eSpark Learning Alignment with the Idaho Content Standards (2022)

eSpark Learning is aligned to the Idaho Content Standards (2022). 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 Idaho codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

Kindergarten English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills K.FR - Print Concepts (PC)			
K.FR.PC.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
K.FR.PC.1.a	Locate a printed word on a page.		
K.FR.PC.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.FR.PC.1.c	Know that print (not pictures) is what we read, and text holds meaning.	-Using Pictures in Stories	
K.FR.PC.1.d	Follow words from left to right with return sweep at the end of each line.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.FR.PC.1.e	Read left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.FR.PC.1.f	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.FR.PC.1.g	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
K.FR.PC.1.h	Identify and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
Foundational Reading Skills K.FR - Phonemic Awareness (PA)			
K.FR.PA.2	Demonstrate understanding of spoken words, syllables, and sounds.	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in Words - Blend Three Sounds to Make a Word - Segment Initial, Middle, Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
K.FR.PA.2.a	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
K.FR.PA.2.b	Count, pronounce, blend, delete, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in Words
K.FR.PA.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
K.FR.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel- consonent, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.)	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
K.FR.PA.2.e	Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify Missing Sounds
Foundational Reading Skills K.FR - Phonics and Decoding (PH)			
K.FR.PH.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify Missing Sounds - Make New Words Based On Word Families
K.FR.PH.3.a	Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.	-Letter Sounds	- Make All Letter Sounds
K.FR.PH.3.b	Associate the long and short sounds for the five major vowel letters.		
K.FR.PH.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-Sight Words	- Recognize Sight Words
K.FR.PH.3.d	Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.	-Word Families	- Change the First Letter to Make New Words - Identify Missing Sounds - Make New Words Based On Word Families
Reading Comprehension K.RC - Volume of Reading to Build Knowledge (V)			
K.RC.V.2	Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	-Identify Unknown Words -Learn New Words	- Understand Unknown Words Using Clues - Use Context Clues to Figure Out the Meaning of Unknown Words

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension K.RC - Textual Evidence (TE)			
K.RC.TE.3	Ask and answer questions about key details in texts heard.	-Ask and Answer Questions	- Answer Questions About a Story - Ask and Answer Questions About Informational Texts
Reading Comprehension K.RC - Reading Fluency (RF)			
K.RC.RF.4	Read emergent-reader texts with purpose and understanding.		
Reading Comprehension K.RC - Literature (L)			
K.RC.L.5	With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
K.RC.L.5.a	Retell key details of familiar stories, poems, and nursery rhymes heard.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
K.RC.L.5.b	Describe the connection between characters, settings, and major events in stories heard.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
K.RC.L.5.c	Identify the front cover, back cover, and title page of stories.	-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
K.RC.L.5.d	Define the roles of authors and illustrators in presenting the ideas or information in stories.	-Name Authors and Illustrators	- Identify Authors and Illustrators
K.RC.L.5.e	Compare and contrast the adventures or experiences of characters in familiar stories.	-Compare and Contrast Stories	
Reading Comprehension K.RC - Nonfiction Text (NF)			
K.RC.NF.6	With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
K.RC.NF.6.a	Retell key details of texts heard.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
K.RC.NF.6.b	Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
K.RC.NF.6.c	Identify the front cover, back cover, and title page of nonfiction texts.	-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
K.RC.NF.6.d	Identify the reasons authors give to support points in texts heard.	-Author's Purpose	
K.RC.NF.6.e	Identify basic similarities in and differences between two texts heard on same topic.	-Same and Different	- Note Similarities and Differences Between Texts
Vocabulary Development K.VD - Word Building (WB)			
K.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
K.VD.WB.1.a	Ask and answer questions about unknown words in a text.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.VD.WB.1.b	Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb "roll" is also a noun).		
K.VD.WB.2	With support, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
K.VD.WB.2.a	Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
K.VD.WB.2.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.	-Opposites!	
K.VD.WB.2.c	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance).	-Similar Action Words	
K.VD.WB.2.d	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
Vocabulary Development K.VD - Academic Vocabulary (AV)			
K.VD.AV.3	With support, use words and phrases acquired through conversations, reading, and listening to texts.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Research K.RS - Deep Reading on Topics to Build Knowledge (DR)			
K.RS.DR.2	Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.		
Writing K.W - Range of Writing (RW)			
K.W.RW.1	Routinely write or dictate writing for a range of tasks, purposes, and audiences.		
Writing K.W - Handwriting and Keyboarding (HWK)			
K.W.HWK.2	Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.		
Oral and Digital Communications K.ODC - Oral Communications (OC)			
K.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.		
K.ODC.OC.2	With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.		
K.ODC.OC.3	With support, ask and answer questions to seek help, get information, or clarify something that is not understood.		
K.ODC.OC.4	Describe familiar people, places, things, and events with support.		
Grammar and Conventions K.GC - Grammar and Usage (GU)			
K.GC.GU.1	Demonstrate command of the conventions of English grammar/usage when writing/speaking.		
K.GC.GU.1.a	Form regular plural nouns orally by adding 's' or 'es' sound.		
K.GC.GU.1.b	Use interrogatives to ask questions in full sentences (e.g., who, what, where, when, why, how).		
K.GC.GU.1.c	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
K.GC.GU.1.d	Produce and expand complete sentences in shared language activities.		
Grammar and Conventions K.GC - Mechanics (M)			
K.GC.M.2	Recognize and name end punctuation.		
K.GC.M.3	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		

Kindergarten Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Counting and Cardinality (K.CC.A): Know number names and the count sequence.			
K.CC.A.1	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
K.CC.A.2	Starting at a given number, count forward within 100 and backward within 20.	-Let's Count	- Count Large Numbers
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write/Name 0-20
Counting and Cardinality (K.CC.B): Count to tell the number of objects.			
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects, Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
K.CC.B.4.a	When counting objects, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects, Determine How Many
K.CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects, Determine How Many
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger. Recognize the "one more" pattern of counting using objects.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
K.CC.B.5	Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects. Clarification: Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
Counting and Cardinality (K.CC.C): Compare numbers.			
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects.	-More or Less?	- Compare Groups of Objects Using More and Fewer

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
K.CC.C.7	Compare two numbers between one and ten presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10
Operations and Algebraic Thinking (K.OA.A): Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.A.1	Represent addition and subtraction of two whole numbers within ten. Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.OA.A.2	Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations. Clarification: Students are not expected to independently read word problems.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems
K.OA.A.3	Decompose whole numbers from one to ten into pairs in more than one way by using physical, visual, or symbolic representations. Example: Decomposing 5 may include 5 = 2 + 3 and 5 = 4 + 1.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
K.OA.A.4	For a given whole number from one to nine, find the number that makes ten when added to the number by using physical, visual, or symbolic representations.	-Friends of Ten	- Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
K.OA.A.5	Fluently add and subtract within five, including zero. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
Number and Operations in Base Ten (K.NBT.A): Work with numbers 11 - 19 to gain foundations for place value.			
K.NBT.A.1	Compose (put together) and decompose (break apart) numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by using physical, visual, or symbolic representations; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Example: Recording the decomposition of 18 may look like 18 = 10 + 8.	-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

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (K.MD.A): Describe and compare measurable attributes.			
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe differences. For example: Directly compare the heights of two children and describe one child as taller/shorter.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
Measurement and Data (K.MD.B): Classify objects and count the number of objects in each category.			
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category (up to and including ten) and sort the categories by count.	-Sort and Count Objects	- Sort Objects Given a Predetermined Category and Count Them
Geometry (K.G.A): Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above," "below," beside, "in front of," "behind," and "next to."	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	-Flat or Solid?	
Geometry (K.G.B): Analyze, compare, create, and compose shapes.			
K.G.B.4	Analyze and compare two- and three- dimensional shapes, in different sizes, orientations, using informal language to describe their similarities, differences, parts, and other attributes. Examples: 1) Number of sides and vertices/ "corners." 2) Having sides of equal length.	-Square or Cube?	
K.G.B.5	Model shapes in the world by building shapes from components/materials and drawing shapes. Clarification: Components/materials may include: sticks, clay balls, marshmallows and/or spaghetti.	-Draw Shapes	- Make Two-Dimensional Shapes
K.G.B.6	Compose simple shapes to form larger two-dimensional shapes. Example: Can you join these two triangles with full sides touching to make a rectangle?	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

Grade 1 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills 1.FR - Phonemic Awareness (PA)			
1.FR.PA.2	Demonstrate understanding of spoken words, syllables, and sounds.	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words
1.FR.PA.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
1.FR.PA.2.b	Orally produce single-syllable words by blending sounds, including consonant blends.		
1.FR.PA.2.c	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1.FR.PA.2.d	Delete initial and final sounds in spoken single syllable words and say the resulting word.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
1.FR.PA.2.e	Segment and blend sequences of individual sounds in spoken single-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
Foundational Reading Skills 1.FR - Phonics and Decoding (PH)			
1.FR.PH.3	Use knowledge of grade-level phonics and word analysis skills in decoding words.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes the Vowel Sound in a Word - Divide Words into Syllables - Identify Syllables in Words - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
1.FR.PH.3.a	Know the spelling-sound correspondences for common consonant digraphs.	-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 Digraph
1.FR.PH.3.b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.FR.PH.3.c	Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes the Vowel Sound in a Word
1.FR.PH.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find Syllables in Words
1.FR.PH.3.e	Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
1.FR.PH.3.f	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.FR.PH.3.g	Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).		
1.FR.PH.3.h	Recognize and read grade-appropriate irregularly spelled words (e.g., what, have).	-Sight Words	- Read Sight Words - Read Irregular Words
Reading Comprehension 1.RC - Volume of Reading to Build Knowledge (V)			
1.RC.V.2	Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
Reading Comprehension 1.RC - Textual Evidence (TE)			
1.RC.TE.3	Ask and answer questions about key details in texts heard or read.	-Questions About Stories -Answer Questions About Stories	- Ask and Answer Questions About a Story - Ask and Answer Question About Informational Texts
Reading Comprehension 1.RC - Reading Fluency (RF)			
1.RC.RF.4	Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 1.RC - Literature (L)			
1.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Images Help You Read	- Use Illustrations to Answer Questions About Characters and Events
1.RC.L.5.a	Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard/read, demonstrating understanding of their central messages or morals.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
1.RC.L.5.b	Describe the connection between characters, settings, and major events in stories heard, using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
1.RC.L.5.c	Describe major differences between books that tell stories and books that give information.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.RC.L.5.d	Describe who is telling stories heard or read at various points in texts.	-Identify Who's Telling the Story	
1.RC.L.5.e	Compare and contrast the adventures or experiences of characters in stories heard.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Comprehension 1.RC - Nonfiction Text (NF)			
1.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Use Images to Understand a Text -Use Images To Explain a Text	- Use Images to Help Explain a Text
1.RC.NF.6.a	Retell key details of texts that demonstrate understanding of the main topics of texts.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
1.RC.NF.6.b	Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.	-Make Connections	
1.RC.NF.6.c	Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.		
1.RC.NF.6.d	Identify the reasons authors give to support points in texts heard or read.	-Identify Author's Purpose	
1.RC.NF.6.e	Identify basic similarities in and differences between two texts heard/read on same topic.	-Compare and Contrast Texts	
Vocabulary Development 1.VD - Word Building (WB)			
1.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies:	-Context Clues -Prefixes and Suffixes	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
1.VD.WB.1.a	Ask and answer questions to help determine or clarify meaning of words and phrases in a text.	-Find Meaning of Words	
1.VD.WB.1.b	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
1.VD.WB.1.c	Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.	-Prefixes and Suffixes	
1.VD.WB.1.d	Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).		
1.VD.WB.1.e	Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).		
1.VD.WB.1.f	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).		
1.VD.WB.2	With support, explore word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
1.VD.WB.2.a	Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).	-Sorting Words -Words and Their Use	
1.VD.WB.2.b	Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.	-Opposites!	
1.VD.WB.2.c	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.	-What are Synonyms?	
1.VD.WB.2.d	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
Vocabulary Development 1.VD - Academic Vocabulary (AV)			
1.VD.AV.3	With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Research 1.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
1.RS.IP.1	With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.		
Research 1.RS - Deep Reading on Topics to Build Knowledge (DR)			
1.RS.DR.2	Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.		
Writing 1.W - Range of Writing (RW)			
1.W.RW.1	Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).		
Writing 1.W - Handwriting and Keyboarding (HWK)			
1.W.HWK.1.2	Print legibly and space words appropriately when writing a complete sentence.		
Oral and Digital Communications 1.ODC - Oral Communications (OC)			
1.ODC.OC.1	Engage in collaborative Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.		
1.ODC.OC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
1.ODC.OC.3	Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.		
1.ODC.OC.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Grammar and Conventions 1.GC - Grammar and Usage (GU)			
1.GC.GU.1	Demonstrate command of the conventions English grammar and usage when writing and/or speaking.		
1.GC.GU.1.a	Use subject-verb agreement in simple sentences.		
1.GC.GU.1.b	Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).		
1.GC.GU.1.c	Form and use the simple verb tenses (past, present, and future) for regular verbs.		
1.GC.GU.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
1.GC.GU.1.e	Use frequently occurring adjectives.		
1.GC.GU.1.f	Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).		
1.GC.GU.1.g	Use frequently occurring prepositions (e.g., to, during, under, in, with, at).		
1.GC.GU.1.h	Produce and expand complete sentences in response to prompts.		
Grammar and Conventions 1.GC - Mechanics (M)			
1.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
1.GC.M.2.a	Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.		
1.GC.M.2.b	Use commas in dates and to separate single words in a series.		
1.GC.M.2.c	Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".		
1.GC.M.3	Use knowledge of spelling in writing.		
1.GC.M.3.a	Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.		
1.GC.M.3.b	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		

Grade 1 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (1.OA.A): Represent and solve problems involving addition and subtraction.			
1.OA.A.1	Solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions, by using physical, visual, and symbolic representations	-Word Problems	- Solve Adding and Subtracting Word Problems with and without - Solve Addition and Subtraction Word Problems Using Pictures
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using physical, visual, and symbolic representations. Clarification: Students are not expected to independently read word problems.		
Operations and Algebraic Thinking (1.OA.B): Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.B.3	Apply properties of operations to add. Examples: 1) If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) 2) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) Clarification: Students need not use formal terms for these properties.	-Number Families	- Learn About Fact Families - Understand Properties of Addition
1.OA.B.4	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. Example: The equation 12 − 7 = ? can be restated as 7+ ? = 12 to determine the difference is 5.	-Number Families	- Understand Properties of Addition
Operations and Algebraic Thinking (1.OA.C): Add and subtract within 20.			
1.OA.C.5	Relate counting to addition and subtraction. Example: When students count on 3 from 4, they should write this as 4 + 3 = 7. When students count on for subtraction, 3 from 7, they should connect this to 7 − 3 = 4. Students write "7 − 3 = ?" and think "I count on 3+ ? = 7."	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back
1.OA.C.6	Demonstrate fluency for addition and subtraction within ten, use strategies to add and subtract within 20. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Add and Subtract Up to 20	- Add/Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add/Subtract within 20

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (1.OA.D): Work with addition and subtraction equations.			
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: Which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	-What is Equal?	
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position. Example: Determine the unknown number that makes the equation true in each of the equations 8+ ? = 11, 5 = ? −3, 6 + 6 = ?.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
Number and Operations in Base Ten (1.NBT.A): Extend the counting sequence.			
1.NBT.A.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by twos to 20, by fives to 100, and by tens to 120. In this range, read/write numerals and represent a number of objects with a written numeral.		
Number and Operations in Base Ten (1.NBT.B): Understand place value.			
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand:	-Tens and Ones	- Identify How Many Tens/Ones in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a "ten."		
1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		
1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).		
1.NBT.B.3	Compare two two-digit numbers based on meanings of tens/ones digits, recording the results of comparisons with the symbols >, =, and <.	-Compare Numbers	- Compare Two-Digit Numbers

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten (1.NBT.C): Use place value understanding and properties of operations to add and subtract.			
1.NBT.C.4	Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or relationship between addition/subtraction.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NBT.C.4.a	Add a two-digit number and a one-digit number.		
1.NBT.C.4.b	Add a two-digit number and a multiple of ten.		
1.NBT.C.4.c	Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.		
1.NBT.C.5	Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One or Ten More to a Given Number
1.NBT.C.6	Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Example: 70 − 40 can be thought of as 7 tens take away 4 tens, or can be rewritten as a missing addend problem: 40+ ? = 70.		
Measurement and Data (1.MD.A): Measure lengths indirectly and by iterating length units.			
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Clarification: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inchtiles or centimeter tiles.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (1.MD.B): Tell and write time.			
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
Measurement and Data (1.MD.C): Represent and interpret data.			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
Measurement and Data (1.MD.D): Work with money.			
1.MD.D.5	Identify quarters, dimes, and nickels and relate their values to pennies. Find equivalent values (e.g., a nickel is equivalent to five pennies).	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Geometry (1.G.A): Reason with shapes and their attributes.			
1.G.A.1	Compare defining attributes and non-defining attributes of two- and three-dimensional shapes; build and draw shapes that possess defining attributes. Clarification: The defining attributes of triangles are closed and three-sided versus non defining attributes of color, orientation, and overall size.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.A.2	Compose two-dimensional (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Clarification: Students do not need to learn formal names such as "right rectangular prism."	-Build With Shapes	- Create 3D Shapes
1.G.A.3	Partition circles and rectangles into two and four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
1.G.A.3.a	Describe the shares using the words "halves," "fourths," and "quarters," and use the phrases "half of," "a fourth of," and "a quarter of."		
1.G.A.3.b	Describe the whole as two of, or four of, shares.		

Grade 2 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills 2.FR - Phonemic Awareness (PA)			
2.FR.PA.2	Demonstrate understanding of spoken words, syllables, and sounds.		
2.FR.PA.2.a	Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word "pat" and say the resulting word).		
2.FR.PA.2.b	Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.		
Foundational Reading Skills 2.FR - Phonics and Decoding (PH)			
2.FR.PH.3	Use knowledge of grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes/Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
2.FR.PH.3.a	Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	-Long and Short Vowels	- Read Words with Long Vowels
2.FR.PH.3.b	Decode regularly spelled two-syllable words with long and short vowels.		
2.FR.PH.3.c	Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).	-Decode Words	- Identify Prefixes and Suffixes
2.FR.PH.3.d	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.FR.PH.3.e	Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.	-R-Controlled Vowels -"ai," "ay," "ow" -Irregularly Spelled Words	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams - Read Sight Words - Identify Sight Words
Reading Comprehension 2.RC - Text Complexity (TC)			
2.RC.TC.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 2.RC - Volume of Reading to Build Knowledge (V)			
2.RC.V.2	Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge/vocabulary.	-Rhythm and Alliteration -Find the Meaning of New Words	- Identify the Meaning of Rhymes and Alliterations in a Text
Reading Comprehension 2.RC - Textual Evidence (TE)			
2.RC.TE.3	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.	-Ask and Answer Questions -Answer Questions About Texts	- Answer Questions About a Story - Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
Reading Comprehension 2.RC - Reading Fluency (RF)			
2.RC.RF.4	Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.		
Reading Comprehension 2.RC - Literature (L)			
2.RC.L.5	Use evidence from literature to demonstrate understanding grade-level texts.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
2.RC.L.5.a	Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.	-Stories Can Teach Lessons	- Retell a Story
2.RC.L.5.b	Describe how characters in stories heard or read respond to major events and challenges.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
2.RC.L.5.c	Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
2.RC.L.5.d	Identify different perspectives of characters in stories heard or read.	-Discover Points of View	
2.RC.L.5.e	Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.	-Compare and Contrast Stories	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 2.RC - Nonfiction Text (NF)			
2.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Nonfiction Text Features -Images Add Meaning to Text	- Identify Nonfiction Text Features - Use Images to Support Understanding of a Text
2.RC.NF.6.a	Identify the central idea of texts heard or read.	-Main Topic	- Find the Main Topic of an Informational Text
2.RC.NF.6.b	Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.	-Identify Steps in a Process	- Identify the Chronological Order of Events
2.RC.NF.6.c	Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.	-Purpose of a Text	
2.RC.NF.6.d	Describe how authors use facts and reasons to support specific points in texts.	-Find Evidence in the Text	
2.RC.NF.6.e	Compare and contrast the most important points presented in two texts on same topic.	-Compare and Contrast Texts	
Vocabulary Development 2.VD - Word Building (WB)			
2.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.VD.WB.1.a	Use sentence-level context as clues to the meaning of words or phrases.	-Multiple Meaning Words	
2.VD.WB.1.b	Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.	-Adding Prefixes	
2.VD.WB.1.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).	-Root Words	
2.VD.WB.1.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard, lighthouse).	-Compound Words	
2.VD.WB.1.e	Use glossaries and beginning dictionaries, print or digital, to clarify meaning of words/phrases.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
2.VD.WB.2	Determine how words and phrases provide meaning and nuance to texts.		
2.VD.WB.2.a	Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).		
2.VD.WB.2.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).		
2.VD.WB.2.c	Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
Vocabulary Development 2.VD - Academic Vocabulary (AV)			
2.VD.AV.3	Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.		
Research 2.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
2.RS.IP.1	With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.		
Research 2.RS - Deep Reading on Topics to Build Knowledge (DR)			
2.RS.DR.2	Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 2.W - Range of Writing (RW)			
2.W.RW.1	Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc.		
2.W.RW.2	Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.		
2.W.RW.3	Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.		
2.W.RW.4	Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.		
2.W.RW.6	With support from adults and peers, strengthen writing as needed by revising and editing.		
Writing 2.W - Handwriting and Keyboarding (HWK)			
2.W.HWK.2.7	Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.		
2.W.HWK.2.8	With support, use keyboarding skills to produce and publish writing.		
Oral and Digital Communications 2.ODC - Oral Communications (OC)			
2.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.		
2.ODC.OC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
2.ODC.OC.3	Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
2.ODC.OC.4	Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.		
Grammar and Conventions 2.GC - Grammar and Usage (GU)			
2.GC.GU.1	Demonstrate command of the conventions of English grammar/usage when writing/speaking.		
2.GC.GU.1.a	Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).		
2.GC.GU.1.b	Use adjectives and adverbs and choose between them depending on what is to be modified.		
2.GC.GU.1.c	Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).		
2.GC.GU.1.d	Recognize that the names of things can also be the names of actions (fish, dream, run).		
2.GC.GU.1.e	Use reflexive pronouns (e.g., yourself, herself).		
2.GC.GU.1.f	Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.		
2.GC.GU.1.g	Produce and expand complete simple and compound sentences.		
Grammar and Conventions 2.GC - Mechanics (M)			
2.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
2.GC.M.2.a	Commas in greetings and closing of letters.		
2.GC.M.2.b	Apostrophes to form contractions and frequently occurring possessives.		
2.GC.M.2.c	Capitalize holidays, names, and places.		
2.GC.M.3	Use knowledge of spelling in writing.		
2.GC.M.3.a	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
2.GC.M.3.b	Consult reference materials, including beginning dictionaries, as needed to check, correct spellings.		

Grade 2 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (2.OA.A): Represent and solve problems involving addition and subtraction.			
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
Operations and Algebraic Thinking (2.OA.B): Add and subtract within 20.			
2.OA.B.2	Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility. Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
Operations and Algebraic Thinking (2.OA.C): Work with equal groups of objects to gain foundations for multiplication.			
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as a sum of two equal addends. Clarification: Students may pair objects or count them by twos.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
2.OA.C.4	Use 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. Example: The total number of objects arranged in a 2 × 5 rectangular array can be found by adding 2 + 2 + 2 + 2 + 2.	-Arrays	- Create and Label Arrays - Make an Array and Count How Many Objects - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten (2.NBT.A): Understand place value.			
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Example: The number 241 can be expressed as 2 hundreds + 4 tens + 1 ones or as 24 *t*ens + 1 one or as 241 ones. Understand:	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a "hundred."	-Place Value	
2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	-Place Value	
2.NBT.A.2	Count within 1000; skip-count by fives, tens, and 100s. Identify patterns in skip counting starting at any number.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.A.3	Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form. Example: The number two-hundred forty-one written in standard form is 241 and in expanded form is 200 + 40 + 1.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and <.	-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
Number and Operations in Base Ten (2.NBT.B): Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5	Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing Subtrahend - Add 2-Digit Numbers
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
2.NBT.B.7	Add and subtract whole numbers within 1,000, by using physical, visual, symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction. Example: Students may use equations to represent their strategies based on place value such as: 324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839.		
2.NBT.B.7.a	Understand that in adding/subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.		
2.NBT.B.7.b	Understand that sometimes it is necessary to compose or decompose tens or hundreds.		
2.NBT.B.8	Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.		
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		
Measurement and Data (2.MD.A): Measure and estimate lengths in standard units.			
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
Measurement and Data (2.MD.B): Relate addition and subtraction to length.			
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. Clarification: Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
2.MD.B.6	Represent whole numbers as lengths from 0 on number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (2.MD.C): Work with time and money.			
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole-dollar amounts. Example: A sample question could be, "If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have?"	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Measurement and Data (2.MD.D): Represent and interpret data.			
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.		
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, Answer Questions About Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort and Graph Objects
Geometry (2.G.A): Reason with shapes and their attributes.			
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	-Name and Draw Shapes	- Identify 3D Shapes
2.G.A.2	Partition a rectangle into rows/columns of same-size squares and count to find total number of them.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
2.G.A.3.a	Describe the shares using the words "halves," "thirds," "fourths," and "quarter," and use phrases "half of," "a third of," "a fourth of," and "quarter of."		
2.G.A.3.b	Describe whole as two of, three of, or four of shares.		
2.G.A.3.c	Recognize that equal shares of identical wholes need not have the same shape.		

Grade 3 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills 3.FR - Phonics and Decoding (PH)			
3.FR.PH.3	Use knowledge of grade-level phonics and word analysis skills to decode words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
3.FR.PH.3.a	Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful).	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes
3.FR.PH.3.b	Decode words with common Greek and Latin roots (e.g., trans, port, bio).		
3.FR.PH.3.c	Decode multisyllable words		
3.FR.PH.3.d	Read grade-appropriate irregularly spelled words (e.g., come, friend, today).	-Reading Sight Words	- Identify Sight Words - Read High Frequency and Irregularly Spelled Words
Reading Comprehension 3.RC - Text Complexity (TC)			
3.RC.TC.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at higher end of grades 2–3 band.		
Reading Comprehension 3.RC - Volume of Reading to Build Knowledge (V)			
3.RC.V.2	Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.	-Literal vs Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
Reading Comprehension 3.RC - Textual Evidence (TE)			
3.RC.TE.3	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.	-Understanding the Text -Asking and Answering Questions	- Ask and Answer Questions About a Story - Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
Reading Comprehension 3.RC - Reading Fluency (RF)			
3.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.	-Read with Fluency	- Read with Fluency

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 3.RC - Literature (L)			
3.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Understanding the Text -Illustrations Support Text	- Ask and Answer Questions About a Story - Explain How Illustrations Contribute to a Story
3.RC.L.5.a	Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
3.RC.L.5.b	Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.	-Describe Characters in a Story	- Describe Characters
3.RC.L.5.c	Explain major structural differences between poems, plays, and prose.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
3.RC.L.5.d	Explain the difference between a narrator's point of view and various characters' perspectives in stories.	-Point of View	
3.RC.L.5.e	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	-Compare, Contrast Series Books	
Reading Comprehension 3.RC - Nonfiction Text (NF)			
3.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Asking and Answering Questions -Point of View -Use Pictures to Understand Words	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text - Identify the Author's Point of View - Identify Author's Intent - Answer Questions About the Images in a Text - Explain Images in a Text
3.RC.NF.6.a	Describe key details from texts and explain how they support the central idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
3.RC.NF.6.b	Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertains to comparison, sequence, or cause/effect.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
3.RC.NF.6.c	Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
3.RC.NF.6.d	Explain the logical connection between particular facts and reasons in texts.	-Logical Connections	
3.RC.NF.6.e	Compare and contrast important points and key supporting details presented in two texts on the same topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
Vocabulary Development 3.VD - Word Building (WB)			
3.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.		
3.VD.WB.1.a	Use sentence-level context as clues to the meaning of words or phrases.		
3.VD.WB.1.b	Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless).		
3.VD.WB.1.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable).		
3.VD.WB.1.d	Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.		
3.VD.WB.2	Determine how words and phrases provide meaning and nuance to grade-level texts.		
3.VD.WB.2.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.VD.WB.2.b	Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Vocabulary Development 3.VD - Academic Vocabulary (AV)			
3.VD.AV.3	Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.		
Research 3.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
3.RS.IP.1	Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.		
Research 3.RS - Deep Reading on Topics to Build Knowledge (DR)			
3.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		
Writing 3.W - Range of Writing (RW)			
3.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.		
3.W.RW.2	Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement.		
3.W.RW.3	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.		
3.W.RW.4	Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
3.W.RW.5	Group related information within a paragraph, using common linking words and phrases to connect ideas and information.		
3.W.RW.6	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)		
Writing 3.W - Handwriting and Keyboarding (HWK)			
3.W.HWK.3.7	Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper.		
3.W.HWK.3.8	Use keyboarding skills to produce and publish writing.		
Oral and Digital Communications 3.ODC - Oral Communications (OC)			
3.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.		
3.ODC.OC.2	Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative).		
3.ODC.OC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
3.ODC.OC.4	Report orally on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
Oral and Digital Communications 3.ODC - Digital Communications (DC)			
3.ODC.DC.5	With support, evaluate whether a digital source is factual or not by considering its use of evidence.		
3.ODC.DC.6	Use information gained digitally to determine where, when, why, and how key events occur.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Grammar and Conventions 3.GC - Grammar and Usage (GU)			
3.GC.GU.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
3.GC.GU.1.a	Form and use the progressive and perfect verb tenses.		
3.GC.GU.1.b	Form and use comparative and superlative adjectives and adverbs.		
3.GC.GU.1.c	Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.		
3.GC.GU.1.d	Form and use regular and irregular plural nouns (e.g., fish, teeth).		
3.GC.GU.1.e	Use common, proper, and possessive nouns.		
3.GC.GU.1.f	Use coordinating and subordinating conjunctions.		
3.GC.GU.1.g	Produce, expand, and rearrange simple and compound sentences.		
3.GC.GU.1.h	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.		
Grammar and Conventions 3.GC - Mechanics (M)			
3.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
3.GC.M.2.a	Commas in addresses and dates.		
3.GC.M.2.b	Commas and quotation marks in dialogue.		
3.GC.M.2.c	Forming and using possessives.		
3.GC.M.2.d	Capitalize appropriate words in titles.		
3.GC.M.3	Use knowledge of spelling in writing.		
3.GC.M.3.a	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.		
3.GC.M.3.b	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.		
3.GC.M.3.c	Spell high-frequency irregular words correctly (e.g., who, what, why).		
3.GC.M.3.d	Consult reference materials to check and correct spelling.		

Grade 3 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (3.OA.A): Represent and solve problems involving multiplication and division.			
3.OA.A.1	Interpret a product of whole numbers as a grouping of sets, e.g., 5 × 7 as five groups of seven objects each.	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.OA.A.2	Interpret a quotient of whole numbers as equal sharing, e.g., 56 ÷ 8 as the number in each share when 56 objects are split into 8 equal shares, or as the number of shares when 56 objects are split into equal shares of 8 objects each.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.OA.A.3	Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations, with a symbol for an unknown number.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. Example: Determine the unknown number that makes the equation true in each of the equations: 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	-Unknown Number Equations	
Operations and Algebraic Thinking (3.OA.B): Understand properties of multiplication and the relationship between multiplication and division.			
3.OA.B.5	Apply the properties of operations to multiply and divide. Clarification: Students need not use formal terms for these properties (identity, communicative, associative, distributive).	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems
3.OA.B.6	Understand division as determining an unknown factor in a multiplication problem.	-Division as an Unknown Factor	
Operations and Algebraic Thinking (3.OA.C): Multiply and divide within 100.			
3.OA.C.7	Demonstrate fluency for multiplication within 100. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
3.OA.C.7.a	Demonstrate understanding of strategies that make use of the relationship between multiplication/division or properties of operations.		
3.OA.C.7.b	Know from memory all products of two single-digit numbers and related division facts.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (3.OA.D): Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
3.OA.D.8	Solve two-step word problems involving whole numbers using the four operations.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.D.8.a	Represent these problems using equations with a letter standing for the unknown quantity.		
3.OA.D.8.b	Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.		
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. Example: Arithmetic patterns are patterns that change by the same rate, such as adding the same number; the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.		
Number and Operations in Base Ten (3.NBT.A): Use place value understanding and properties of operations to perform multi-digit arithmetic.			
3.NBT.A.1	Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NBT.A.2	Fluently add and subtract whole numbers within 1,000 using understanding of place value and properties of operations. Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Add within 1000 -Subtract within 1000	- Add and Subtract within 1000 Using the Standard Algorithm - Add and Subtract within 1000 Using the Expanded Form Strategy - Add and Subtract within 1000 Using a Number Line - Add within 1000 Using Any Method
3.NBT.A.3	Multiply one-digit whole numbers by multiples of ten in the range 10– 90 using understanding of place value and properties of operations.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Number and Operations – Fractions (3.NF.A): Develop understanding of fractions as numbers.			
3.NF.A.1	Understand a fraction 1/b as the quantity formed by one part when a whole (a single unit) is partitioned into b equal parts; understand a/b as the quantity formed by a parts of size 1/b.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.A.2	Understand a fraction as a number on number line; represent fractions on a number line diagram.	-Fractions on a Number Line	- Label/Identify Fractions on a Number Line
3.NF.A.2.a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	-Fractions on a Number Line	- Label/Identify Fractions on a Number Line
3.NF.A.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on number line.	-Fractions on a Number Line	- Label/Identify Fractions on a Number Line
3.NF.A.3	Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
3.NF.A.3.b	Recognize and generate simple equivalent fractions, and explain why the fractions are equivalent, such as by a visual fraction model. Example: 1/2 = 2/4, 4/6 = 2/3.	-Generating Equivalent Fractions	
3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	-Whole Numbers as Fractions	
3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols >, = , and <, and justify the conclusion using visual representations/verbal reasoning.	-Comparing Fractions	- Compare Fractions Using Visual Models
Measurement and Data (3.MD.A): Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
3.MD.A.1	Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. Clarification: Students may use tools such as clocks, number line diagrams, and tables to solve problems involving time intervals.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.MD.A.2	Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit). Clarification: Students may use drawings (such as a beaker with a measurement scale) to represent the problem. This standard does not include conversions between units. The focus is on measuring and reasonable estimates, using benchmarks to measure weight, and capacity.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (3.MD.B): Represent and interpret data.			
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. Example: Draw a bar graph in which each square in the bar graph might represent 5 pets.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.MD.B.4	Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units— whole numbers, halves, or fourths.		
Measurement and Data (3.MD.C): (Geometric Measurement): Understand concepts of area and relate area to multiplication and to addition.			
3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.MD.C.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.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, and represent whole-number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
3.MD.C.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. Example: Using the distributive property, the area of a shape that is 6 by 7 can be determined by finding the area of the 6 × 5 section and the 6 × 2 section and then adding the two products together.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real-world problems. Example: A pool is comprised of two non-overlapping rectangles in the shape of an "L." The area for a cover of a pool can be found by adding the areas of the two non-overlapping rectangles.		
Measurement and Data (3.MD.D): (Geometric Measurement): Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.			
3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeters.	-Perimeter of Polygons	
Geometry (3.G.A): Reason with shapes and their attributes.			
3.G.A.1	Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Compare and classify shapes by their sides and angles. Recognize rhombi, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
3.G.A.2	Partition two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole. Example: Draw lines to separate a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		

Grade 4 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills 4.FR - Phonics and Decoding (PH)			
4.FR.PH.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context.		
Reading Comprehension 4.RC - Text Complexity (TC)			
4.RC.TC.1	Independently and proficiently read/comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band.		
Reading Comprehension 4.RC - Volume of Reading to Build Knowledge (V)			
4.RC.V.2	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
Reading Comprehension 4.RC - Textual Evidence (TE)			
4.RC.TE.3	Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.	-Inferences Using Evidence -Inferences and Conclusions	- Make an Inference About a Story - Use Evidence From a Text to Answer Questions - Make Inferences About a Text
Reading Comprehension 4.RC - Reading Fluency (RF)			
4.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.		
Reading Comprehension 4.RC - Literature (L)			
4.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Inferences Using Evidence -Poems, Drama, Prose	- Make an Inference About a Story - Identify Parts of a Drama - Identify Structure of Poems
4.RC.L.5.a	Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.RC.L.5.b	Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character's thoughts, words, or actions).	-Describing Characters	- Describe a Character, Setting, or Event

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
4.RC.L.5.c	Explain the overall structures of stories, plays, and poems and how each successive part builds on earlier sections.	-Identifying Text Structure	- Identify Parts of a Text - Identify the Elements of a Drama - Identify Structure of Poems
4.RC.L.5.d	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.RC.L.5.e	Compare and contrast the treatment of similar themes/patterns of events in stories, myths, traditional literature from different cultures.	-Compare and Contrast Themes	
Reading Comprehension 4.RC - Nonfiction Text (NF)				
4.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
4.RC.NF.6.a	Determine the central ideas of texts and explain how they are supported by key details; summarize texts.	-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.NF.6.b	Explain events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts, including what happened and why.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.RC.NF.6.c	Explain the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect) and how each successive part builds on earlier sections.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
4.RC.NF.6.d	Explain how authors use evidence and reasons to support specific points in texts.	-Developing Arguments	
4.RC.NF.6.e	Combine information from two texts on the same topic, noting important similarities and differences in focus and information provided.	-Be an Expert: Use Multiple Texts	
Vocabulary Development 4.VD - Word Building (WB)				
4.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies:		
4.VD.WB.1.a	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
4.VD.WB.1.b	Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., thermometer, thermos, thermostat).		
4.VD.WB.1.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.		
4.VD.WB.2	Determine how words and phrases provide meaning and nuance to grade-level texts:	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.VD.WB.2.a	Recognize and explain the meaning of idioms, adages, and proverbs in context.		
4.VD.WB.2.b	Distinguish shades of meaning among related words that describe subtle differences (e.g., shook, trembled, wavered, quivered).		
Vocabulary Development 4.VD - Academic Vocabulary (AV)			
4.VD.AV.3	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal precise actions or states of being (e.g., frustrated, puzzled, stammered) and vocabulary essential to a particular topic (e.g., heroes, villains, quest, fate when discussing myths). Use these words in discussions and writing.		
Research 4.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
4.RS.IP.1	Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.		
Research 4.RS - Deep Reading on Topics to Build Knowledge (DR)			
4.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 4.W - Range of Writing (RW)			
4.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc		
4.W.RW.2	Write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; provide a concluding statement or section.		
4.W.RW.3	Write informational texts that introduce the topic; develop focus with facts, details/other information; and provide a concluding statement or section.		
4.W.RW.4	Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters/event(s); provide a sense of closure.		
4.W.RW.5	Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.		
4.W.RW.6	With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.		
Writing 4.W - Handwriting and Keyboarding (HWK)			
4.W.HWK.4.7	Write legibly/fluently in cursive by hand, forming letters and words that can be easily read by others.		
4.W.HWK.4.8	Use technology to produce/publish writing, demo. sufficient command of keyboarding skills.		
Oral and Digital Communications 4.ODC - Oral Communications (OC)			
4.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.		
4.ODC.OC.2	Paraphrase portions of a text read aloud, or info. presented in diverse media (audio/visual/quantitative).		
4.ODC.OC.3	Identify the reasons and evidence a speaker provides to support particular points being made.		
4.ODC.OC.4	Report orally on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Oral and Digital Communications 4.ODC - Digital Communications (DC)			
4.ODC.DC.5	Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point-of-view is represented/missing.	-Compare and Contrast Two Views	
4.ODC.DC.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages.	-Compare a Story and Visuals -Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
Grammar and Conventions 4.GC - Grammar and Usage (GU)			
4.GC.GU.1	Demonstrate command of the conventions of English grammar/usage when writing or speaking.		
4.GC.GU.1.a	Recognize subject-predicate relationship in sentences.		
4.GC.GU.1.b	Use principal modals to convey various conditions (e.g., can, may, must).		
4.GC.GU.1.c	Order adjectives within sentences according to conventional patterns.		
4.GC.GU.1.d	Use relative pronouns and relative adverbs.		
4.GC.GU.1.e	Form and use prepositional phrases.		
4.GC.GU.1.f	Correctly use frequently confused common words (e.g., to/too/two).		
4.GC.GU.1.g	Ensure subject-verb agreement.		
4.GC.GU.1.h	Produce complete sentences; recognize and correct inappropriate fragments and run-ons.		
4.GC.GU.1.i	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Grammar and Conventions 4.GC - Mechanics (M)			
4.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
4.GC.M.2.a	Commas in a series.		
4.GC.M.2.b	Quotation marks to mark direct speech and quotations from a text.		
4.GC.M.2.c	Use correct capitalization.		
4.GC.M.3	Spell grade level words correctly, including commonly confused words (e.g, there/their/they're).		

Grade 4 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (4.OA.A): Use the four operations with whole numbers to solve problems.			
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., 35 = 5 × 7, as 35 is 5 times as many as 7. Represent verbal multiplicative comparisons as equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison. Example: If the cost of a red hat is three times more than a blue hat that costs $5, then a red hat costs $15. Clarification: Students may use drawings/equations with a symbol for unknown number to represent the problem. Distinguish between multiplicative comparison and additive comparison.	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.A.3	Solve multi-step whole-number word problems using the four operations, including problems in which remainders must be interpreted.	-Multistep Word Problems	- Solve Multistep Word Problems
4.OA.A.3.a	Represent these problems using equations with a letter standing for the unknown quantity.		
4.OA.A.3.b	Assess the reasonableness of answers using mental computation/estimation strategies, including rounding.		
Operations and Algebraic Thinking (4.OA.B): Gain familiarity with factors and multiples.			
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Identify which Numbers 1-100 Are Prime - Recognize Factors and Multiples for 1-100 - Determine Multiples for Numbers 1-100 - Find Factor Pairs for Numbers 1-100
4.OA.B.4.a	Recognize that a whole number is a multiple of each of its factors.		
4.OA.B.4.b	Determine whether a given whole number in the range 1–100 is a multiple of given 1-digit number.		
4.OA.B.4.c	Determine whether a given whole number in the range 1–100 is prime or composite.		
Operations and Algebraic Thinking (4.OA.C): Generate and analyze patterns.			
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify and explain features of the pattern that were not explicit in the rule itself. Example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why numbers will continue to alternate in this way.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten (4.NBT.A): Generalize place value understanding for multi-digit whole numbers, less than or equal to 1,000,000.			
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as 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.NBT.A.2	Read and write multi-digit whole numbers using standard form, expanded form, and word form. Compare two multi-digit numbers based on meanings of the digits and each place, recording the results of comparisons with the symbols >, =, and <. Example: The number two hundred seventy-five thousand eight hundred two written in standard form is 275,802, and in expanded form is 200,000 + 70,000 + 5,000 + 800 + 2 or (2 × 100,000) + (7 × 10,000) + (5 × 1,000) + (8 × 100) + (2 × 1).	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.A.3	Use place value understanding or visual representation to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
Number and Operations in Base Ten (4.NBT.B): Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.			
4.NBT.B.4	Fluently use the standard algorithm for multi-digit whole-number addition and subtraction. Example: What is the difference between 634 and 328 using the standard algorithm? Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. Clarification: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect/understand, with the goal of supporting students to use more efficient strategies.	-Multiply Multi-Digit Numbers	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.NBT.B.5.a	Use strategies based on place value and the properties of operations.		
4.NBT.B.5.b	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends/one-digit divisors.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide
4.NBT.B.6.a	Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.		
4.NBT.B.6.b	Illustrate and explain the calculation by using rectangular arrays, area models, and equations.		
Number and Operations – Fractions (4.NF.A): Extend understanding of fraction equivalence and ordering.			
4.NF.A.1	Explain why a fraction a/b is equivalent to fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number/size of parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1. Example: When a horizontal line is drawn through the center of the model, the number of equal parts doubles and size of parts is halved.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.A.2	Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NF.A.2.a	Recognize that comparisons are valid only when the two fractions refer to the same whole.		
4.NF.A.2.b	Record the results of comparisons with symbols >, =, or <, and justify the conclusions, by using a visual fraction model and/or verbal reasoning.		
Number and Operations – Fractions (4.NF.B): Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.			
4.NF.B.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
4.NF.B.3.a	Understand addition/subtraction of fractions as joining/separating parts referring to same whole.		
4.NF.B.3.b	Decompose a fraction into a sum of fractions with same denominator in more than 1 way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model and/or verbal reasoning. Example: 3/8=1/8+1/8+1/8; 3/8=1/8+2/8; 2 1/8=1+1+1/8=8/8+8/8+1/8.		
4.NF.B.3.c	Add/subtract mixed numbers with like denominator by replacing the mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition/subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions using a visual fraction model/verbal reasoning.		
4.NF.B.4	Apply and extend previous understandings of multiplication to multiply fractions by whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.B.4.a	Understand a fraction a/b as a multiple of 1/b. Example: Use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).		
4.NF.B.4.b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. Example: Use a visual fraction model to express 3 × 2/5 as 6 × 1/5, recognizing this product as 6/5. In general, n × a/b = n × a/b.		
4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. Example: If each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
**Number and Operations – Fractions (4.NF.C): Understand decimal notation for fractions, and compare decimal fractions.**		
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Example: Express 3/10 as 30/100, add 3/10+4/100=34/100. Clarification: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition/subtraction with unlike denominators is not a requirement.		
4.NF.C.6	Use decimal notation for fractions; denominators 10 or 100. Example: Rewrite 0.62 as 62/100; describe length as 0.62 meters; locate 0.62 on a number line.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size.		
4.NF.C.7.a	Recognize that comparisons are valid only when the two decimals refer to the same whole.		
4.NF.C.7.b	Record the results of the comparisons with the symbols >, =, and <, and justify the conclusions using visual representations/verbal reasoning.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (4.MD.A): Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
4.MD.A.1	Know relative sizes of measurement units within any one system of units. Example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24) ...	-Customary and Metric Measurement	- Convert Units of Time
4.MD.A.1.a	Within a single system of measurement, express measurements in larger units in terms of a smaller unit.		
4.MD.A.1.b	Record measurement equivalents in two-column table.		
4.MD.A.2	Use the four operations to solve word problems involving measurements. Clarification: Measurement may include, but is not limited to, length, area, volume, capacity, mass, weight, and money.	-Measurement Word Problems	
4.MD.A.2.a	Include problems involving simple fractions/decimals.		
4.MD.A.2.b	Include problems that require expressing measurements given in a larger unit in terms of a smaller unit.		
4.MD.A.2.c	Represent measurement quantities using diagrams; number line diagrams that feature measurement scales.		
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. Example: Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
Measurement and Data (4.MD.B): Represent and interpret data.			
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots). Example: From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
Measurement and Data (4.MD.B): Represent and interpret data.			
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots). Example: From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (4.MD.C): (Geometric Measurement): Understand concepts of angle and measure angles.			
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever 2 rays share a common endpoint, and understand concepts of angle measurement.	-Measuring Angles	
4.MD.C.5.a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Example: An angle that turns through 1/360 of a circle is called a "one-degree angle" and can be used to measure angles.	-Measuring Angles	
4.MD.C.5.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
4.MD.C.7	Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	-Additive Angles	
4.MD.C.7.a	Use an equation with a symbol for the unknown angle measure.	-Additive Angles	
4.MD.C.7.b	Recognize angle measure as additive. When an angle is decomposed into non overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.	-Additive Angles	
Geometry (4.G.A): Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular and parallel lines. Identify these in two-dimensional figures.		
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		
4.G.A.3	Recognize a line of symmetry for two-dimensional figure as a line across the figure such that figure can be folded along the line into matching parts. Identify line-symmetric figures; draw lines of symmetry.		

Grade 5 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Foundational Reading Skills 5.FR - Phonics and Decoding (PH)			
5.FR.PH.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context.		
Reading Comprehension 5.RC - Text Complexity (TC)			
5.RC.TC.1	Independently and proficiently read/comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band.		
Reading Comprehension 5.RC - Volume of Reading to Build Knowledge (V)			
5.RC.V.2	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
Reading Comprehension 5.RC - Textual Evidence (TE)			
5.RC.TE.3	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.	-Explicit Meaning and Inferences -Quotes and Direct Evidence	- Make Inferences Using Text Evidence - Use Quotes to Support Inferences About a Text
Reading Comprehension 5.RC - Reading Fluency (RF)			
5.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.		
Reading Comprehension 5.RC - Literature (L)			
5.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Explicit Meaning and Inferences	- Make Inferences Using Text Evidence
5.RC.L.5.a	Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in Summary of a Fictional Text - Use Key Details to Summarize the Story - Identify the Theme of a Poem and Story
5.RC.L.5.b	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
5.RC.L.5.c	Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.RC.L.5.d	Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.	-Narrator's Point of View	- Identify the Point of View of a Story
5.RC.L.5.e	Compare and contrast stories in the same genre on their approaches to similar themes.	-Comparing Similar Texts	
Reading Comprehension 5.RC - Nonfiction Text (NF)			
5.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
5.RC.NF.6.a	Explain the central ideas of texts, including how they are developed using details; summarize texts.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RC.NF.6.b	Explain the relationships/interactions between two or more individuals, events, ideas, concepts in historical, scientific, or technical texts.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
5.RC.NF.6.c	Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).	-Comparing Text Structure	- Identify the Structure of a Text
5.RC.NF.6.d	Explain how authors use evidence and reasons to support specific claims in texts, identifying which reasons/evidence support which claims.		
5.RC.NF.6.e	Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.	-Integrate Information	
Vocabulary Development 5.VD - Word Building (WB)			
5.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.		
5.VD.WB.1.a	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.		
5.VD.WB.1.b	Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., biography, biology, biohazard).		
5.VD.WB.1.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.		
5.VD.WB.2	Determine how words and phrases provide meaning and nuance to grade-level texts.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words/Phrases

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.VD.WB.2.a	Recognize/explain the meaning of figurative language such as metaphors/similes, in context.		
5.VD.WB.2.b	Distinguish shades of meaning among related words that describe different states/subtleties (e.g., sang, trilled, chirped, chorused).		
Vocabulary Development 5.VD - Academic Vocabulary (AV)			
5.VD.AV.3	Acquire and use accurately general academic and content-specific words/phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.		
Research 5.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
5.RS.IP.1	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas/information; respecting copyright guidelines for use of that information and any images.		
Research 5.RS - Deep Reading on Topics to Build Knowledge (DR)			
5.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		
Writing 5.W - Range of Writing (RW)			
5.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, summaries, reflections, descriptions, critiques, letters, and poetry, etc.		
5.W.RW.2	Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, reasons that are logically grouped and provide a concluding section.		
5.W.RW.3	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.W.RW.4	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.		
5.W.RW.5	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.		
5.W.RW.6	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)		
**Writing 5.W - Handwriting and Keyboarding (HWK)**		
5.W.HWK.5.7	Write in cursive legibly and fluently by hand with a consistent form and recognizable signature.		
5.W.HWK.5.8	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.		
**Oral and Digital Communications 5.ODC - Oral Communications (OC)**		
5.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.		
5.ODC.OC.2	Summarize a written text read aloud or info. presented in diverse media and formats, including visually, quantitatively, and orally		
5.ODC.OC.3	Summarize the major points a speaker makes and explain how each is supported by reasons and evidence.		
5.ODC.OC.4	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Oral and Digital Communications 5.ODC - Digital Communications (DC)			
5.ODC.DC.5	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv).		
5.ODC.DC.6	Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.ODC.DC.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally.	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
Grammar and Conventions 5.GC - Grammar and Usage (GU)			
5.GC.GU.1	Demonstrate command of the conventions of English grammar/usage when writing/speaking.		
5.GC.GU.1.a	Form and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.		
5.GC.GU.1.b	Recognize and correct inappropriate shifts in verb tense and number.		
5.GC.GU.1.c	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.		
5.GC.GU.1.d	Ensure subject-verb/pronoun-antecedent agreement.		
5.GC.GU.1.e	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words/phrases in a sentence.		
5.GC.GU.1.f	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
5.GC.GU.1.g	Adapt speech to a variety of contexts/tasks, using formal English when appropriate to task/situation.		
Grammar and Conventions 5.GC - Mechanics (M)			
5.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
5.GC.M.2.a	Commas before a coordinating conjunction.		
5.GC.M.2.b	Commas to separate an introductory element from the rest of the sentence (e.g., Yes, thank you, It's true, isn't it?).		
5.GC.M.2.c	Underlining, quotation marks, or italics to indicate titles of works.		
5.GC.M.3	Spell grade-level words correctly, including commonly confused words (e.g., its/it's, affect/effect).		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking (5.OA.A): Write and interpret numerical expressions.			
5.OA.A.1	Use parentheses, brackets, braces in numerical expressions, and evaluate expressions with these symbols. Example: 4.5 + (3 × 2) in word form is four and five tenths plus the quantity 3 times 2.	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.A.2	Write simple expressions that record calculations with numbers, interpret numerical expressions without evaluating them. Example: Express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
Operations and Algebraic Thinking (5.OA.B): Analyze patterns and relationships.			
5.OA.B.3	Generate two numerical patterns using two given rules. Example: Given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences. Observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain why this is so.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.OA.B.3.a	Identify apparent relationships between corresponding terms.		
5.OA.B.3.b	Form ordered pairs consisting of corresponding terms from the two patterns.		
5.OA.B.3.c	Graph the ordered pairs on a coordinate plane.		
Number and Operations in Base Ten (5.NBT.A): Understand the place value system.			
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Example: In the number 55.55, each digit is 5, but the value of the digits is different because of the placement.		
5.NBT.A.2	Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of ten. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of ten. Use whole-number exponents to denote powers of ten. Example: 10^2, which is 10 × 10 = 100, and 10^3, which is 10 × 10 × 10 = 1,000.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.NBT.A.3	Read, write, compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify Expanded Form of Decimals to Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals
5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, expanded form, and word from. Example: 347.392 =3×100 +4×10+7×1+3×(1/10)+9×(1/100)+ 2×(1/1000).		
5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, and record the results of the comparisons using >, =, and <.		
5.NBT.A.4	Use place value understanding to round decimals to any place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten (5.NBT.B): Perform operations with multi-digit whole numbers and with decimals to hundredths.			
5.NBT.B.5	Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Include two-digit × four-digit numbers and three-digit × three-digit numbers. Example: What is the product of 304 and 23 using the standard algorithm? Clarification: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Clarification: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.B.6.a	Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.		
5.NBT.B.6.b	Illustrate and explain the calculation by using equations, rectangular arrays, area models.		
5.NBT.B.7	Add, subtract, multiply, divide decimals to hundredths.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
5.NBT.B.7.a	Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication/division.		
5.NBT.B.7.b	Relate the strategy to a written method and explain the reasoning used.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Number and Operations – Fractions (5.NF.A): Use equivalent fractions as a strategy to add and subtract fractions.			
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. Example: 2/3 + 5/4 = 8/12 + 15/12 = 23/12. In general, a/b + c/d = ad + bc/bd.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NF.A.2	Solve word problems involving addition/subtraction of fractions referring to same whole (the whole can be a sets), including cases of unlike denominators.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.NF.A.2.a	Justify the conclusions by using visual fraction models and/or equations to represent problem.		
5.NF.A.2.b	Use benchmark fractions/number sense of fractions to estimate mentally and justify the reasonableness of answers. Example: Recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.		
Number and Operations – Fractions (5.NF.B): Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve problems involving division of whole numbers leading to answers in form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Example: Interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.B.4	Apply/extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.B.4.a	Interpret product (a/b) x q as a parts of a partitions of q into b equal parts, and equivalently, as the result of the sequence of operations $a \times q \div b$. Example: Use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.NF.B.4.b	Find area of a rectangle with fractional side lengths. i. Tile with unit squares of appropriate unit fractions. ii. Show that the area is the same by tiling as would be found by multiplying the side lengths. iii. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.NF.B.5	Interpret multiplication as scaling (resizing), by:		
5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence a/b = n x a/n x b to the effect of multiplying a/b by 1.		
5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem. Example: Evan bought six roses for his mother, 2 3 of them were red. How many red roses were there?	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.		
5.NF.B.7.a	Represent division of a unit fraction by a nonzero whole number/compute such quotients using a visual fraction model. Use relationship between multiplication and division to explain that $1/b \div c = 1/bc$ because $1/bc \times c = 1/b$. Example: Create a story context for $1/3 \div 4$, use a visual fraction model to show the quotient.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.B.7.b	Represent division of a whole number by a unit fraction, compute such quotients using visual fraction model. Use the relationship between multiplication and division to explain that $a \div 1/b = ab$ because $ab \times 1/b = a$. Example: Create a story context for $4 \div (1/5)$, use a visual fraction model to show quotient.		
5.NF.B.7.c	Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions by using visual fraction models/equations to represent the problem. Example: How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Measurement and Data (5.MD.A): Convert like measurement units within a given measurement system.			
5.MD.A.1	Convert among different-sized standard units within a given measurement system. Use conversions in solving multi-step, real-world problems. Example: Convert 5 cm to 0.05 m.	-Converting Measurements	- Convert Units of Metric Length
Measurement and Data (5.MD.B): Represent and interpret data.			
5.MD.B.2	Collect, represent, and interpret numerical data, including whole numbers, and fractional/decimal values. Example: Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
5.MD.B.2.a	Interpret numerical data, with whole-number values, represented with tables or line plots.		
5.MD.B.2.b	Use graphic displays of data (line plots (dot plots), tables, etc.) to solve real-world problems using fractional data.		
Measurement and Data (5.MD.C): (Geometric Measurement): Understand concepts of volume and relate volume to multiplication and to addition.			
5.MD.C.3	Recognize volume as an attribute of solid figures and understand volume measurement in cubic unit terms.	-Concepts of Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism
5.MD.C.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.		
5.MD.C.3.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.		
5.MD.C.4	Use concrete/visual models to measure volume of rectangular prisms in cubic units by counting cubic cm, cubic in, cubic ft, nonstandard units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.	-Volume of Rectangular Prisms	
5.MD.C.5.a	Find volume of right rectangular prism with whole- number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by area of the base. Example: Associative property of multiplication, $(l \times w) \times h = l \times (w \times h)$.	-Volume of Rectangular Prisms	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
5.MD.C.5.b	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where B stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths, and in the context of solving real-world and mathematical problems.	-Volume of Rectangular Prisms	
5.MD.C.5.c	Recognize volume as additive. i. Find volumes of solid figures composed of 2 non-overlapping right rectangular prisms by adding volumes of the non-overlapping parts. ii. Apply technique to solve real-world problems.		
Geometry (5.G.A): Graph points on the coordinate plane to solve real-world and mathematical problems.			
5.G.A.1	Describe and understand key attributes of coordinate plane.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.A.1.a	Use a pair of perpendicular number lines (axes) with the intersection of lines (0,0) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called coordinates.		
5.G.A.1.b	Understand that the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin.		
5.G.A.2	Represent real-world/mathematical problems by graphing points in first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
Geometry (5.G.B): Classify two-dimensional figures into categories based on their properties.			
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. Example: All rectangles have four right angles and squares are rectangles, so all squares have four right angles.	-Classifying Quadrilaterals	
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties. Example: All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.	-Classifying Quadrilaterals	

Grade 6 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 6.RC - Text Complexity (TC)			
6.RC.TC.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band.		
Reading Comprehension 6.RC - Volume of Reading to Build Knowledge (V)			
6.RC.V.2	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.		
Reading Comprehension 6.RC - Textual Evidence (TE)			
6.RC.TE.3	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences - Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
Reading Comprehension 6.RC - Reading Fluency (RF)			
6.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.		
Reading Comprehension 6.RC - Literature (L)			
6.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
6.RC.L.5.a	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
6.RC.L.5.b	Describe how characters respond or change as the plot moves toward a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
6.RC.L.5.c	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
6.RC.L.5.d	Explain how authors develop the point of view of the narrator or speaker in texts.	-Point of View	- Analyze the Point of View of a Poem
6.RC.L.5.e	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 6.RC - Nonfiction Text (NF)			
6.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Textual Evidence -Author's Argument	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
6.RC.NF.6.a	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.	-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.NF.6.b	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.	-Development of an Idea or Event	
6.RC.NF.6.c	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.	-Text Structure	
6.RC.NF.6.d	Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.	-Author's Argument	
6.RC.NF.6.e	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	-Compare and Contrast	
Vocabulary Development 6.VD - Word Building (WB)			
6.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.		
6.VD.WB.1.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
6.VD.WB.1.b	Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical).		
6.VD.WB.1.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
6.VD.WB.1.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
6.VD.WB.2	Determine how words and phrases provide meaning and nuance to grade-level texts.		
6.VD.WB.2.a	Interpret figurative language (e.g., personification, idioms) in context.		
6.VD.WB.2.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
6.VD.WB.2.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., house versus home, cheap versus affordable).		
6.VD.WB.2.d	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).		
Vocabulary Development 6.VD - Academic Vocabulary (AV)			
6.VD.AV.3	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.		
Research 6.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
6.RS.IP.1	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.		
Research 6.RS - Deep Reading on Topics to Build Knowledge (DR)			
6.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 6.W - Range of Writing (RW)			
6.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.		
6.W.RW.2	Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.		
6.W.RW.3	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.		
6.W.RW.4	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).		
6.W.RW.5	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.		
6.W.RW.6	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 6.W - Handwriting and Keyboarding (HWK)			
6.W.HWK.6.7	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
Oral and Digital Communications 6.ODC - Oral Communications (OC)			
6.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.		
6.ODC.OC.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
6.ODC.OC.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
6.ODC.OC.4	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.		
Oral and Digital Communications 6.ODC - Digital Communications (DC)			
6.ODC.DC.5	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.		
6.ODC.DC.6	Follow safety practices and ethical guidelines when gathering, sharing, and using information.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
6.ODC.DC.7	Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched.	-Compare a Text with a Performance	
6.ODC.DC.8	Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
**Grammar and Conventions 6.GC - Grammar and Usage (GU)**		
6.GC.GU.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
6.GC.GU.1.a	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).		
6.GC.GU.1.b	Recognize that a word performs different functions according to its position in the sentence.		
6.GC.GU.1.c	Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).		
6.GC.GU.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.GC.GU.1.e	Recognize and correct inappropriate shifts in pronoun number and person.		
6.GC.GU.1.f	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.		
6.GC.GU.1.g	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.		
**Grammar and Conventions 6.GC - Mechanics (M)**		
6.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
6.GC.M.2.a	Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.		
6.GC.M.2.b	Colons to separate hours and minutes and to introduce a list.		
6.GC.M.3	Spell derivatives correctly by applying knowledge of bases and affixes.		

Grade 6 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships (6.RP.A): Understand ratio concepts and use ratio reasoning to solve problems.			
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Examples: 1) The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every two wings there was one beak. 2) For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received approximately three times the number of votes as candidate A, or candidate A received approximately 1/3 of the number of votes that candidate C received	-Introduction to Ratios	- Complete a Ratio Table
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. Example: This recipe has a ratio of three cups of flour to four cups of sugar, so there is 3 4 cup of flour for each cup of sugar. We paid $75 for 15 hamburgers, which is a rate of five dollars per hamburger.	-Introduction to Unit Rates	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. Example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	-Introduction to Unit Rates	
6.RP.A.3.c	Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent. Example: 30% of a quantity means 30/100 times the quantity.	-Percent of a Quantity	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Examples: 1) Malik is making a recipe, but cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use tablespoon to measure out following ingredients: two cups of flour, 1/2 cup sunflower seeds, and 1 1/4 cup of oatmeal. 2) Jessica is building a doghouse out of wooden planks. If the instructions say the house is 30 inches long, how long would the doghouse be using metric measurements (1 in = 2.54 cm)?	-Using Ratios to Convert Units	
The Number System (6.NS.A): Apply and extend previous understanding of multiplication and division to divide fractions by fractions.			
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. Examples: 1) Create a story context for 2/3 ÷ 3/4 and use a visual fraction model to show the quotient. 2) Use the relationship between multiplication and division to explain that 2/3 ÷ 3/4 = 8/9 because 3/4 of 8/9 is 2/3. In general, a/b ÷ c/d = ad/bc. 3) After hiking 6 1/2 miles along the Salmon River, Fred realized he had traveled 3/4 of the way to his campsite. What is the total distance Fred will end up traveling during his hike? 4) How many 3/4 cup servings are in 2/3 of a cup of yogurt? 5) How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	-Dividing Fractions	
The Number System (6.NS.B): Compute fluently with multi-digit numbers and find common factors and multiples.			
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm. Example: What is the quotient of 657 and 3 using the standard algorithm?	-Divide Multi-Digit Numbers	
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Example: What is the difference of 1.82 and 0.06 using the standard algorithm?	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as 4 (9 + 2).	-Common Multiples & Factors	- Find the Greatest Common Factor

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
The Number System (6.NS.C): Apply and extend previous understandings of numbers to the system of rational numbers.			
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive/negative numbers (including fractions/decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation. Examples: Temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge.	-Positive and Negative Numbers	
6.NS.C.6	Understand a rational number as a point on number line. Extend number line diagrams/coordinate axes familiar from previous grades to represent points on line and in plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.C.6.a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.	-Opposites of Numbers	
6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.C.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. Examples: Interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.		
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. Example: Write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.		
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. Example: For an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.	-Absolute Value	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. Example: Recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.		
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of coordinate plane. Include use of coordinates/absolute value to find distances between points with the same first coordinate or same second coordinate. Example: Samuel draws a coordinate plane on a map of his neighborhood. He found that the distance between two consecutive whole-number points is one block. His house is located at (−4, 6), and his school is located at (−4, −3). How many blocks are between Samuel's house and school?	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
Expressions and Equations (6.EE.A): Apply and extend previous understandings of arithmetic to algebraic expressions.			
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions - Solve Problems Using Order of Operations
6.EE.A.2.a	Write expressions that record operations with numbers/letters standing for numbers. Example: Express the calculation "Subtract y from 5" as 5 - y.		
6.EE.A.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. Example: Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.		
6.EE.A.2.c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). Examples: 1) Use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$. 2) The formula for finding the perimeter of a rectangle is $P = 2l + 2w$. Find the perimeter of a rug that measures 7.5 ft by 9.5 ft.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. Examples: 1) Apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x. 2) Apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y). 3) Apply properties of operations to y + y + y to produce the equivalent expression 3y.	-Equivalent Expressions	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Example: The expressions y + y + y and 3y are equivalent because they name the same number regardless of the numeric value of y.	-Equivalent Expressions	
Expressions and Equations (6.EE.B): Reason about and solve one-variable equations and inequalities.			
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	-Solve One Variable Equations	
6.EE.B.8	Write an inequality of the form $xx > cc$ or $xx < cc$ to represent a constraint or condition in a real-world or mathematical problem.		
6.EE.B.8.a	Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.		
6.EE.B.8.b	Represent solutions of such inequalities on number line diagrams.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Expressions and Equations (6.EE.C): Represent and analyze quantitative relationships between two variables.				
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable. Analyze relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. Examples: 1) In a problem involving mixing water (W) and orange concentrate (C) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = 1/2 \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water (W) and orange concentrate (C). 2) When examining the relationship between time and the growth of a plant, time tends to be thought of as the independent variable and the height of the plant tends to be thought of as the dependent variable.		
Geometry (6.G.A): Solve real-world and mathematical problems involving area, surface area, and volume.				
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, polygons by composing into rectangles or decomposing into triangles/other shapes; apply these techniques in context of solving real-world and mathematical problems.		
6.G.A.2	Find volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world/mathematical problems.		
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Statistics and Probability (6.SP.A): Develop understanding of statistical variability.			
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Example: "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	-Introduction to Statistics	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape. The focus of mean absolute deviation (MAD) is visualizing deviations from the mean as a measure of variability as opposed to a focus on calculating MAD.	-Center, Spread and Shape	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	
Statistics and Probability (6.SP.B): Summarize and describe distributions.			
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	-Displaying Data	
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: Examples: Bobbie is a sixth grader who competes in the 100 meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second). 18.11, 31.23, 17.99, 18.25, 17.50, 35.55, 17.44, 17.85 Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics.)	-Summarizing Data Sets	
6.SP.B.5.a	Reporting the number of observations.	-Summarizing Data	
6.SP.B.5.b	Describing nature of the attribute under investigation, including how's measured/its units of measurement.	-Summarizing Data Sets	
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	-Summarizing Data Sets	
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

Grade 7 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 7.RC - Text Complexity (TC)			
7.RC.TC.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.		
Reading Comprehension 7.RC - Volume of Reading to Build Knowledge (V)			
7.RC.V.2	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	-Figurative Language	
Reading Comprehension 7.RC - Textual Evidence (TE)			
7.RC.TE.3	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.	-Cite Textual Evidence -Textual Evidence and Inference	
Reading Comprehension 7.RC - Reading Fluency (RF)			
7.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.		
Reading Comprehension 7.RC - Literature (L)			
7.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Cite Textual Evidence -Text Structure	
7.RC.L.5.a	Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.	-Thematic Development	
7.RC.L.5.b	Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.	-Elements of a Short Story	
7.RC.L.5.c	Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.	-Comparing Text Structure	
7.RC.L.5.d	Explain how authors develop and contrast the point of view of different characters or narrators in texts.	-Contrasting Point of View	
7.RC.L.5.e	Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.	-Historical Fiction	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 7.RC - Nonfiction Text (NF)			
7.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Textual Evidence and Inference -Author's Point of View and Goal	
7.RC.NF.6.a	Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.	-Central Ideas in a Text	
7.RC.NF.6.b	Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	-How Ideas Are Related	
7.RC.NF.6.c	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.	-Text Structure	
7.RC.NF.6.d	Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.	-Compare Texts, Analyze Arguments	
7.RC.NF.6.e	Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
Vocabulary Development 7.VD - Word Building (WB)			
7.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.		
7.VD.WB.1.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
7.VD.WB.1.b	Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist/geophysics).		
7.VD.WB.1.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.VD.WB.1.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context/in a dictionary).		
7.VD.WB.2	Determine how words and phrases provide meaning and nuance to grade-level texts.		
7.VD.WB.2.a	Interpret figurative language (e.g., euphemism, oxymoron) in context	-Figurative Language	
7.VD.WB.2.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
7.VD.WB.2.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy).		
7.VD.WB.2.d	Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.	-Figurative Language	
Vocabulary Development 7.VD - Academic Vocabulary (AV)			
7.VD.AV.3	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.		
Research 7.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
7.RS.IP.1	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.		
Research 7.RS - Deep Reading on Topics to Build Knowledge (DR)			
7.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 7.W - Range of Writing (RW)			
7.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes/audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, poetry, etc.		
7.W.RW.2	Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.		
7.W.RW.3	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.		
7.W.RW.4	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).		
7.W.RW.5	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.		
7.W.RW.6	Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 7.W - Handwriting and Keyboarding (HWK)			
7.W.HWK.7.7	Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.		
Oral and Digital Communications 7.ODC - Oral Communications (OC)			
7.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.		
7.ODC.OC.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
7.ODC.OC.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
7.ODC.OC.4	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.		
Oral and Digital Communications 7.ODC - Digital Communications (DC)			
7.ODC.DC.5	Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.		
7.ODC.DC.6	Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.ODC.DC.7	Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.	-Compare Text and Multimedia -Print vs. Multimedia Text	
7.ODC.DC.8	Include digital components in presentations to clarify claims and findings and emphasize salient points.		
Grammar and Conventions 7.GC - Grammar and Usage (GU)			
7.GC.GU.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
7.GC.GU.1.a	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).		
7.GC.GU.1.b	Explain the function of phrases and clauses in general and their function in specific sentences.		
7.GC.GU.1.c	Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.		
7.GC.GU.1.d	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
7.GC.GU.1.e	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.		
7.GC.GU.1.f	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
7.GC.GU.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
Grammar and Conventions 7.GC - Mechanics (M)			
7.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
7.GC.M.2.a	Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.		
7.GC.M.2.b	Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).		
7.GC.M.3	Spell derivatives correctly by applying knowledge of bases and affixes.		

Grade 7 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships (7.RP.A): Analyze proportional relationships and use them to solve real-world and mathematical problems.			
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Example: If a person walks ½ mile in each ¼ hour, compute the unit rate as complex fraction ½/¼ miles per hour, equivalently 2 miles per hour.	-Compute Unit Rates	
7.RP.A.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.A.2.a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	-Find, Show Proportional Amounts	
7.RP.A.2.b	Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities.	-Find, Show Proportional Amounts	
7.RP.A.2.c	Represent proportional relationships by equations. Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	-Represent Proportions	
7.RP.A.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	-Represent Proportions	
7.RP.A.3	Use proportional relationships to solve multi-step ratio, rate, and percent problems. Examples: Simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error.	-Ratio, Proportion Word Problems	
The Number System (7.NS.A): Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.NS.A.1.a	Describe situations in which opposite quantities combine to make 0. Example: If you open a new bank account with a deposit of $30.52 and then withdraw $30.52, you are left with a $0 balance.	-Add Rational Numbers	
7.NS.A.1.b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (e.g., 12.5 + (−12.5) = 0). Interpret sums of rational numbers by describing real-world contexts.	-Add Rational Numbers	
7.NS.A.1.c	Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	-Subtract Rational Numbers	
7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers. Example: 1/4 − 5 + 3/4 + 7 = (1/4 + 3/4) + [(−5) + 5] + 2.	-Subtract Rational Numbers	
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NS.A.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1/2)(-1) = 1/2 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	-Multiply Rational Numbers	
7.NS.A.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
7.NS.A.2.c	Apply properties of operations as strategies to multiply/divide rational numbers. Example: −4(0.25 − 1) = [(−4) × 0.25] + [(−4) × (−1)] = −1 + 4 = 3.	-Division of Rational Numbers	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.NS.A.2.d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates or eventually repeats.	-Convert Numbers to Decimals	
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Example: A water well drilling rig has dug to a depth of −60 feet after one full day of continuous use. If the rig has been running constantly and is currently at a depth of −143.6 feet, for how long has the rig been running? (Modified from Illustrative Mathematics.)	-Four Operations with Numbers	
Expressions and Equations (7.EE.A.): Use properties of operations to generate equivalent expressions.			
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Example: $4x + 2 = 2(2x + 1)$ and $-3(x - 5/3) = -3x + 5$.	-Generate Equivalent Expressions	
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. Examples: 1) a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." 2) A shirt at a clothing store is on sale for 20% off the regular price, p. The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $pp - 0.2p$ or $0.8p$.	-Generate Equivalent Expressions	
Expressions and Equations (7.EE.B): Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals), Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. Examples: 1) If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. 2) If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	-Multi-Step, Real-World Problems	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
7.EE.B.4.a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. Example: The perimeter of a rectangle is 54 cm. Its width is 6 cm. What is its length?	-Solving Equations	
7.EE.B.4.b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. Example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	-Solving Inequalities	
Geometry (7.G.A): Draw, construct, and describe geometrical figures, and describe the relationships between them.			
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Example: Mariko has an 1/4 inch scale drawing (1/4 inch=1 foot) of the floor plan of her house. On the floor plan, the scaled dimensions of her rectangular living room are 4 1/2 inches by 8 3/4 inches. What is the area of her living room in square feet?		
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus is on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Example: A triangle with side lengths 3 cm, 4 cm, and 5 cm exists. Use a compass and ruler to draw a triangle with these side lengths. (Modified from Engage NY M6L9.)		
7.G.A.3	Describe the shape of the two-dimensional face of the figure that results from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Geometry (7.G.B): Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
7.G.B.4	Understand the attributes and measurements of circles.		
7.G.B.4.a	Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.		
7.G.B.4.b	Develop an understanding of circle attributes including radius, diameter, circumference, area and investigate the relationships between each.		
7.G.B.4.c	Informally derive and know the formulas for the area and circumference of a circle and use them to solve problems.		
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles to write equations and use them to solve for an unknown angle in a figure. Example: The ratio of the measurement of an angle to its complement is 1: 2. Create and solve an equation to find the measurement of the angle and its complement. (Modified from Engage NY M5L1.)		
7.G.B.6	Generalize strategies for finding area, volume, and surface areas of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Solve real-world and mathematical problems in each of these areas. Example: A playground is being updated. Sand underneath a swing needs to be at least 15 inches deep. The sand under the swings is currently only 12 inches deep. The rectangular area under the swing set measures 9 feet by 12 feet. How much additional sand will be needed to meet the requirement? (Modified from Illustrative Mathematics.)		
Statistics and Probability (7.SP.A): Use random sampling to draw inferences about a population.			
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution. Example: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	-Inferential Statistics	
Statistics and Probability (7.SP.B): Draw informal comparative inferences about two populations.			
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of measure of variability. Example: The difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, separation between the two distributions of heights is noticeable.		
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. Example: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	-Measures of Central Tendency	
Statistics and Probability (7.SP.C): Investigate chance processes and develop, use and evaluate probability models.			
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Example: The likelihood of drawing a heart from a deck of cards is 0.25. The likelihood of flipping a coin and landing on heads is 0.5. It is more likely that a flipped coin will land on heads than it is to choose a heart from a deck of cards. (0.5 is greater than 0.25).	-Probability of a Chance Event	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
7.SP.C.6	Approximate the (theoretical) probability of a chance event by collecting data/observing long-run relative frequency (experimental probability). Predict the approximate relative frequency given (theoretical) probability. Examples: 1) When drawing chips out of a bag containing an unknown number of red/white chips, estimate the probability of selecting particular chip color given 50 draws. 2) When rolling a number cube 600 times, predict that 3/6 would be rolled 200 times, but probably not exactly 200 times.	-Predict and Compare Probability	
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of discrepancy.	-Predict and Compare Probability	
7.SP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. Example: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	-Predict and Compare Probability	
7.SP.C.7.b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. Example: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	-Predict and Compare Probability	
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, simulation.	-Probabilities of Compound Events	
7.SP.C.8.a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
7.SP.C.8.b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in sample space which compose event.	-Probabilities of Compound Events	
7.SP.C.8.c	Design and use a simulation to generate frequencies for compound events. Example: Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		

Grade 8 English Language Arts

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 8.RC - Text Complexity (TC)			
8.RC.TC.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band.		
Reading Comprehension 8.RC - Volume of Reading to Build Knowledge (V)			
8.RC.V.2	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	-Word Choice and Meaning	
Reading Comprehension 8.RC - Textual Evidence (TE)			
8.RC.TE.3	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	-Evidence and Inferences -Textual Evidence and Inferencing	
Reading Comprehension 8.RC - Reading Fluency (RF)			
8.RC.RF.4	Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension.		
Reading Comprehension 8.RC - Literature (L)			
8.RC.L.5	Use evidence from literature to demonstrate understanding of grade-level texts.	-Evidence and Inferences	
8.RC.L.5.a	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.	-Theme	
8.RC.L.5.b	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.	-Analyze Incidents in a Story	
8.RC.L.5.c	Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.	-Text Structure -Comparing Text Structure	
8.RC.L.5.d	Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.	-Point of View	
8.RC.L.5.e	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.	-Fiction: Themes and Patterns	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Reading Comprehension 8.RC - Nonfiction Text (NF)			
8.RC.NF.6	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	-Textual Evidence and Inferencing -Author's Point of View and Goal	
8.RC.NF.6.a	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.	-Central Idea	
8.RC.NF.6.b	Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	-Text Development	
8.RC.NF.6.c	Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.	-Text Structure	
8.RC.NF.6.d	Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.	-Understand Conflicting Texts	
8.RC.NF.6.e	Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Understand Conflicting Texts	
Vocabulary Development 8.VD - Word Building (WB)			
8.VD.WB.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.		
8.VD.WB.1.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	-Word Choice and Meaning	
8.VD.WB.1.b	Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of words percentile and perimeter).		
8.VD.WB.1.c	Consult general/specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.VD.WB.1.d	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.		
8.VD.WB.2	Determine how words and phrases provide meaning and nuance to texts.		
8.VD.WB.2.a	Interpret figurative language (e.g., verbal irony, puns) in context.		
8.VD.WB.2.b	Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words.		
8.VD.WB.2.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off).		
8.VD.WB.2.d	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word Choice and Meaning	
Vocabulary Development 8.VD - Academic Vocabulary (AV)			
8.VD.AV.3	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.		
Research 8.RS - Inquiry Process to Build, Present, and Use Knowledge (IP)			
8.RS.IP.1	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.		
Research 8.RS - Deep Reading on Topics to Build Knowledge (DR)			
8.RS.DR.2	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Writing 8.W - Range of Writing (RW)			
8.W.RW.1	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.		
8.W.RW.2	Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.		
8.W.RW.3	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.		
8.W.RW.4	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).		
8.W.RW.5	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify relationships between/among ideas/concepts.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.W.RW.6	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)		
Writing 8.W - Handwriting and Keyboarding (HWK)			
8.W.HWK.8.7	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.		
Oral and Digital Communications 8.ODC - Oral Communications (OC)			
8.ODC.OC.1	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.		
8.ODC.OC.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluate intent (e.g, social, political, commercial) behind its presentation.		
8.ODC.OC.3	Analyze a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
8.ODC.OC.4	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.		
Oral and Digital Communications 8.ODC - Digital Communications (DC)			
8.ODC.DC.5	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.ODC.DC.6	Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).		
8.ODC.DC.7	Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.	-Comparing Film and Literature -Multi-Media and Expository Text	
8.ODC.DC.8	Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Grammar and Conventions 8.GC - Grammar and Usage (GU)			
8.GC.GU.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		
8.GC.GU.1.a	Recognize and correct inappropriate shifts in verb voice and mood.		
8.GC.GU.1.b	Form and use verbs in the indicative, imperative, interrogative, and conditional mood.		
8.GC.GU.1.c	Form and use verbs in the active and passive voice to achieve particular effects.		
8.GC.GU.1.d	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
8.GC.GU.1.e	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.		
8.GC.GU.1.f	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
8.GC.GU.1.d	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
Grammar and Conventions 8.GC - Mechanics (M)			
8.GC.M.2	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
8.GC.M.2.a	Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.		
8.GC.M.3	Spell derivatives correctly by applying knowledge of bases and affixes.		

Grade 8 Mathematics

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
The Number System (8.NS.A): Know that there are numbers that are not rational, and approximate them using rational numbers.			
8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers, show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	-Convert to Rational Numbers	
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. Examples: 1) Estimate the value of $\sqrt{2}$. 2) By truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	-Estimate Irrational Numbers	
Expressions and Equations (8.EE.A): Work with radicals and integer exponents.			
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. Example: $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	-Integer Exponents	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	-Square and Cube Roots	
8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of ten (scientific notation) to estimate very large or very small quantities, and to express how many times as much one is than the other. Example: Estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9, and determine that the world population is more than 20 times larger.	-Scientific Notation	
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
Expressions and Equations (8.EE.B): Understand the connections between proportional relationships, lines, and linear equations.			
8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	-Relationships and Slope	
8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y =mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	-Slope Intercept Form, Triangles	
Expressions and Equations (8.EE.C): Analyze and solve linear equations and pairs of simultaneous linear equations.			
8.EE.C.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
8.EE.C.7.a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a (1 solution), a = a (infinitely many solutions), or a = b (no solution) results (where a and b are different numbers). Example: $-3x - 2 = 7x + 2 - 10x$ has no solution because the equation simplifies to $-2 = 2$ which is false for any value of x.	-Solutions to Linear Equations	
8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	
8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.	-Solutions to Linear Equations	
8.EE.C.8.a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.EE.C.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. Example: 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	-Solutions to Linear Equations	
8.EE.C.8.c	Solve real-world and mathematical problems leading to two linear equations in two variables. Examples: 1) Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. 2) Your family decided to rent a snowmobile at Island Park. Company A charges $125 for the first hour plus $37.50 for each additional hour. Company B charges a $50 one-time rental fee plus $45 per hour. Which company would cost less for you to rent for 3 hours? 5 hours? 8 hours?		
Functions (8.F.A): Define, evaluate, and compare functions.			
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.		
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
8.F.A.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Example: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
Functions (8.F.B): Use functions to model relationships between quantities.			
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.F.B.5	Describe qualitatively functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing/decreasing, linear/nonlinear). Sketch a graph that exhibits qualitative features of a function that has been described verbally.		
Geometry (8.G.A): Understand congruence and similarity using physical models, transparencies, or geometry software.			
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:		
8.G.A.1.a	Lines are taken to lines, and line segments to line segments of the same length.		
8.G.A.1.b	Angles are taken to angles of the same measure.		
8.G.A.1.c	Parallel lines are taken to parallel lines.		
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Example: Given two congruent figures, describe a sequence that exhibits the congruence between them.		
8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates. Example: The image of Triangle ABC with $A = (-3, 0)$, $B = (-3, -2)$, and $C = (4, -2)$ would have coordinates $A' = (-3 - 3, 0 + 2) = (-6, 2)$, $B' = (-3 - 3, -2 + 2) = (-6,0)$, and $C' = (4 - 3, -2 + 2) = (1,0)$ following a translation 3 units to the left and 2 units up.		
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Example: Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. Example: Arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
Geometry (8.G.B): Understand and apply the Pythagorean Theorem.			
8.G.B.6	Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, models.		

ID Code	Idaho Standard	Quest Title	Small Group Skill Lesson
8.G.B.7	Apply Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		
8.G.B.8	Apply the Pythagorean Theorem to find distance between two points in a coordinate system.		
Geometry (8.G.C): Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		
Statistics and Probability (8.SP.A): Investigate patterns of association in bivariate data.			
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	-Line of Best Fit	
8.SP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.		
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct/interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. Example: Collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (In this example the two variables are grade level and chores.)	-Two-Way Table	- Test Apps