Units	
<b><u>Statistics &amp; Probability - Statistical &amp; Nonstatistical:</u> Students recognize that data collected to answer a statistical question can be analyzed by their distributions.</b>			
6.SP.1	Identify the difference between statistical and non-statistical questions and write simple statistical questions that allow variable responses.	-Introduction to Statistics	
<b><u>Statistics &amp; Probability - Measures of Center:</u> Students explore mean, median, and mode.</b>			
6.SP.2	Calculate and interpret any measure of center (mean, median, and mode) of a numerical data set.	-Measures of Center and Variation	
6.SP.3	Determine which measure of center (mean or median) is more appropriate to describe the center of data and justify the choice.	-Summarizing Data Sets	
6.SP.4	Describe how the mean or median is affected by outliers of a numerical data set.	-Summarizing Data Sets	
<b><u>Statistics &amp; Probability - Measures of Variation:</u> Students explore range and interquartile range.</b>			
6.SP.5	Calculate and interpret the measure of variation [range and interquartile range (IQR)] of a numerical data set.	-Center, Spread and Shape	
6.SP.6	Determine which measure of variation (range or interquartile range) is more appropriate to describe the shape; justify the choice.	-Measures of Center and Variation	
<b><u>Statistics &amp; Probability - Numerical Data:</u> Students summarize and describe distributions.</b>			
6.SP.7	Represent numerical data on a number line, histogram, and box plot.	-Displaying Data	
6.SP.8	Calculate the relative frequency of an interval of data values when given a histogram.		
6.SP.9	Interpret a box plot to answer statistical questions about a data set.	-Summarizing Data Sets	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Reading Comprehension - Reading Fundamentals</u>: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
7.RC.1.RF	Provide an objective summary of a text.	-Thematic Development	
		-Central Ideas in a Text	
7.RC.2.RF	Determine how a central idea and/or theme of a text is developed through supporting details.	-Thematic Development	
		-Central Ideas in a Text	
7.RC.3.RF	Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.	-Cite Textual Evidence	
		-Textual Evidence and Inference	
7.RC.4.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.		
<b><u>Reading Comprehension - Reading Literature</u>: Reading Literature includes skills that are specific to literature.</b>			
7.RC.5.RL	Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.	-Elements of a Short Story	
7.RC.6.RL	Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.	-Text Structure	
7.RC.7.RL	Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.	-Contrasting Point of View	
7.RC.8.RL	Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which: <ul style="list-style-type: none"> <li>Literary elements are imagined when reading a text, and</li> <li>Multimedia techniques are observed when listening and/or watching.</li> </ul>	-Historical Fiction	
7.RC.9.RL	Compare and contrast a fictional portrayal of a time, place, or character with historical account of corresponding time, place, or character.	-Historical Fiction	
7.RC.10.RL	Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.	-Thematic Development	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
7.RC.11.RI	Describe how the interactions between individuals, events, and ideas impact the development of a text.	-How Ideas Are Related	
7.RC.12.RI	Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.	-Text Structure	
7.RC.13.RI	Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.	-Author's Point of View and Goal	
7.RC.14.RI	Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.	-Print vs. Multimedia Text	
7.RC.15.RI	Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
7.RC.16.RI	Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.	-Compare Texts, Analyze Arguments	
7.RC.17.RI	Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.	-Central Ideas in a Text	
<b>Writing - Style: Writing style includes different types of writing for different purposes.</b>			
7.W.1.S	Compose an argument, using clear reasons and supporting evidence. <ul style="list-style-type: none"> <li>• Introduce claims.</li> <li>• Acknowledge alternate or opposing claims.</li> <li>• Support claims with credible sources.</li> </ul>		
7.W.2.S	Write to inform about a topic. <ul style="list-style-type: none"> <li>• Introduce a topic with a preview of what is to follow.</li> <li>• Convey ideas, concepts, and information.</li> <li>• Choose relevant facts, definitions, concrete details, quotations, and examples.</li> </ul>		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
7.W.3.S	<p>Write to express real or imagined experiences and/or events.</p> <ul style="list-style-type: none"> <li>Establish the topic, context, narrative elements, and point of view and/or perspective.</li> <li>Use relevant, descriptive details and precise language.</li> <li>Develop well-structured event sequences.</li> <li>Use narrative techniques (e.g., dialogue, pacing, description).</li> </ul>		
<p><b><u>Writing - Production:</u> Writing production includes volume and clarity of writing and the writing process.</b></p>			
7.W.4.P	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
7.W.5.P	Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.		
7.W.6.P	Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).		
7.W.7.P	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic.		
7.W.8.P	Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.		
7.W.9.P	Develop writing stamina during single sessions and over extended periods of time.		
7.W.10.P	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on audience.		
7.W.11.P	Include headings, graphics, and various multimedia to clarify information.		
7.W.12.P	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Writing - Research:</u> Research includes identifying a topic, gathering information, and assessing sources.</b>			
7.W.13.R	Conduct research to explore a topic and/or answer a question, refocusing the inquiry for further research, investigation, or refinement.		
7.W.14.R	Assess the credibility and accuracy of sources.		
7.W.15.R	Quote or paraphrase data and conclusions, crediting sources and/or authors.		
7.W.16.R	Follow a standard format for citation, including bibliographic information.		
<b><u>Vocabulary:</u> Vocabulary includes understanding and using words to communicate effectively.</b>			
7.V.1	Use general academic and content-specific words and phrases accurately.		
7.V.2	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes/connectives as needed.		
7.V.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: <ul style="list-style-type: none"> <li>• Use common Greek or Latin affixes and roots (i.e., morphology),</li> <li>• Trace the origins of words (etymology),</li> <li>• Use context,</li> <li>• Consult reference materials to clarify pronunciation and/or parts of speech, and/or</li> <li>• Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.</li> </ul>		
7.V.4	Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.		
7.V.5	Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.	-Figurative Language	
7.V.6	Demonstrate an understanding of figurative language in context, including allusions and analogies.		



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Collaborative Communication - Speaking and Listening Comprehension:</u> Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>			
7.CC.1.SLC	Express ideas in a collaborative setting, using effective discussion strategies.		
7.CC.2.SLC	Come to discussions prepared, referring to researched evidence on the topic, text, or issue.		
7.CC.3.SLC	Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include: <ul style="list-style-type: none"> <li>• One-on-one</li> <li>• In small groups</li> <li>• Teacher-led</li> </ul>		
7.CC.4.SLC	Acknowledge new information expressed by others and modify one's own views as needed.		
7.CC.5.SLC	Explain how central ideas and supporting details from non-textual sources clarify a topic, text, issue.		
7.CC.6.SLC	Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.		
<b><u>Collaborative Communication - Presentation:</u> Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
7.CC.7.P	Present claims and evidence, emphasizing primary points in a focused, coherent manner.		
7.CC.8.P	Sequence ideas logically.		
7.CC.9.P	Support claims, central ideas, and/or themes with descriptions, facts, details, and examples.		
7.CC.10.P	Include relevant multimedia to clarify claims and findings.		
7.CC.11.P	Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing.		
7.CC.12.P	Demonstrate command of standard English when indicated or appropriate.		
7.CC.13.P	Recite a passage from a well-known poem, play, or speech.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Language - Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
7.L.1.S	Use nouns effectively: • Direct and indirect objects		
7.L.2.S	Use pronouns properly: • Intensive and reflexive pronouns • Relative pronouns		
7.L.3.S	Ensure pronouns have a clear antecedent and are appropriate in number and person.		
7.L.4.S	Use verbs effectively: • Perfect verb tenses • Shifts in mood • Active and passive voice • Subject/verb agreement • Linking verbs		
7.L.5.S	Use verbals (gerunds, participles, infinitives) correctly.		
7.L.6.S	Use modifiers effectively: • Proper adjectives • Predicate adjectives		
7.L.7.S	Correct misplaced and dangling modifiers.		
7.L.8.S	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.		
7.L.9.S	Identify types of phrases and clauses based on their functions in sentences.		
7.L.10.S	Choose language that precisely expresses ideas, eliminating redundancy.		
<b>Language - Conventions: Conventions involve the correct use of mechanics in writing.</b>			
7.L.11.C	Set off restrictive, nonrestrictive, parenthetical elements, using commas, parentheses, dashes.		
7.L.12.C	Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.		
7.L.13.C	Join elements of a series when individual items of the series already include commas, using a semicolon.		
7.L.14.C	Indicate dialogue, quotes, and titles, using quotation marks.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number Concepts &amp; Computations - Rational Numbers: Students model and compute with rational numbers.</b>			
7.NCC.1	Represent addition and subtraction of rational numbers in real-world contexts using a variety of forms.	-Add Rational Numbers	
7.NCC.2	Model and describe additive inverse in real-world situations to show opposite quantities combine to make 0.	-Add Rational Numbers	
7.NCC.3	Demonstrate in real-world contexts the distance between two rational numbers on the number line as the absolute value of their differences.	-Subtract Rational Numbers	
7.NCC.4	Convert a rational number in fraction form to decimal form and recognize that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	
7.NCC.5	Interpret the products and quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
<b>Number Concepts &amp; Computations - Rational Number Operations: Students apply all properties and operations to all rational numbers.</b>			
7.NCC.6	Apply properties of operations as strategies to fluently add, subtract, multiply, and divide rational numbers.	-Subtract Rational Numbers -Division of Rational Numbers	
7.NCC.7	Use addition and subtraction with rational numbers in any form to solve multi-step problems in real-world and mathematical contexts.	-Add Rational Numbers -Subtract Rational Numbers	
7.NCC.8	Use multiplication and division with rational numbers in any form to solve multi-step problems in real-world and mathematical contexts.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NCC.9	Apply operations with rational numbers involving the order of operations, involving nested grouping symbols.	-Four Operations with Numbers	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Proportional Relationships - Ratio &amp; Rates: Students analyze and use unit rates to solve problems.</b>			
7.PR.1	Determine the unit rate (constant of proportionality) from tables, graphs, equations, diagrams, or verbal descriptions of proportional relationships.	-Compute Unit Rates	
7.PR.2	Calculate unit rates in real-world contexts that include complex fractions.	-Find, Show Proportional Amounts -Represent Proportions	
7.PR.3	Solve multi-step ratio and percent problems in a real-world context, including percent error and percent increase and decrease.	-Ratio, Proportion Word Problems	
<b>Proportional Relationships - Constant of Proportionality: Students analyze proportional relationships and solve multi-step ratio and percent problems.</b>			
7.PR.4	Determine whether two quantities represent proportional relationships by using equivalent ratios in a table and by graphing on a coordinate plane.	-Find, Show Proportional Amounts	
7.PR.5	Compare two different proportional relationships represented in different forms.	-Find, Show Proportional Amounts	
7.PR.6	Create equations in the form of $y=mx$ from tables, verbal descriptions, or graphs.	-Represent Proportions	
7.PR.7	Given a graph with a proportional relationship, explain the meaning of a point $(x,y)$ on the graph, including the origin $(0,0)$ and the unit rate $(1,r)$ .	-Represent Proportions	
<b>Algebra - Expressions: Students apply properties of operations to create equivalent expressions.</b>			
7.ALG.1	Generate and justify equivalent expressions, using properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients within mathematical and real-world problems.	-Generate Equivalent Expressions	
<b>Algebra - Equations &amp; Inequalities: Students apply previous knowledge of equations and inequalities to two-step problems.</b>			
7.ALG.2	Model and solve fluently two-step equations in real-world or mathematical problems.	-Multi-Step, Real-World Problems	
7.ALG.3	Create, solve, and graph two-step inequalities in real-world and mathematical problems in the forms $px \pm q > r$ , $px \pm q < r$ , $px \pm q \geq r$ , and $px \pm q \leq r$ .	-Solving Inequalities	

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<b><u>Algebra - Relationships Between Quantities:</u> Students use understanding of algebraic expressions and equations to represent relationships between two quantities.</b>			
7.ALG.4	Write an equation to express two quantities in terms of the dependent and independent variables.	-Solving Equations -Solving Inequalities	
7.ALG.5	Describe the relationship between the dependent and independent variables in an equation using tables and graphs, relating these to the equation.	-Solving Equations	
<b><u>Geometry &amp; Measurement - Area, Volume, &amp; Surface Area:</u> Students solve problems involving area, volume, and surface area.</b>			
7.GM.1	Describe the proportional relationship between the circumference and diameter of a circle.		
7.GM.2	Use area and circumference formulas of a circle to solve real-world and mathematical problems.		
7.GM.3	Apply the formulas for the volume and surface area of right rectangular prisms, rectangular pyramids, triangular prisms, triangular pyramids to solve real-world and mathematical problems.		
<b><u>Geometry &amp; Measurement - Cross Sections:</u> Students describe cross sections of three-dimensional figures.</b>			
7.GM.4	Describe the two-dimensional figure that results from slicing a three-dimensional figure parallel and perpendicular to the base. <ul style="list-style-type: none"> <li>Three-dimensional figures include: right rectangular prisms, triangular prisms, and cylinders</li> </ul>		
<b><u>Geometry &amp; Measurement - Triangles &amp; Angles:</u> Students solve problems using various angle properties of lines.</b>			
7.GM.5	Solve multi-step problems involving supplementary, complementary, vertical, and adjacent angles to include solving for an unknown angle in a figure.		
<b><u>Geometry &amp; Measurement - Scale:</u> Students understand and use scale factor.</b>			
7.GM.6	Calculate the scale factor, compute the actual lengths from the scale in a drawing, and reproduce a scale drawing using another scale.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Statistics &amp; Probability - Numerical Data: Students interpret and organize data.</b>			
7.SP.1	Interpret data displayed in a histogram and box plot to answer questions about the data.		
7.SP.2	Recognize, create, and interpret categorical data in a circle graph.		
7.SP.3	Graph two numerical data sets and compare their variability. • Variability includes: range, interquartile range, or mean absolute deviation.	-Measures of Central Tendency	
7.SP.4	Select an appropriate measure(s) of center or variability and draw valid comparative inferences for two data sets.	-Measures of Central Tendency	
<b>Statistics &amp; Probability - Sampling &amp; Population: Students understand sampling and use samples to make inferences.</b>			
7.SP.5	Distinguish between a random and non-random sample.	-Inferential Statistics	
7.SP.6	Use a random sampling of a population to draw valid inferences and generalizations of populations.	-Inferential Statistics	
<b>Statistics &amp; Probability - Probability: Students understand theoretical and experimental probability for simple experiments.</b>			
7.SP.7	Determine the sample space of a simple experiment and use the sample space to determine the theoretical probability of a given set of outcomes. • Simple experiments include: tossing a fair coin, spinning a fair spinner, rolling a fair dice, picking a random marble from a bag, and selecting a random card from a deck.	-Predict and Compare Probability	
7.SP.8	Recognize that probabilities in a simple experiment can be qualitative descriptors of likelihood: impossible (0), unlikely, neither likely nor unlikely, likely, or certain (1).	-Probability of a Chance Event	
7.SP.9	Determine experimental probabilities in simple experiments and represent as fractions, decimals, and percents.	-Probabilities of Compound Events	
7.SP.10	Use theoretical probability of an event in a simple experiment to predict the number of times that an event will occur for a large number of experiments.	-Probabilities of Compound Events	



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<b>Reading Comprehension - Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.</b>			
8.RC.1.RF	Provide an objective summary of a text.	-Theme -Central Idea	
8.RC.2.RF	Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.	-Theme -Central Idea	
8.RC.3.RF	Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.	-Evidence and Inferences	
		-Textual Evidence and Inferencing	
8.RC.4.RF	Demonstrate reading comprehension of age and grade-appropriate texts by speaking/writing.		
<b>Reading Comprehension - Reading Literature: Reading Literature includes skills that are specific to literature.</b>			
8.RC.5.RL	Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.	-Analyze Incidents in a Story	
8.RC.6.RL	Distinguish how the structure of a text contributes to its overall meaning and style.	-Comparing Text Structure	
8.RC.7.RL	Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.	-Point of View	
8.RC.8.RL	Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.	-Comparing Film and Literature	
8.RC.9.RL	Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.	-Fiction: Themes and Patterns	
8.RC.10.RL	Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.	-Theme	
<b>Reading Comprehension - Reading Information: Reading Information includes skills that are specific to non-fiction texts.</b>			
8.RC.11.RI	Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, categories.	-Text Development	

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8.RC.12.RI	Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.	-Text Structure	
8.RC.13.RI	Describe how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
8.RC.14.RI	Describe the efficacy of various multimedia used to present information.	-Multi-Media and Expository Text	
8.RC.15.RI	Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.	-Understand Conflicting Texts	
8.RC.16.RI	Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.	-Understand Conflicting Texts	
8.RC.17.RI	Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.	-Central Idea	

**Writing - Style: Writing style includes different types of writing for different purposes.**

8.W.1.S	<p>Compose an argument, using clear reasons and supporting evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claims supported by credible sources.</li> <li>• Distinguish alternate or opposing claims.</li> <li>• Maintain a cohesive structure.</li> </ul>		
8.W.2.S	<p>Write to inform about a topic.</p> <ul style="list-style-type: none"> <li>• Introduce a topic with a clear preview of what is to follow.</li> <li>• Organize ideas, concepts, and information, using broad categories.</li> <li>• Select well-chosen facts, definitions, concrete details, quotations, and examples.</li> <li>• Maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.</li> </ul>		

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8.W.3.S	<p>Write to express real or imagined experiences and/or events.</p> <ul style="list-style-type: none"> <li>• Develop a topic, context, narrative elements, and point of view and/or perspective.</li> <li>• Select well-chosen, descriptive details and use sensory language and precise language.</li> <li>• Develop well-structured event sequences to show the relationships among ideas and experiences.</li> <li>• Use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.</li> </ul>		
<p><b><u>Writing - Production:</u> Writing production includes volume and clarity of writing and the writing process.</b></p>			
8.W.4.P	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
8.W.5.P	Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.		
8.W.6.P	Use a variety of sentence types effectively.		
8.W.7.P	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.		
8.W.8.P	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.		
8.W.9.P	Develop writing stamina during single sessions and over extended periods of time.		
8.W.10.P	Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience.		
8.W.11.P	Include headings, graphics, and various multimedia to support ideas and information.		
8.W.12.P	Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Writing - Research: Research includes identifying a topic, gathering information, and assessing sources.</b>			
8.W.13.R	Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration.		
8.W.14.R	Assess the credibility and accuracy of sources.		
8.W.15.R	Avoid plagiarism when quoting or paraphrasing data and conclusions, crediting sources and/or authors.		
8.W.16.R	Follow a standard format for citation, including a works cited/references.		
<b>Vocabulary: Vocabulary includes understanding and using words to communicate effectively.</b>			
8.V.1	Use general academic and content-specific words and phrases accurately.		
8.V.2	Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.		
8.V.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: <ul style="list-style-type: none"> <li>• Use common Greek or Latin affixes and roots (i.e., morphology),</li> <li>• Trace the origins of words (etymology),</li> <li>• Use context,</li> <li>• Consult reference materials to clarify pronunciation and/or parts of speech, and/or</li> <li>• Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.</li> </ul>		
8.V.4	Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.		
8.V.5	Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.	-Word Choice and Meaning	
8.V.6	Demonstrate an understanding of figurative language in context, including verbal irony and puns.		

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<b>Collaborative Communication - Speaking and Listening Comprehension: Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.</b>			
8.CC.1.SLC	Express ideas in a collaborative setting, using effective discussion strategies.		
8.CC.2.SLC	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.		
8.CC.3.SLC	Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.		
8.CC.4.SLC	Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented.		
8.CC.5.SLC	Examine the reasons for using multimedia to present a topic, text, and/or issue.		
8.CC.6.SLC	Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.		
8.CC.1.SLC	Express ideas in a collaborative setting, using effective discussion strategies.		
8.CC.2.SLC	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.		
<b>Collaborative Communication - Presentation: Presentation includes an individual or group verbally addressing an audience on a particular topic.</b>			
8.CC.7.P	Present claims and evidence, emphasizing important points in a focused, coherent manner.		
8.CC.8.P	Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details.		
8.CC.9.P	Include relevant multimedia to clarify claims and findings.		
8.CC.10.P	Adapt speech to a variety of contexts and tasks, using appropriate eye contact, tone, and pacing.		
8.CC.11.P	Demonstrate command of standard English when indicated or appropriate.		
8.CC.12.P	Recite a passage from a well-known poem, play, or speech.		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Language - Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.</b>			
8.L.1.S	Use nouns effectively: <ul style="list-style-type: none"> <li>• Direct and indirect objects</li> <li>• Predicate nouns</li> </ul>		
8.L.2.S	Ensure pronouns have a clear antecedent and are appropriate in number and person.		
8.L.3.S	Use verbs effectively: <ul style="list-style-type: none"> <li>• Shifts in mood and voice</li> <li>• Active and passive voice</li> <li>• Subject/verb agreement</li> <li>• Linking verbs</li> </ul>		
8.L.4.S	Use verbals (gerunds, participles, infinitives) correctly.		
8.L.5.S	Use modifiers effectively: <ul style="list-style-type: none"> <li>• Proper adjectives</li> <li>• Predicate adjectives</li> </ul>		
8.L.6.S	Correct misplaced and dangling modifiers.		
8.L.7.S	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.		
8.L.8.S	Use prepositional phrases effectively: <ul style="list-style-type: none"> <li>• Adjectival</li> <li>• Adverbial</li> </ul>		
<b>Language - Conventions: Conventions involve the correct use of mechanics in writing.</b>			
8.L.10.C	Use commas to separate coordinate adjectives, set off series, phrases and clauses, direct address.		
8.L.11.C	Introduce a list, quotation, clarification, using a colon.		
8.L.12.C	Join elements of a series when individual items of the series already include commas, using a semicolon.		
8.L.13.C	Indicate an omission, using an ellipsis.		
8.L.14.C	Indicate a pause or break, using commas, ellipses, and dashes.		
8.L.15.C	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.		



AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b>Number Concepts &amp; Computations - Rational &amp; Irrational Numbers: Students understand relationships among numbers and the real number system.</b>			
8.NCC.1	Describe relationships in the real number system (rational and irrational). • Numbers relationships to include: decimal expansion for rational and irrational numbers, square roots of nonperfect squares, and cube roots of nonperfect cubes.	-Convert to Rational Numbers	
8.NCC.2	Compare the size of irrational numbers and locate them on a number line by finding the rational approximations.	-Estimate Irrational Numbers	
8.NCC.3	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
8.NCC.4	Write very large and very small numbers in scientific notation using positive and negative exponents.	-Scientific Notation	
8.NCC.5	Compare numbers written in scientific notation to determine how many times larger or smaller one number is than the other, using real-world and mathematical problems.	-Scientific Notation: Operations	
8.NCC.6	Solve real-world and mathematical problems by performing operations with numbers written in standard and scientific notation.	-Scientific Notation: Operations	
<b>Number Concepts &amp; Computations - Rational Number Operations: Students work with square and cube roots.</b>			
8.NCC.7	Solve equations in the form of $x^2 = p$ or $x^3 = p$ where $p$ is a positive rational number.	-Square and Cube Roots	
8.NCC.8	Evaluate square roots of perfect squares and cube roots of perfect cubes.	-Square and Cube Roots	
<b>Functions - Proportional &amp; Linear Relationships: Students understand slope using previous learning of proportional relationships.</b>			
8.FN.1	Graph proportional relationships, interpreting the unit rate as the slope of the graph.	-Relationships and Slope	
8.FN.2	Explain, using similar right triangles, how the slope of a line is the same between two points on a non-vertical line or non-horizontal line.	-Slope Intercept Form, Triangles	

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<b>Functions - Functions: Students understand that a function is a rule that assigns each input exactly one output.</b>			
8.FN.3	Determine whether a relation is a function or not when given a function map, table, graph, equation, or set of ordered pairs.		
8.FN.4	Compare the rate of change (slope) and y-intercept (initial value) of two linear functions each represented in different forms. • Functions are represented algebraically, graphically, numerically in tables, or by verbal descriptions.		
8.FN.5	Distinguish between linear and nonlinear functions by comparing graphs and equations.		
8.FN.6	Determine the rate of change (slope) and y-intercept (initial value) from tables, graphs, equations, and verbal descriptions of linear relationships.		
8.FN.7	Interpret and explain the meaning of the rate of change (slope) and y-intercept (initial value) of a linear relationship in a real-world context.		
8.FN.8	Analyze a graph by describing the functional relationships between two quantities.		
8.FN.9	Sketch a graph that exhibits qualitative features of a function described verbally.		
<b>Algebra - Equations &amp; Inequalities: Students solve linear equations and inequalities.</b>			
8.ALG.1	Analyze and solve one-variable linear equations with rational coefficients containing solutions with one, zero, or infinitely many solutions.	-Solutions to Linear Equations	
8.ALG.2	Analyze and solve one-variable linear inequalities with rational coefficients.	-Solutions to Linear Equations	
<b>Algebra - Systems of Equations: Students will solve systems of equations.</b>			
8.ALG.3	Analyze and solve systems of linear equations in the form $y=mx+b$ in real-world or mathematical contexts, graphically and algebraically.	-Solutions to Linear Equations	

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
<b><u>Geometry &amp; Measurement - Area, Volume, &amp; Surface Area:</u> Students solve problems involving area, volume, and surface area.</b>			
8.GM.1	Apply the formulas for the volume and surface area of cylinders, cones, and spheres to solve real-world and mathematical problems.		
<b><u>Geometry &amp; Measurement - Cross Sections:</u> Students describe cross sections of three-dimensional figures.</b>			
8.GM.2	Describe the two-dimensional figure that results from slicing a three-dimensional figure parallel and perpendicular to the base. <ul style="list-style-type: none"> <li>• Three-dimensional figures include: pyramids, cones, and spheres.</li> </ul>		
<b><u>Geometry &amp; Measurement - Pythagorean Theorem:</u> Students explore right triangles and apply the Pythagorean Theorem.</b>			
8.GM.3	Model or explain an informal proof of the Pythagorean Theorem and its converse.		
8.GM.4	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles.		
8.GM.5	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
<b><u>Geometry &amp; Measurement - Transformations &amp; Congruence on a Coordinate Plane:</u> Students use concrete models, diagrams, or geometry to understand congruence and similarity.</b>			
8.GM.6	Given a figure, draw a congruent figure on a coordinate plane resulting from a rotation, reflection, or translation.		
8.GM.7	Identify a single transformation used to transform one figure onto another on a coordinate plane. <ul style="list-style-type: none"> <li>• Rotations include: <math>90^\circ</math>, <math>180^\circ</math>, and <math>270^\circ</math>.</li> </ul>		
8.GM.8	Given two congruent figures, describe a sequence of transformations that maps one figure to another.		
8.GM.9	Perform a given sequence of transformations of a figure on the coordinate plane, including rotations, reflections, translations, and dilations <ul style="list-style-type: none"> <li>• Rotations include: <math>90^\circ</math>, <math>180^\circ</math>, and <math>270^\circ</math>.</li> </ul>		

AR Code	Arkansas Standard	Quest Title	Small Group Skill Lessons
8.GM.10	Describe the effects of rotations, reflections, translations, and dilations on two-dimensional figures using coordinates. • Rotations include: $90^\circ$ , $180^\circ$ , and $270^\circ$ .		
8.GM.11	Given two similar two-dimensional figures, describe a sequence of transformations that exhibits similarity, including rotations, reflections, translations, and dilations.		

**Statistics & Probability - Bivariate Data: Students investigate patterns of association to bivariate data.**

8.SP.1	Construct scatter plots using bivariate data; determine if the data displays a linear or nonlinear pattern and positive, negative, or no association.	-Construct, Explain Scatter Plots	
8.SP.2	Construct straight lines to approximately fit data displaying a linear association when presented in scatter plots.	-Line of Best Fit	
8.SP.3	Construct and interpret a relative frequency table, using data from two categorical variables collected from the same subject.	-Two-Way Table	- Test Apps

**Statistics & Probability - Probability: Students understand theoretical and experimental probability for compound experiments using organized lists, tables, or tree diagrams.**

8.SP.4	Determine the sample space and use the sample space to determine the theoretical probability of a given set of outcomes for compound experiments, using organized lists, tables, or tree diagrams. • Compound experiments include a combination of two different experiments.	-Probabilities of Compound Events	
8.SP.5	Determine theoretical and experimental probabilities of compound experiments.	-Probabilities of Compound Events	
8.SP.6	Use theoretical probability of an event in a compound experiment to predict the number of times that event will occur for a large number of experiments.		