



# eSpark Learning Alignment with the Oklahoma Academic Standards (2023)

eSpark Learning is aligned to the Oklahoma Academic Standards (2023). 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 Oklahoma Codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
PK.1.L.1	Students will actively listen using agreed-upon rules with prompting.		
PK.1.L.2	Students will follow simple one-step oral directions.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
PK.1.S.1	Students will work respectfully with peers with prompting.		
PK.1.S.2	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small/large groups with prompting.		
PK.1.S.3	Students will ask and answer questions with prompting.	-Listen to Stories	- Answer Questions About a Read Aloud Story - Listen to a Story and Answer a Question
PK.1.S.4	Students will orally describe personal interests or tell stories to peers and adults with prompting.	-Stories with Pictures	
<b>Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>			
PK.2.PA.1	Students will count spoken words in a three- to four-word sentence with one-syllable words.		
PK.2.PA.2	Students will recognize spoken words that rhyme (e.g., wall & fall).	-Words That Rhyme	- Match Words that Rhyme
PK.2.PA.3	Students will recognize syllables in spoken words (e.g., pony = po + ny).	-Count Syllables	- Count Syllables in a Word
PK.2.PA.4	Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., the puppy pounces).	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
PK.2.PC.1	Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
PK.2.PC.2	Students will demonstrate correct book orientation and identify the front and back covers of a book.	-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

# Pre-Kindergarten ELA (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
PK.2.PC.3	Students will begin to understand that print moves from top to bottom, left to right, and front to back.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
PK.2.PC.4	Students will begin to recognize that written words are made up of letters and are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
PK.2.PC.5	Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences.		
PK.2.PC.6	Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.		

## Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.

PK.2.PWS.1	Students will name the letters in their first name.	-Sounds in Words	- Identify the Sound at the Beginning of a Word
PK.2.PWS.2	Students will name a majority of uppercase and lowercase letters.	-Learn Letters	- Identify Letters in the Alphabet
PK.2.PWS.3	Students will produce some sounds represented by letters.	-Letter Sounds	- Identify Letter Sounds

## Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

PK.2.R	Students will begin to retell or reenact major events or details from a read-aloud.	-Tell a Story	- Retell a Story - Retell a Short Story
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## Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

PK.2.W	Students will begin to express themselves through drawing and emergent writing.		
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## Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

PK.3.R.1	Students will describe the roles of an author and illustrator with prompting.		
PK.3.R.2	Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	-Listen to Stories	- Answer Questions About a Read Aloud Story - Listen to a Story and Answer a Question
PK.3.R.3	Students will identify characters in a story with prompting.	-Important Characters	- Identify a Character in a Story

# Pre-Kindergarten ELA (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
<b>PK.3.W</b>	Students will use drawing and labeling to tell a story or share information with prompting.	-Stories with Pictures	
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
<b>PK.4.R.1</b>	Students will name and sort familiar objects into categories based on similarities and differences with prompting.	-Feeling Words -Sorting Objects	
<b>PK.4.R.2</b>	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	-Learn New Words	
<b>PK.4.R.3</b>	Students will begin to acquire new vocabulary and relate new words to prior knowledge.	-Finding Opposites	
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
<b>PK.4.W.1</b>	Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	-Describing Places -Word Meanings	
<b>PK.4.W.2</b>	Students will begin to use language according to purpose in shared writing experiences.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
<b>PK.5.R.1</b>	Students will hear different sentence structures through conversations, read-alouds, and interactive reading.	-Read Stories	- Engage with a Story and Share How They Feel About Reading - Engage with an Informational Text and Share What They Learned - Engage with a Story and Respond to a Related Question
<b>PK.5.R.2</b>	Students will hear different parts of speech through conversations, read-alouds, and interactive reading: <ul style="list-style-type: none"> <li>● concrete objects as persons, places, or things (i.e., nouns)</li> <li>● words as actions (i.e., verbs)</li> <li>● color adjectives</li> <li>● spatial and time relationships such as up, down, before, and after</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
PK.6.R	Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.		
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
PK.6.W	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
PK.7.R	Students will explore ideas and topics in a variety of media and formats with prompting.		
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
PK.7.W	Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
PK.8.R	Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
PK.8.W	Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): PK.N.1 - Know number names and count in sequence.</b>			
PK.N.1.1	Count aloud forward in sequence by 1s to 20.	-Count to 20	- Count to 10
PK.N.1.2	Recognize and name written numerals 0-10.	-Match More Numbers	- Match a Numeral with a Set of Objects Up to 10
PK.N.1.3	Recognize that 0 (zero) represents the count of no objects.	-Match Numbers to Groups	- Match Objects to Numbers
<b>Numbers &amp; Operations (N): PK.N.2 - Count to tell the number of objects.</b>			
PK.N.2.1	Identify the number of objects, up to 10, in a row or column.	-Count Objects	<ul style="list-style-type: none"> <li>- Count a Set of Up to Ten Objects</li> <li>- Count a Set of Up to Five Objects</li> <li>- Count a Set of Objects within Twenty</li> </ul>
PK.N.2.2	Use one-to-one correspondence in counting objects and matching groups of objects up to 10.	-Count Objects	<ul style="list-style-type: none"> <li>- Count a Set of Up to Ten Objects</li> <li>- Count a Set of Up to Five Objects</li> <li>- Count a Set of Objects within Twenty</li> </ul>
PK.N.2.3	Understand the last numeral spoken when counting aloud tells how many total objects are in a set up to 10.	-Numbers Before and After	<ul style="list-style-type: none"> <li>- Identify What Number Comes Before a Given Number</li> <li>- Find the Next Number in a Sequence</li> </ul>
PK.N.2.4	Count up to 5 items in a scattered configuration, not in a row or column.	-Count How Many	<ul style="list-style-type: none"> <li>- Count Objects Up to 10</li> <li>- Use Objects to Count to 10</li> </ul>
<b>Numbers &amp; Operations (N): PK.N.3 - Compare sets using numbers.</b>			
PK.N.3.1	Compare two sets of 0-5 objects using comparative language such as "same," "more," or "fewer."	-More or Less?	<ul style="list-style-type: none"> <li>- Identify Which Has More When Presented with Two Quantities</li> <li>- Identify Groups of Objects as Having More or Fewer</li> <li>- Compare Two Sets of Objects and Describe Each as Having More or Fewer</li> </ul>

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Algebraic Reasoning &amp; Algebra (A): PK.A.1 - Recognize, duplicate, and extend patterns.</b>			
PK.A.1.1	Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.		
PK.A.1.2	Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.		
<b>Geometry and Measurement (GM): PK.GM.1 - Identify common shapes.</b>			
PK.GM.1.1	Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.		
<b>Geometry and Measurement (GM): PK.GM.2 - Describe and compare measurable attributes.</b>			
PK.GM.2.1	Identify measurable attributes of objects. Describe them using age-appropriate vocabulary (i.e., little, big, long, short, tall, heavy, light).		
PK.GM.2.2	Directly compare two objects with a common measurable attribute using age-appropriate vocabulary (e.g., longer/shorter, heavier/lighter, taller/shorter).	-More or Less?	<ul style="list-style-type: none"> <li>- Identify Which Has More When Presented with Two Quantities</li> <li>- Identify Groups of Objects as Having More or Fewer</li> <li>- Compare Two Sets of Objects and Describe Each as Having More or Fewer</li> </ul>
PK.GM.2.3	Sort objects into sets by one or more attributes.		
<b>Data &amp; Probability (D): PK.D.1 - Collect and organize categorical data.</b>			
PK.D.1.1	Collect and organize information about objects and events in the environment.		
PK.D.1.2	Use categorical data to create real-object graphs, with guidance and support.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
K.1.L.1	Students will actively listen using agreed-upon discussion rules with prompting.		
K.1.L.2	Students will follow simple one- and two-step oral directions.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
K.1.S.1	Students will work respectfully with peers with prompting.		
K.1.S.2	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.		
K.1.S.3	Students will ask and answer relevant questions with prompting.		
K.1.S.4	Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).		
<b>Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>			
K.2.PA.1	Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
K.2.PA.2	Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.	-Words That Rhyme	- Find Words that Rhyme
K.2.PA.3	Students will isolate and pronounce initial and final sounds in spoken words.	-Count Syllables	- Count Syllables in a Word



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
K.2.PA.4	Students will count, segment, and blend syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
K.2.PA.5	Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; segmenting: cat = /c/+ at).		
K.2.PA.6	Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat).		
K.2.PA.7	Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
K.2.PC.1	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	-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.2.PC.2	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	-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.2.PC.3	Students will recognize that print moves from top to bottom, left to right, and front to back.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.2.PC.5	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.		
K.2.PC.6	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.		

# Kindergarten ELA (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
<b>K.2.PWS.1</b>	Students will name all uppercase and lowercase letters.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
<b>K.2.PWS.2</b>	Students will sequence the letters of the alphabet.		
<b>K.2.PWS.3</b>	Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).	-Letter Sounds	- Make all the Letter Sounds
<b>K.2.PWS.4</b>	Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
<b>Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>			
<b>K.2.SE.1</b>	Students will represent major consonants logically in phonetic spelling (e.g., "lefnt" for elephant or "apl" for apple).		
<b>K.2.SE.2</b>	Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur).		
<b>Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.</b>			
<b>K.2.F.1</b>	Students will read their first and last name in print.		
<b>K.2.F.2</b>	Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).		
<b>K.2.F.3</b>	Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
<b>K.2.R.1</b>	Students will identify the topic or main idea with a supporting detail of a text with prompting.	-Ask and Answer Questions	- Answer Questions on a Story - Ask and Answer Questions About Informational Texts
<b>K.2.R.2</b>	Students will discriminate between fiction and nonfiction text with prompting.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
<b>K.2.R.3</b>	Students will sequence plot (i.e., beginning, middle, and end) of a story with prompting.	-Tell What Happened	- Identify Major Events and Characters in a Story
<b>K.2.R.4</b>	Students will begin to retell facts and details from an informational text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell Main Idea/Key Details of an Informational Text
<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
<b>K.2.W.1</b>	Students will express themselves through drawing and emergent writing.		
<b>K.2.W.2</b>	Students will sequence the action or details of stories/texts with prompting.	-Retell Stories -Author's Purpose	- Retell the Parts of a Story - Retell a Story
<b>K.2.W.3</b>	Students will use appropriate spacing between letters/words in emergent writing.		
<b>K.2.W.4</b>	Students will add to their drawing and emergent writing.		
<b>K.2.W.5</b>	Students will share their stories/texts with authentic audiences.		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
<b>K.3.R.1</b>	Students will describe the roles of an author and illustrator in various texts.	-Name Authors and Illustrators	- Identify Authors and Illustrators
<b>K.3.R.2</b>	Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	-Ask and Answer Questions -Identify Stories and Poems -Using Pictures in Stories -Compare and Contrast Stories -Make Connections -Same and Different	- Answer Questions on a Story - Ask and Answer Questions About Informational Texts - Identify Different Types of Texts - Make Connections Between Events, Individuals, or Ideas in Informational Text - Note Similarities and Differences Between Texts
<b>K.3.R.3</b>	Students will describe characters and setting in a story with prompting.	-Tell What Happened	- Identify Major Events and Characters in a Story

# Kindergarten ELA (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
<b>K.3.W</b>	Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
<b>K.4.R.1</b>	Students will name and sort familiar objects into categories based on similarities and differences with prompting.	-Let's Make Categories!	
<b>K.4.R.2</b>	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	-Adding Word Parts	- Use Context Clues to Figure Out the Meaning of Unknown Words
<b>K.4.R.3</b>	Students will begin to acquire new vocabulary and relate new words to prior knowledge.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
<b>K.4.W.1</b>	Students will use new vocabulary to produce and expand complete sentences in shared language activities.		
<b>K.4.W.2</b>	Students will use language according to purpose in shared writing experiences.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
<b>K.5.R.1</b>	Students will recognize simple sentences with prompting.		
<b>K.5.R.2</b>	Students will recognize parts of speech in sentences with prompting: <ul style="list-style-type: none"> <li>● concrete objects as persons, places, or things (i.e., nouns)</li> <li>● words as actions (i.e., verbs)</li> <li>● color and size adjectives</li> <li>● the pronoun I</li> <li>● spatial and time relationships such as up, down, before, and after</li> </ul>		
<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
<b>K.5.W.1</b>	Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.		

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K.5.W.2	Students will capitalize their first name and the pronoun I with prompting.		
K.5.W.3	Students will recognize and begin to use periods, question marks, exclamation points.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
K.6.R.1	Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	-Pictures Help You Read	
K.6.R.2	Students will identify and use graphic and text features to understand texts: <ul style="list-style-type: none"> <li>• photos</li> <li>• illustrations</li> <li>• titles</li> </ul>	-Pictures Help You Read	
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.		
K.6.W.2	Students will find information from provided sources during group research with prompting.		
K.6.W.3	Students will share relevant information for various purposes with prompting.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
K.7.R	Students will share relevant information for various purposes with prompting.		
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
K.7.W	Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
K.8.R	Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
K.8.W	Students will express ideas using combination of drawing and emergent writing with prompting.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): K.N.1 - Understand the relationship between quantities and whole numbers.</b>			
<b>K.N.1.1</b>	Count aloud forward in sequence to 100 by 1's and 10's.	-Let's Count	- Count Large Numbers
<b>K.N.1.2</b>	Recognize that a number can be used to represent how many objects are in a set up to 10.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
<b>K.N.1.3</b>	Use ordinal numbers to represent the position of an object in a sequence up to 10.		
<b>K.N.1.4</b>	Recognize without counting (subitize) the quantity of a small group of objects in organized/random arrangements up to 10.		
<b>K.N.1.5</b>	Count forward, with and without objects, from any given number up to 20.	-Let's Count	- Count Large Numbers
<b>K.N.1.6</b>	Read, write, discuss, and represent whole numbers from 0 to at least 20. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.	-Let's Write Numbers -Count Objects -Add One -Count How Many	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20 - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
<b>K.N.1.7</b>	Find a number that is 1 more or 1 less than a given number up to 10.	-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
<b>K.N.1.8</b>	Compare and order whole numbers from 0 to 10 with and without objects, using the vocabulary "more than," "less than," or "equal to."	-More or Less?	- Compare Groups of Objects Using More and Fewer

# Kindergarten Math (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): K.N.2 - Develop conceptual understanding with addition and subtraction (up to 10) using objects and pictures.</b>			
K.N.2.1	Compose and decompose numbers up to 10 with objects and pictures.	-Make Bigger Numbers	<ul style="list-style-type: none"> <li>- Decompose Numbers within 10</li> <li>- Decompose Numbers Using Number Bonds</li> <li>- Decompose Numbers within 10 Two Different Ways</li> </ul>
<b>Numbers &amp; Operations (N): K.N.3 - Understand the relationship between whole numbers and fractions through fair share.</b>			
K.N.3.1	Distribute equally a set of objects into at least two smaller equal sets.		
<b>Numbers &amp; Operations (N): K.N.4 - Identify coins by name.</b>			
K.N.4.1	Identify pennies, nickels, dimes, and quarters by name.		
<b>Algebraic Reasoning &amp; Algebra (A): K.A.1 - Duplicate patterns in a variety of contexts.</b>			
K.A.1.1	Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	-Sort and Count Objects	<ul style="list-style-type: none"> <li>- Sort Objects into Categories of Their Own Choice and Count the Objects</li> <li>- Sort Objects Given a Predetermined Category and Count Them</li> <li>- Sort Objects Given a Predetermined Category</li> </ul>
K.A.1.2	Recognize, duplicate, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (i.e., shape, color, size, objects, sounds, movement).		
<b>Geometry and Measurement (GM): K.GM.1 - Recognize and sort basic two-dimensional shapes; use two dimensional and three-dimensional shapes to represent real-world objects.</b>			
K.GM.1.1	Recognize squares, circles, triangles, and rectangles.	-Different Shapes	
K.GM.1.2	Sort two-dimensional objects using characteristics such as shape and size.	-Square or Cube?	
K.GM.1.3	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably, such as the number of corners/vertices and the number of sides/edges.	-Flat or Solid?	

# Kindergarten Math (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
K.GM.1.4	Use smaller two-dimensional shapes to fill in the outline of a larger two-dimensional shape.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes
K.GM.1.5	Compose larger, undefined shapes and structures using three-dimensional objects.	-Draw Shapes	- Make Two-Dimensional Shapes
K.GM.1.6	Use basic shapes and spatial reasoning to represent objects in the real world.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location

## Geometry and Measurement (GM): K.GM.2 - Compare and order objects according to location and measurable attributes.

K.GM.2.1	Use words to compare objects according to length, size, weight, position, and location.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
K.GM.2.2	Order up to 6 objects using measurable attributes, such as length and weight.		
K.GM.2.3	Identify more than one shared attribute between objects, and sort objects into sets.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
K.GM.2.4	Compare the number of objects needed to fill two different containers.	-Compare Two Numbers	- Compare Numbers within 10

## Geometry and Measurement (GM): K.GM.3 - Tell time as it relates to daily life.

K.GM.3.1	Develop an awareness of simple time concepts within daily life, using age-appropriate vocabulary (e.g., yesterday, today, tomorrow, morning, afternoon, night).		
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## Data & Probability (D): K.D.1 - Collect, organize, and interpret categorical data.

K.D.1.1	Collect and organize information about objects and events in the environment.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
K.D.1.2	Use categorical data to create real-object and pictographs.		
K.D.1.3	Draw conclusions from real-object and pictographs.		



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
1.1.L.1	Students will actively listen using agreed-upon discussion rules.		
1.1.L.2	Students will follow simple two- and three-step oral directions.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
1.1.S.1	Students will work respectfully with peers.		
1.1.S.2	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.		
1.1.S.3	Students will ask and answer relevant questions to seek help or get information to confirm understanding.		
1.1.S.4	Students will orally describe people, places, things, and events with relevant details expressing their ideas.		
<b>Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>			
1.2.PA.1	Students will count, segment, blend, and delete syllables in spoken words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
1.2.PA.2	Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = chat).		
1.2.PA.4	Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).		
1.2.PA.5	Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.2.PA.6	Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin, to say in; substitute the /o/ in stop with /e/ to say step).	-Letters Make Words -Word Families	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
1.2.PC.1	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).	-Sentences	
1.2.PC.2	Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.	-Sentences	
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
1.2.PWS.1	Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of Sh Digraph</li> <li>- Read Words with the Sh/Wh Digraph</li> <li>- Blend Sounds to Read CVC Words</li> <li>- Identify Common Vowel Teams</li> <li>- Read Words with Silent e</li> <li>- Understand How Silent e Changes the Vowel Sound in a Word</li> <li>- Divide Words into Syllables</li> <li>- Identify Syllables in a Word</li> <li>- Find the Number of Syllables in a Word</li> <li>- Read Sight Words</li> <li>- Read Irregular Words</li> </ul>
1.2.PWS.1.a	single consonants (e.g., b = /b/, f = /f/, t = /t/)	-Blend Sounds to Make Words	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of Sh Digraph</li> <li>- Blend Sounds to Read CVC Words</li> </ul>

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
1.2.PWS.1.b	short vowel sounds (i.e., ā, ě, ĭ, ō, ū)	-Long and Short Vowels	- Identify Long and Short Vowels in Words
1.2.PWS.1.c	consonant blends (e.g., bl, br, cr)	-Blend Sounds to Make Words	
1.2.PWS.1.d	consonant digraphs and trigraphs (e.g., sh, tch)	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
1.2.PWS.1.e	vowel-consonant-silent e (e.g., lake)	-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
1.2.PWS.1.f	r-controlled vowels (i.e., ar, er, ir, or, ur)	-R-Controlled Vowels	- Read Words with R-Controlled Vowels
1.2.PWS.1.g	vowel digraphs (e.g., ea, oa, ee)	-"ai," "ay," "ow"	- Spell Words with Common Vowel Teams
1.2.PWS.2	Students will decode words by applying knowledge of syllable types in one-syllable words:	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
1.2.PWS.2.a	closed	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.2.PWS.2.b	open	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.2.PWS.3	Students will decode words by applying knowledge of structural analysis:	-Sight Words	- Read Sight Words - Read Irregular Words
1.2.PWS.3.a	compound words		
1.2.PWS.3.b	inflectional endings (e.g., -s, -ed, -ing)		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>			
1.2.SE.1	Students will use correct spelling when writing the following sounds in words:		
1.2.SE.1.a	consonants		
1.2.SE.1.b	short vowels		
1.2.SE.1.c	digraphs		
1.2.SE.1.d	consonant blends		
1.2.SE.1.e	vowel-consonant-silent e		
1.2.SE.2	Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular).		
<b>Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.</b>			
1.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	-Sight Words	- Read Sight Words - Read Irregular Words
1.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
1.2.R.1	Students will identify the topic or main idea with some supporting details of a text.	-Retell Stories -Find the Main Idea	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story - Identify the Main Idea of an Informational Text
1.2.R.2	Students will discriminate between fiction and nonfiction genres.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.2.R.3	Students will sequence the plot (i.e., beginning, middle, and end) of a story.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
1.2.R.4	Students will retell facts and details from an informational text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
1.2.W.1	Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.		
1.2.W.2	Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.		
1.2.W.3	Students will revise drafts by adding and/or deleting text.		
1.2.W.4	Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed.		
1.2.W.5	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
1.3.R.1	Students will identify the author's purpose (i.e., tell a story, provide information) with prompting.	-Identify Author's Purpose	
1.3.R.2	Students will describe who is telling a story with prompting.	-Identify Who's Telling the Story	
1.3.R.3	Students will find textual evidence when provided with examples of literary elements: <ul style="list-style-type: none"> <li>● setting ( i.e., time and place)</li> <li>● main characters and their traits</li> </ul>	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
1.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	-Questions About Stories -Answer Questions About Stories	- Ask and Answer Questions About a Story - Ask and Answer Question About Informational Texts
1.3.R.5	Students will begin to use details from a text to draw conclusions and make predictions.	-Make Connections -Compare and Contrast Characters -Compare and Contrast Texts	- Identify Similarities and Differences Between Characters in Stories
1.3.R.6	Students will begin to locate facts that are clearly stated in a text.	-Use Images to Understand a Text	

# Grade 1 ELA (continued)

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
1.3.W.1	Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.		
1.3.W.2	Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.		
1.3.W.3	Students will write an opinion about a topic and provide a reason to support the opinion with prompting.		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
1.4.R.1	Students will begin to determine relationships among words, including synonyms/antonyms.	-Context Clues	
1.4.R.2	Students will use context clues to determine the meaning of words with prompting.	-Context Clues -Prefixes and Suffixes	
1.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.	-Prefixes and Suffixes	
1.4.R.4	Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.		
1.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
1.4.W.1	Students will use grade-level vocabulary to communicate ideas through speaking/writing.		
1.4.W.2	Students will use language in speaking and writing according to purpose with prompting.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
1.5.R.1	Students will recognize simple sentences.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
1.5.R.2	Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> <li>● nouns as concrete objects (i.e., people, places, and things)</li> <li>● regular plural nouns</li> <li>● present-tense verbs as actions</li> <li>● color, size, and number adjectives</li> <li>● prepositions</li> <li>● the pronouns I, me, you, and we</li> <li>● the conjunctions and, or, and but</li> <li>● the adverbs too and very</li> </ul>		
<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
1.5.W.1	Students will compose simple sentences that conclude with an end mark.		
1.5.W.2	Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.		
1.5.W.3	Students will capitalize the first letter of a sentence, proper names, and months and days of the week.		
1.5.W.4	Students will use periods, question marks, and exclamation points.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
1.6.R.1	Students will identify who can answer questions about their topic or what resources they will need to find the information.		
1.6.R.2	Students will identify and use graphic and text features to understand texts: <ul style="list-style-type: none"> <li>● photos</li> <li>● illustrations</li> <li>● titles</li> <li>● labels</li> <li>● headings</li> <li>● charts</li> <li>● graphs</li> </ul>	-Use Images To Explain a Text	- Use Images to Help Explain a Text
1.6.R.3	Students will identify the location and purpose of the table of contents and glossary.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
1.6.W.1	Students will generate questions about topics of interest for research.		
1.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.		
1.6.W.3	Students will share relevant information for various purposes.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
1.7.R	Students will explain how ideas and topics are depicted in multimodal content.		
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
1.7.W	Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.	-Find Feeling Words in Stories	<ul style="list-style-type: none"> <li>- Figure Out Character Feelings Using Feeling Words</li> <li>- Identify Words and Phrases that Show Feelings</li> </ul>
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
1.8.R	Students will select texts for academic and personal purposes and read independently for extended periods of time.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
1.8.W	Students will write independently using a combination of emergent and conventional writing with prompting.		



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 1.N.1 - Count, compare, and represent whole numbers up to 100, with an emphasis on grouping in terms of tens and ones.</b>			
1.N.1.1	Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.		
1.N.1.2	Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.	-Tens and Ones	<ul style="list-style-type: none"> <li>- Identify the How Many Tens and Ones are in a Number</li> <li>- Count by Tens</li> <li>- Visually Make Tens Out of Ones</li> </ul>
1.N.1.3	Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, words, addition and subtraction, = pictures, tally marks, number lines, and manipulatives.	-Add Two-Digit Numbers	<ul style="list-style-type: none"> <li>- Add Using Place Value Strategies</li> <li>- Add Two-Digit Numbers Using Base Ten Blocks</li> </ul>
1.N.1.4	Count forward, with objects, from any given number up to 100 by 1s, 2s, 5s and 10s.		
1.N.1.5	Count forward, without objects, by multiples of 1s, 2s, 5s, and 10s, up to 100.		
1.N.1.6	Find a number that is 10 more or 10 less than a given number up to 100.	-Add and Subtract	<ul style="list-style-type: none"> <li>- Find Ten More and Ten Less</li> <li>- Add One or Ten More to a Given Number</li> </ul>
1.N.1.7	Compare and order whole numbers from 0 to 100.	-Compare Numbers	<ul style="list-style-type: none"> <li>- Compare Two-Digit Numbers</li> </ul>
1.N.1.8	Use knowledge of number relationships to locate the position of a given whole number, up to 20, on an open number line.		
1.N.1.9	Use words such as “more than,” “less than,” and “equal to” to describe the relative value of numbers.		
<b>Numbers &amp; Operations (N): 1.N.2 - Solve addition and subtraction problems with sums and minuends of up to 10 in real-world and mathematical contexts.</b>			
1.N.2.1	Represent and solve problems using addition and subtraction with sums and minuends of up to 10.	-Word Problems	<ul style="list-style-type: none"> <li>- Solve Adding and Subtracting Word Problems</li> <li>- Solve Addition and Subtraction Word Problems Using Pictures</li> </ul>
1.N.2.2	Determine if equations involving addition and subtraction are true.	-What is Equal?	

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
1.N.2.3	Demonstrate fluency with basic addition and subtraction with sums and minuends of up to 10.	-Number Families -Use Counting to Add and Subtract -Add and Subtract	- Learn About Fact Families - Understand Properties of Addition - Add and Subtract within 10 - Add within 10 by Counting On - Add within 10 by Counting - Subtract within 10 by Counting Back - Add within 10 Using a Number Line
<b>Numbers &amp; Operations (N): 1.N.3 - Develop foundational ideas for fractions.</b>			
1.N.3.1	Partition a regular polygon using physical models and recognize when those parts are equal.	-Dividing Shapes	- Partition Shapes into Halves and Fourths
1.N.3.2	Partition (fair share) sets of objects into two and three equal groups.		
<b>Numbers &amp; Operations (N): 1.N.4 - Identify coins and their values.</b>			
1.N.4.1	Identifying pennies, nickels, dimes, and quarters by name and value.		
1.N.4.2	Write a number with the cent symbol to describe the value of a coin.		
1.N.4.3	Determine the value of a collection of pennies, nickels, or dimes up to one dollar, counting by 1s, 5s, and 10s.		
<b>Algebraic Reasoning &amp; Algebra (A): 1.A.1 - Identify patterns found in real-world and mathematical problems.</b>			
1.A.1.1	Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes).		
<b>Geometry and Measurement (GM): 1.GM.1 - Recognize and compose two- and three-dimensional shapes.</b>			
1.GM.1.1	Identify regular and irregular trapezoids and hexagons by pointing to the shape when given the name.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.GM.1.2	Compose larger, defined shapes using smaller two-dimensional shapes.	-Build With Shapes	- Create 3D Shapes
1.GM.1.3	Compose structures with three-dimensional shapes.	-Build With Shapes	- Create 3D Shapes
1.GM.1.4	Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.	-Different Shapes	

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Geometry and Measurement (GM): 1.GM.2 - Select and use nonstandard and standard units to describe length and volume/capacity.</b>			
1.GM.2.1	Use nonstandard and standard measuring tools to measure the length of objects.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.GM.2.2	Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
1.GM.2.3	Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.		
1.GM.2.4	Describe a length to the nearest whole unit using a number with standard and nonstandard units.		
1.GM.2.5	Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.		
<b>Geometry and Measurement (GM): 1.GM.3 - Describe and measure concepts of time.</b>			
1.GM.3.1	Tell time to the hour and half-hour (analog and digital).	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.GM.3.2	Describe and measure calendar time by days, weeks, months, and years.		
<b>Data &amp; Probability (D): 1.D.1 - Collect, organize, and interpret categorical and numerical data.</b>			
1.D.1.1	Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).		- Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks
1.D.1.2	Use data to create pictographs and bar-type graphs to demonstrate one-to-one correspondence.	-Sort and Count Objects	- Match Numerals with Tally Marks - Sort and Chart Objects
1.D.1.3	Draw conclusions from pictographs and bar graphs.		

# Grade 2 English Language Arts

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
2.1.L.1	Students will actively listen using agreed-upon discussion rules.		
2.1.L.2	Students will follow multi-step oral directions.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
2.1.S.1	Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.		
2.1.S.2	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small/large groups.		
2.1.S.3	Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding.		
2.1.S.4	Students will report on a topic/text, tell a story, or recount an experience with facts descriptive details, speaking audibly in coherent sentences.		
<b>Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>			
2.2.PA	Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of rowing to say throwing; delete the /r/ in trips to say tips; substitute the // in clank with /r/ to say crank).		
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
2.2.PC	Students will correctly form letters in print; use appropriate spacing for letters, words, sentences.		
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
2.2.PWS.1	Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:	<ul style="list-style-type: none"> <li>-Long and Short Vowels</li> <li>-R-Controlled Vowels</li> <li>-"ai," "ay," "ow"</li> <li>-Decode Words</li> <li>-Tricky Spelling</li> <li>-Irregularly Spelled Words</li> </ul>	<ul style="list-style-type: none"> <li>- Read Words with Long Vowels</li> <li>- Read Words with R-controlled Vowels</li> <li>- Spell Words with Common Vowel Teams</li> <li>- Identify Prefixes/Suffixes</li> <li>- Identify Words with Soft/Hard c</li> <li>- Identify Sight Words</li> <li>- Read Sight Words</li> </ul>

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
<b>2.2.PWS.1</b>	Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:	-Long/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 - Identify Prefixes/Suffixes - Identify Words with Soft/Hard c - Identify Sight Words - Read Sight Words
<b>2.2.PWS.1.a</b>	single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])	-Tricky Spelling Patterns	- Identify Words with Soft/Hard c
<b>2.2.PWS.1.b</b>	consonant blends (e.g., bl, br, spr, spl)		
<b>2.2.PWS.1.c</b>	consonant digraphs and trigraphs (e.g., sh, tch)	-Tricky Spelling Patterns	
<b>2.2.PWS.1.d</b>	vowel-consonant-silent e (e.g., lake)	-Long/Short Vowels	- Read Words with Long Vowels
<b>2.2.PWS.1.e</b>	r-controlled vowels (i.e., ar, er, ir or, ur)	-R-Controlled Vowels	- Read Words with R-controlled Vowels
<b>2.2.PWS.1.f</b>	vowel digraphs (e.g., ea, oa, ee)		
<b>2.2.PWS.1.g</b>	vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi=boil, oy=boy])	-"ai," "ay," "ow"	- Spell Words with Common Vowel Teams
<b>2.2.PWS.1.h</b>	schwa (e.g., banana)		
<b>2.2.PWS.1.i</b>	silent letter combinations (knew, could, ghost)	-Tricky Spelling Patterns	
<b>2.2.PWS.2</b>	Students will decode words by applying knowledge of all major syllable types:	-Long/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 and Suffixes - Identify Words with Soft/Hard c - Identify Sight Words - Read Sight Words
<b>2.2.PWS.2.a</b>	closed	-Long/Short Vowels	- Read Words with Long Vowels
<b>2.2.PWS.2.b</b>	open	-Long/Short Vowels	- Read Words with Long Vowels
<b>2.2.PWS.2.c</b>	vowel digraphs	-"ai," "ay," "ow"	- Read Words with Long Vowels

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.2.PWS.2.d	vowel-consonant-silent e	-Long/Short Vowels	- Read Words with Long Vowels
2.2.PWS.2.e	r-controlled	-R-Controlled Vowels	- Read Words with R-controlled Vowels
2.2.PWS.2.f	consonant +le	-Tricky Spelling Patterns	
2.2.PWS.3	Students will decode words by applying knowledge of structural analysis:	-Long/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 and Suffixes - Identify Words with Soft/Hard c - Identify Sight Words - Read Sight Words
2.2.PWS.3.a	compound words		
2.2.PWS.3.b	inflectional endings (e.g., -s, -ed, -ing)		
2.2.PWS.3.c	contractions		
2.2.PWS.3.d	abbreviations		
2.2.PWS.3.e	common roots and related prefixes and suffixes	-Decode Words	- Identify Prefixes and Suffixes

**Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**

2.2.SE.1	Students will use correct spelling when writing the following sounds in words:		
2.2.SE.1.a	digraphs		
2.2.SE.1.b	trigraphs		
2.2.SE.1.c	vowel digraphs		
2.2.SE.1.d	r-controlled		
2.2.SE.2	Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:		
2.2.SE.2.a	closed		
2.2.SE.2.b	open		
2.2.SE.2.c	vowel-consonant-silent e		
2.2.SE.2.d	r-controlled		
2.2.SE.3	Students will use structural analysis to correctly spell the following parts of words:		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.2.SE.3.a	common prefixes		
2.2.SE.3.b	common suffixes		
2.2.SE.3.c	common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)		

**Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.**

2.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	-Tricky Spelling Patterns -Irregularly Spelled Words	- Identify Words with Soft and Hard c - Read Sight Words - Identify Sight Words
2.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.		

**Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.**

2.2.R.1	Students will identify the main idea and supporting details of a text.	-Stories Can Teach Lessons -Main Topic -Purpose of a Text	- Retell a Story - Find the Main Topic of an Informational Text
2.2.R.2	Students will identify elements of various genres in fiction and nonfiction texts.	-Identify Characters and Events -Identify Steps in a Process	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories - Identify the Chronological Order of Events
2.2.R.3	Students will begin to summarize the plot of a story to include the beginning, middle, and end.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify Elements in a Story
2.2.R.4	Students will begin to summarize facts and details from an informational text.	-Answer Questions About Texts -Find Evidence in the Text	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text

**Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.**

2.2.W.1	Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.		
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OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.2.W.2	Students will edit drafts using appropriate spacing between letters, words, sentences.		
2.2.W.3	Students will revise drafts by adding, deleting, and/or moving text.		
2.2.W.4	Students will correctly spell grade-level words while editing using resources as needed.		
2.2.W.5	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
2.3.R.1	Students will determine the author's purpose (i.e., tell a story, provide information).	-Purpose of a Text	
2.3.R.2	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.	-Discover Points of View	
2.3.R.3	Students will find examples of literary elements: <ul style="list-style-type: none"> <li>● setting (i.e., time and place)</li> <li>● plot (i.e., beginning, middle, end)</li> <li>● characters and their traits</li> </ul>	-Explore Story Structure	<ul style="list-style-type: none"> <li>- Describe the Structure of a Story in Terms of Beginning, Middle, and End</li> <li>- Describe the Problem and Solution in a Story</li> <li>- Identify Elements in a Story</li> </ul>
2.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>-Rhythm and Alliteration</li> <li>-Find the Meaning of New Words</li> </ul>	- Identify the Meaning of Rhymes and Alliterations in a Text
2.3.R.5	Students will use details from the literary or informational text to draw conclusions and make predictions.	<ul style="list-style-type: none"> <li>-Ask and Answer Questions</li> <li>-Answer Questions About Texts</li> </ul>	<ul style="list-style-type: none"> <li>- Answer Questions About a Story</li> <li>- Answer Questions About a Text</li> <li>- Learn the 5 W's</li> <li>- Practice Answering Questions</li> </ul>
2.3.R.6	Students will locate facts that are clearly stated in an informational text.	-Answer Questions about Texts	<ul style="list-style-type: none"> <li>- Answer Questions About a Text</li> <li>- Learn the 5 W's</li> <li>- Practice Answering Questions About Nonfiction Text</li> </ul>
2.3.R.7	Students will describe the structure of an informational text with prompting: <ul style="list-style-type: none"> <li>● description</li> <li>● sequential</li> </ul>	-Nonfiction Text Features	- Identify Nonfiction Text Features



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
2.3.W.1	Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).		
2.3.W.2	Students will write facts about a topic and include a main idea with supporting details in a paragraph.		
2.3.W.3	Students will write opinions about a topic and provide reasons as support in a paragraph.		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
2.4.R.1	Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.4.R.2	Students will use context clues to determine the meaning of words.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
2.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	-Adding Prefixes -Root Words	
2.4.R.4	Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.		
2.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, apply vocabulary in situations.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
2.4.W.1	Students will use grade-level vocabulary to communicate ideas through speaking/writing.		
2.4.W.2	Students will use language in speaking and writing according to purpose and audience.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
2.5.R.1	Students will recognize simple and compound sentences.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.5.R.2	<p>Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>• common, proper, and irregular plural nouns</li> <li>• tenses of verbs (i.e., past, present, future)</li> <li>• the simple subject and simple predicate of a sentence</li> <li>• descriptive adjectives and articles (i.e., a, an, the) as adjectives</li> <li>• prepositions</li> <li>• singular and plural personal pronouns and the nouns they replace</li> <li>the conjunctions and, or, and but</li> <li>• ly adverbs</li> </ul>		

**Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.**

2.5.W.1	Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.		
2.5.W.2	Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.		
2.5.W.3	Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.		
2.5.W.4	Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.		
2.5.W.5	Students will use apostrophes to form simple contractions (e.g., isn't, aren't, can't).		
2.5.W.6	Students will use commas in dates (e.g., September 6, 2020).		
2.5.W.7	Students will use a colon to indicate time (e.g., The bell rings at 3:15.).		

**Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.**

2.6.R.1	Students will create their own questions to find information on their topic.		
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OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.6.R.2	Students will identify and use graphic and text features to understand texts: <ul style="list-style-type: none"> <li>• photos</li> <li>• illustrations</li> <li>• titles</li> <li>• labels</li> <li>• headings</li> <li>• charts</li> <li>• graphs</li> <li>• captions</li> <li>• subheadings</li> </ul>	-Gain Meaning from Pictures -Images Add Meaning to Text	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story - Use Images to Support Understanding of a Text
2.6.R.3	Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).	-Nonfiction Text Features	- Identify Nonfiction Text Features
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
2.6.W.1	Students will generate a list of topics/questions about an area of interest for research.		
2.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.		
2.6.W.3	Students will organize and share relevant information for various purposes.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
2.7.R	Students will explore and compare ideas and topics in multimodal content.	-Compare and Contrast Stories/Texts	
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
2.7.W	Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
2.8.R	Students will select texts for academic and personal purposes and read independently for extended periods of time.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
2.8.W	Students will write independently using print and/or typing over various lengths of time for a variety of purposes.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 2.N.1 - Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.</b>			
2.N.1.1	Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives.	-Numbers to 1000	<ul style="list-style-type: none"> <li>- Read Numbers to 1000 in Different Forms</li> <li>- Use Visuals to Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 in Expanded Form</li> <li>- Read Numbers to 1000 Using Number Names</li> <li>- Write Numbers in Word Form</li> </ul>
2.N.1.2	Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.		
2.N.1.3	Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.	-Place Value	- Identify the Place Values of Three Digit Numbers
2.N.1.4	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.		
2.N.1.5	Use objects to determine whether a number is even or odd.	-Odds and Evens	<ul style="list-style-type: none"> <li>- Practice Identifying Odd and Even Numbers with Automaticity</li> <li>- Make Pairs to See If a Number is Odd or Even</li> <li>- Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs</li> <li>- Identify Odd or Even with Automaticity</li> </ul>
2.N.1.6	Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.N.1.7	Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., $425 > 276$ , $73 < 107$ , page 351 comes after page 350, 753 is between 700 and 800).	-Compare 3-digit Numbers	<ul style="list-style-type: none"> <li>- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols</li> <li>- Use Place Value Understanding to Compare 3-Digit Numbers</li> </ul>
<b>Numbers &amp; Operations (N): 2.N.2 - Add and subtract one- and two- digit numbers in real-world and mathematical problems.</b>			
2.N.2.1	Use the relationship between addition and subtraction to generate basic facts with sums and minuends of up to 20.		
2.N.2.2	Demonstrate fluency with basic addition facts and related subtraction facts up to 20.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> <li>- Fluently Subtract Using Math Facts to 20</li> <li>- Add and Subtract within 20 with Fluency</li> </ul>
2.N.2.3	Estimate sums and differences up to 100.	-Add and Subtract within 100	<ul style="list-style-type: none"> <li>- Add within 100 Using a Number Line</li> <li>- Subtract within 100 by Decomposing the Subtrahend</li> <li>- Add 2-Digit Numbers</li> </ul>
2.N.2.4	Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.		
2.N.2.5	Solve addition and subtraction problems involving whole numbers up to two digits.	-Word Problems	<ul style="list-style-type: none"> <li>- Add and Subtract Word Problems within 100</li> <li>- Solve Word Problems with Addition and Subtraction</li> </ul>
2.N.2.6	Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.	-Arrays	<ul style="list-style-type: none"> <li>- Create and Label an Array</li> <li>- Make an Array and Count How Many Objects Are in It</li> <li>- Write Repeated Addition Sentences to Match Arrays</li> <li>- Write an Addition Sentence to Describe an Array</li> </ul>

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 2.N.3 - Explore the foundational ideas of fractions.</b>			
2.N.3.1	Identify the parts of a set and area that represent fractions for halves, thirds, fourths.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.N.3.2	Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
<b>Numbers &amp; Operations (N): 2.N.4 - Determine the value of a set of coins.</b>			
2.N.4.1	Determine the value of a collection of coins up to one dollar using the cent symbol.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.N.4.2	Use a combination of coins to represent a given amount of money up to one dollar.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
<b>Algebraic Reasoning &amp; Algebra (A): 2.A.1 - Describe the relationship found in patterns to solve real-world and mathematical problems.</b>			
2.A.1.1	Represent, create, describe, complete, extend increasing and decreasing patterns with quantity and numbers in a variety of contexts.		
2.A.1.2	Represent and describe repeating patterns involving shapes in a variety of contexts.		
<b>Algebraic Reasoning &amp; Algebra (A): 2.A.2 - Use number sentences involving unknowns to represent and solve real-world and mathematical problems.</b>			
2.A.2.1	Use objects and number lines to represent number sentences.		
2.A.2.2	Generate real-world situations to represent number sentences and vice versa.		
2.A.2.3	Apply the commutative property, identity property, and number sense to find values for unknowns that make addition and subtraction number sentences true or false.		
<b>Geometry and Measurement (GM): 2.GM.1 - Analyze attributes of two- and three-dimensional figures and develop generalizations about their properties.</b>			
2.GM.1.1	Recognize regular and irregular trapezoids and hexagons.	-Name and Draw Shapes	- Identify 3D Shapes
2.GM.1.2	Describe, compare, classify two-dimensional figures according to their geometric attributes.	-Name and Draw Shapes	- Identify 3D Shapes
2.GM.1.3	Compose and decompose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi.	-Name and Draw Shapes	- Identify 3D Shapes
2.GM.1.4	Sort three-dimensional shapes based on attributes such as number of faces, vertices, and edges.	-Name and Draw Shapes	- Identify 3D Shapes

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
2.GM.1.5	Recognize right angles and classify angles as smaller or larger than a right angle.		
<b>Geometry and Measurement (GM): 2.GM.2 - Understand length as a measurable attribute and explore capacity.</b>			
2.GM.2.1	Explain the relationship between the size of the unit of measurement and the number of units needed to measure length of an object.		
2.GM.2.2	Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.	-Measure Length	- Measure Length Using a Ruler
2.GM.2.3	Explore how varying shapes and styles of containers can have the same capacity.		
<b>Geometry and Measurement (GM): 2.GM.3 - Tell time to the quarter hour.</b>			
2.GM.3.1	Distinguish between a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m.
2.GM.3.2	Read and write time to the quarter-hour on an analog and digital clock.	-Tell and Write Time	- Tell Time to the Nearest 5 Minutes
<b>Data &amp; Probability (D): 2.D.1 - Collect, organize, and interpret data.</b>			
2.D.1.1	Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data
2.D.1.2	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort and Graph Objects
2.D.1.3	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.		
2.D.1.4	Draw conclusions and make predictions from information in a pictograph and bar graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data

# Grade 3 English Language Arts

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
3.1.L.1	Students will actively listen using agreed-upon discussion rules.		
3.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
3.1.S.1	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.		
3.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.		
3.1.S.3	Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences.		
<b>Standard 2: Reading and Writing Foundations - Phonological Awareness; Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</b>			
3.2.PA	Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of listen to say glisten; delete the /b/ in bridges to say ridges; substitute the /f/ in frighten with /b/ to say brighten; reverse the initial and final sounds in safe to say face).		
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
3.2.PC	Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.		
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
3.2.PWS.1	Students will decode multisyllabic words using their knowledge of the following phonics skills: <ul style="list-style-type: none"> <li>vowel diphthongs</li> <li>all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes/Suffixes - Write High Frequency and Irregularly Spelled Words



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
3.2.PWS.2	Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common roots and related prefixes and suffixes</li> <li>• morphology</li> </ul>	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	-Literal vs Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms

**Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**

3.2.SE.1	Students will use correct spelling when writing the following sounds in words: <ul style="list-style-type: none"> <li>• diphthongs</li> <li>• schwa (i.e., /ə/)</li> <li>• silent letter combinations (e.g., knew, could, ghost)</li> <li>• hard/soft c, g (e.g., cover, celebrate, gorilla, general)</li> </ul>		
3.2.SE.2	Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: <ul style="list-style-type: none"> <li>• vowel digraphs</li> <li>• consonant + -le</li> </ul>		
3.2.SE.3	Students will use structural analysis to correctly spell the following parts of words: <ul style="list-style-type: none"> <li>• common prefixes</li> <li>• common suffixes</li> <li>• common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)</li> </ul>		

**Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.**

3.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
3.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	-Read with Fluency	- Read with Fluency

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
3.2.R.1	Students will determine the main idea and supporting details of a text.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
3.2.R.2	Students will identify elements of various genres in fiction, poetry, and nonfiction texts.	-Describe Characters in a Story -Identifying Text Structure -Connecting Story Details	- Describe Characters - Identify the Parts of a Text - Identify Elements of a Drama - Identify Structure of a Poem - Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
3.2.R.3	Students will summarize and sequence the important events of a story.	-Determine Message, Lesson, Moral -Main Idea and Key Details	- Retell a Story and Identify the Moral - Use Details to Find the Main Idea of an Informational Text
3.2.R.4	Students will summarize facts and details from an informational text.	-Use Pictures to Understand Words -Logical Connections	- Answer Questions About the Images in a Text - Explain the Images in a Text
<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
3.2.W.1	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.		
3.2.W.2	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).		
3.2.W.3	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.		
3.2.W.4	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
3.3.R.1	Students will determine if the author's purpose is to entertain, inform, or persuade.	-Purpose of a Text	

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
3.3.R.2	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	-Point of View	
3.3.R.3	Students will find examples of literary elements: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> </ul>	-Describe Characters in a Story -Identifying Text Structure -Illustrations Support Text	- Describe Characters - Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem - Explain How Illustrations Contribute to a Story
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.3.R.5	Students will answer inferential questions, using a text to support 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
3.3.R.6	Students will distinguish fact from opinion in an informational text.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
3.3.R.7	Students will describe the structure of an informational text: <ul style="list-style-type: none"> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	-Connecting Story Details -Text Features	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships - Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
3.3.W.1	Students will write narratives incorporating: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> </ul>		

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3.3.W.2	Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.		
3.3.W.3	Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
3.4.R.1	Students will identify relationships among words: synonyms, antonyms, homophones, homographs.		
3.4.R.2	Students will use context clues to clarify the meaning of words.		
3.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.		
3.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		
3.4.R.5	Students will acquire new grade-level vocabulary, relate words to prior knowledge, and apply vocabulary in various contexts.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
3.4.W.1	Students will use grade-level vocabulary in writing to clearly communicate ideas.		
3.4.W.2	Students will use precise vocabulary in writing for the intended mode and effect on audience.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
3.5.R.1	Students will recognize simple/compound sentences.		
3.5.R.2	Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> <li>● concrete, abstract, and possessive nouns</li> <li>● different types of verbs (i.e., action, linking, helping) and their roles in a sentence</li> <li>● the complete subject and complete predicate of a sentence</li> <li>● possessive adjectives</li> <li>● prepositional phrases</li> <li>● possessive pronouns and the nouns they replace</li> <li>● coordinating conjunctions (i.e., for, and, nor, but, or, yet, so)</li> <li>● adverbs of frequency (e.g., always, often, never)</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
3.5.W.1	Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.		
3.5.W.2	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.		
3.5.W.3	Students will capitalize and punctuate titles of respect, words in titles, and geographical names.		
3.5.W.4	Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, exclamation points with exclamatory sentences.		
3.5.W.5	Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.		
3.5.W.6	Students will use commas before a coordinating conjunction and to separate individual words in a series.		
3.5.W.7	Students will use a colon to indicate time.		
3.5.W.8	Students will use quotation marks to indicate dialogue.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
3.6.R.1	Students will conduct research to answer questions, including self-generated questions, and to build knowledge.		
3.6.R.2	Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.	-Text Features	<ul style="list-style-type: none"> <li>- Identify the Type of Information Provided by Different Nonfiction Text Features</li> <li>- Identify Nonfiction Text Features</li> </ul>
3.6.R.3	Students will begin to determine the relevance of the information gathered.		

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<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
3.6.W.1	Students will choose a topic of interest and generate several questions about it for research.		
3.6.W.2	Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).		
3.6.W.3	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
3.7.R	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.	-Compare, Contrast Series Books -Compare and Contrast	- Compare and Contrast Texts on the Same Topic
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
3.7.W	Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: <ul style="list-style-type: none"> <li>• writing/alphabetic</li> <li>• sound, visual, and/or spatial</li> <li>• movement</li> </ul>		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
3.8.R	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
3.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 3.N.1 - Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.</b>			
3.N.1.1	Read, write, discuss, and represent whole numbers up to 100,000. Representations should include but are not limited to numerals, words, pictures, number lines, and manipulatives (e.g., $350 = 3$ hundreds, $5$ tens = $35$ tens = $3$ hundreds, $4$ tens, $10$ ones).		
3.N.1.2	Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens/ones, including written, standard, expanded forms.		
3.N.1.3	Applying knowledge of place values, use mental strategies (no written computations) to find 100 more or 100 less than a given number, 1,000 more or 1,000 less than a given number, and 10,000 more or 10,000 less than a given number, up to a five-digit number.		
3.N.1.4	Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.		
3.N.1.5	Use place value understanding to round numbers to the nearest thousand, ten-thousand and hundred thousand.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
<b>Numbers &amp; Operations (N): 3.N.2 - Solve real-world and mathematical problems using addition, subtraction, multiplication, and division.</b>			
3.N.2.1	Represent multiplication facts by modeling a variety of approaches (e.g., manipulatives, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting).	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.N.2.2	Demonstrate fluency of multiplication facts using factors up to 10.	-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.N.2.3	Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers (answer not to exceed 100,000).	-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

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
3.N.2.4	Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.N.2.5	Use addition and subtraction to solve problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction and the context of the problem to assess the reasonableness of results.	-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.N.2.6	Represent division facts and divisibility by modeling a variety of approaches (e.g., repeated subtraction, equal sharing, forming equal groups) to show the relationship between multiplication and division.	-Properties of Multiplication -Two-Step Word Problems	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems - Solve Two-Step Word Problems Using the Four Operations
3.N.2.7	Apply the relationship between multiplication and division to represent and solve problems.	-Dividing Whole Numbers -Division as an Unknown Factor -Multiply, Divide: Word Problems	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups - Solve Word Problems Involving Equal Groups
3.N.2.8	Use various strategies (e.g., base ten blocks, area models, arrays, repeated addition, algorithms) based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.		
<b>Numbers &amp; Operations (N): 3.N.3 - Use and justify fractional representations in real-world and mathematical problems.</b>			
3.N.3.1	Read and write fractions with words and symbols using appropriate terminology (i.e., numerator and denominator).	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions



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3.N.3.2	Model fractions using length, set, and area for halves, thirds, fourths, sixths, and eighths.	-Getting Started with Fractions	<ul style="list-style-type: none"> <li>- Recognize Visual Representations of Fractions</li> <li>- Identify Equal Parts to Make Fractions</li> <li>- Identify Unit Fractions</li> <li>- Identify Fractions</li> </ul>
3.N.3.3	Apply understanding of unit fractions and use this understanding to compose and decompose fractions related to the same whole.	<ul style="list-style-type: none"> <li>-Identifying and Generating Equivalent Fractions</li> <li>-Whole Numbers as Fractions</li> <li>-Comparing Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Use Strategies to Identify Equivalent Fractions</li> <li>- Identify Equivalent Fractions Using Visual Models</li> <li>- Use a Number Line to Identify Equivalent Fractions</li> <li>- Compare Fractions Using Visual Models</li> </ul>
3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line

**Numbers & Operations (N): 3.N.4 - Determine the value of a set of coins and determine the value of a set of bills in monetary transactions.**

3.N.4.1	Use addition and subtraction to determine the value of a collection of coins up to one dollar using the cent symbol and in monetary transactions.	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>
3.N.4.2	Add and subtract a collection of bills up to twenty dollars using whole dollars in monetary transactions.	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>

**Algebraic Reasoning & Algebra (A): 3.A.1 - Describe and create representations of numerical and geometric patterns.**

3.A.1.1	Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.		
3.A.1.2	Describe the rule (limited to a single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.		
3.A.1.3	Explore and develop visual representations of increasing and decreasing geometric patterns and construct the next steps.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Algebraic Reasoning &amp; Algebra (A): 3.A.2 - Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.</b>			
<b>3.A.2.1</b>	Use number sense with the properties of addition, subtraction, and multiplication, to find unknowns (represented by symbols) in one-step equations. Generate real-world situations to represent number sentences.	-Unknown Number Equations	
<b>3.A.2.2</b>	Identify, represent, and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
<b>Geometry and Measurement (GM): 3.GM.1 - Analyze and use geometric attributes to describe and create polygons and three-dimensional figures in various contexts.</b>			
<b>3.GM.1.1</b>	Sort three-dimensional shapes based on attributes.		
<b>3.GM.1.2</b>	Build a three-dimensional figure using unit cubes when shown a picture of a three-dimensional shape.		
<b>3.GM.1.3</b>	Classify angles within a polygon as acute, right, obtuse, and straight.		
<b>Geometry and Measurement (GM): 3.GM.2 - Understand measurable attributes of real-world and mathematical objects using various tools.</b>			
<b>3.GM.2.1</b>	Find the perimeter of a polygon, given whole number lengths of the sides, using a variety of models.	-Perimeter of Polygons	
<b>3.GM.2.2</b>	Analyze why length and width are multiplied to find the area of a rectangle by decomposing the rectangle into one unit by one unit squares and viewing these as rows and columns to determine the area.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
<b>3.GM.2.3</b>	Count cubes systematically to identify the number of cubes needed to pack the whole or half of a three-dimensional structure.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
3.GM.2.4	Find the area of two-dimensional figures by counting the total number of same-size unit squares that fill the shape without gaps or overlaps.		
3.GM.2.5	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or whole meter.		
3.GM.2.6	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.		
3.GM.2.7	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.		
3.GM.2.3	Count cubes systematically to identify the number of cubes needed to pack the whole or half of a three-dimensional structure.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle

**Geometry and Measurement (GM): 3.GM.3 - Solve problems by telling time to the nearest five-minute interval.**

3.GM.3.1	Read and write time to the nearest five-minute interval (analog and digital).	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.GM.3.2	Determine the solutions to problems involving addition and subtraction of time in intervals of five minutes, up to one hour, using pictorial models, number line diagrams, or other tools.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute

**Data & Probability (D): 3.D.1 - Collect, organize, and interpret data.**

3.D.1.1	Collect and organize a data set with multiple categories using a frequency table, line plot, pictograph, or bar graph with scaled intervals.		
3.D.1.2	Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.	-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

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
4.1.L.1	Students will actively listen using agreed-upon discussion rules.		
4.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
4.1.S.1	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.		
4.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, whole-class settings.		
4.1.S.3	Students will give informal presentations in a group or individually, organizing information, determining content for an audience, speaking audibly/clearly in coherent sentences.		
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
4.2.PC	Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.		
<b>Standard 2: Reading and Writing Foundations - Phonics and Word Study; Students will decode words by applying phonics and word analysis skills in context and isolation.</b>			
4.2.PWS.1	Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills: <ul style="list-style-type: none"> <li>● letter-sound correspondences</li> <li>● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>		
4.2.PWS.2	Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> <li>● contractions</li> <li>● abbreviations</li> <li>● common roots and related affixes</li> <li>● morphology</li> <li>● semantics</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>			
4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: <ul style="list-style-type: none"> <li>• letter-sound correspondences</li> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>		
4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words: <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common spelling rules related to adding prefixes and suffixes</li> </ul>		
<b>Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.</b>			
4.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.		
4.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
4.2.R.1	Students will determine the key details that support the main idea of a text.	-Summarize a Text's Main Idea -Main Ideas and Details	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem - Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
4.2.R.2	Students will compare fiction, poetry, and nonfiction to distinguish various genres.	-Poems, Drama, Prose -Compare and Contrast Themes -Describing Text Structure -Be an Expert: Use Multiple Texts	- Identify Parts of a Drama - Identify Structure of a Poem - Describe Structure of a Text - Answer Questions About Cause and Effect Text Structure

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
4.2.R.3	Students will summarize and sequence the important events of a story.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.2.R.4	Students will summarize facts and details from an informational text.	-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
<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
4.2.W.1	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.		
4.2.W.2	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).		
4.2.W.3	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.		
4.2.W.4	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.	-Compare and Contrast Two Views	
4.3.R.2	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
4.3.R.3	Students will find textual evidence of literary elements: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict</li> </ul>	-Describing Characters -Compare a Story and Visuals	- Describe a Character, Setting, or Event

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4.3.R.4	Students will find textual evidence of literary devices: <ul style="list-style-type: none"> <li>● metaphor</li> <li>● idiom</li> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.3.R.5	Students will answer inferential questions using evidence from one or more texts to support answers.	-Inferences Using Evidence -Inferences and Conclusions	- Make an Inference About a Story - Use Evidence From a Text to Answer Questions - Make Inferences
4.3.R.6	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	-Developing Arguments	
4.3.R.7	Students will distinguish the structures of an informational text: <ul style="list-style-type: none"> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	-Science Texts: Events and Steps -Describing Text Structure	- Identify Cause/Effect Text Structure - Describe Structure of a Text - Answer Questions About Cause/Effect Text Structure

**Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.**

4.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> <li>● include plots with a climax and resolution</li> <li>● include developed characters who overcome conflicts and use dialogue</li> <li>● use a consistent point of view</li> <li>● unfold in chronological sequence</li> <li>● use sentence variety, sensory details, and vivid language to create interest</li> <li>● model literary elements and/or literary devices from mentor texts</li> </ul>		
4.3.W.2	Students will compose informative essays that: <ul style="list-style-type: none"> <li>● introduce and develop a topic</li> <li>● incorporate evidence (e.g., specific facts)</li> <li>● maintain an organized structure with transitional words and phrases</li> <li>● use sentence variety and word choice to create interest</li> <li>● model literary devices from mentor texts</li> </ul>		

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4.3.W.3	Students will write opinion essays that: <ul style="list-style-type: none"> <li>• introduce a topic and state an opinion</li> <li>• incorporate relevant, text-based evidence</li> <li>• use sentence variety and word choice to create interest</li> <li>• maintain an organized structure with transitional words and phrases</li> </ul>		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
4.4.R.1	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.		
4.4.R.2	Students will use context clues to clarify the meaning of words.		
4.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.		
4.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		
4.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, apply vocabulary in contexts.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words/Phrases
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
4.4.W.1	Students will use grade-level vocabulary in writing to clearly communicate ideas.		
4.4.W.2	Students will use precise/vivid vocabulary in writing for intended mode/effect on audience.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
4.5.R.1	Students will recognize simple and compound sentences.		
4.5.R.2	Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> <li>• irregular possessive nouns (e.g., children's)</li> <li>• irregular and past participle verbs</li> <li>• subject and verb agreement</li> <li>• comparative and superlative adjectives</li> <li>• prepositional phrases</li> <li>• possessive pronouns (i.e., antecedents)</li> <li>• coordinating conjunctions</li> <li>• comparative and superlative adverbs</li> <li>• interjections</li> </ul>		



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<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
4.5.W.1	Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.		
4.5.W.2	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.		
4.5.W.3	Students will recognize and correct errors in subject and verb agreement.		
4.5.W.4	Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.		
4.5.W.5	Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.		
4.5.W.6	Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.		
4.5.W.7	Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, to indicate dialogue.		
4.5.W.8	Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).		
4.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.		
4.5.W.10	Students will use underlining or italics to indicate titles of works.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
4.6.R.1	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, interviews).		
4.6.R.2	Students will identify and use text features (e.g., graphics, captions, charts, tables, legends, headings/subheadings, bold/italicized words) to comprehend informational texts.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text

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4.6.R.3	Students will determine the relevance of the information gathered.		
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
4.6.W.1	Students will generate a viable research question about a topic.		
4.6.W.2	Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).		
4.6.W.3	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two/more sources.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
4.7.R	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
4.7.W	Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: <ul style="list-style-type: none"> <li>• writing/alphabetic</li> <li>• sound, visual, and/or spatial</li> <li>• movement</li> </ul>		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
4.8.R	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
4.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.		

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<b>Numbers &amp; Operations (N): 4.N.1 - Compare and represent whole numbers up to 1,000,000 with an emphasis on place value and equality.</b>			
4.N.1.1	Read, write, discuss, and represent whole numbers up to 1,000,000. Representations may include numerals, words, pictures, number lines, and manipulatives.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>
4.N.1.2	Use place value to describe whole numbers between 1,000 and 1,000,000 in terms of millions, hundred thousands, ten thousands, thousands, hundreds, tens, and ones with written, standard, and expanded forms.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>
4.N.1.3	Applying knowledge of place value, use mental strategies (no written computations) to multiply or divide a number by 10, 100 and 1,000.	-Place Value and Division	<ul style="list-style-type: none"> <li>- Learn How Multiplying by Ten Relates to Place Value</li> <li>- Understand the Value of Digits as Multiples of Tens</li> <li>- Identify the Patterns Between Digits Using Place Value Knowledge</li> </ul>
4.N.1.4	Use place value to compare and order whole numbers up to 1,000,000, using comparative language, numbers, and symbols.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> <li>- Compare Large Numbers Using a Place Value Chart</li> <li>- Write Large Numbers in Expanded Form</li> <li>- Use Symbols to Compare Large Numbers</li> </ul>
<b>Numbers &amp; Operations (N): 4.N.2 - Solve real-world and mathematical problems using multiplication and division.</b>			
4.N.2.1	Demonstrate fluency with multiplication and division facts with factors up to 12.	-Multiply, Divide: 1-5 -Multiply, Divide: 6-10	<ul style="list-style-type: none"> <li>- Multiply by 2/3/4/5/6/7/8/9</li> <li>- Practice Multiplying 1-10</li> <li>- Practice Division Facts</li> <li>- Divide with Fluency</li> </ul>
4.N.2.2	Multiply 3-digit by 1-digit and 2-digit by 2-digit whole numbers, using various strategies, including but not limited to standard algorithms.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> <li>- Multiply 3-Digit Numbers by 1-Digit Numbers</li> <li>- Use Partial Products to Multiply</li> <li>- Multiply Multi-Digit Numbers by 1-Digit Number</li> </ul>
4.N.2.3	Estimate products of 3-digit by 1-digit/2-digit by 2-digit whole number factors using a variety of strategies (e.g., rounding, front end estimation, adjusting, compatible numbers) to assess the reasonableness of results. Explore large numbers using technology to investigate patterns.	-Multistep Word Problems -Round Multi-Digit Whole Numbers	<ul style="list-style-type: none"> <li>- Solve Multistep Word Problems</li> <li>- Round Multi-Digit Whole Numbers</li> </ul>

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4.N.2.4	Apply and analyze models to solve multi-step problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.	-Multistep Word Problems	- Solve Multistep Word Problems
4.N.2.5	Use strategies and algorithms (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties) based on knowledge of place value, equality, and properties of operations to divide a 3-digit dividend by a 1-digit whole number divisor, with and without remainders.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide

**Numbers & Operations (N): 4.N.3 - Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand decimal quantities.**

4.N.3.1	Represent and rename equivalent fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines).	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.N.3.2	Use benchmark fractions (0, $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{3}$ , $\frac{3}{4}$ , 1) to locate additional fractions with denominators up to twelfths on a number line.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.N.3.3	Use models to order and compare whole numbers and fractions less than and greater than one, using comparative language and symbols.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.N.3.4	Decompose a fraction into a sum of fractions with the same denominator in more than one way, using concrete and pictorial models and recording results with numerical representations ( $0$ , $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ , and $\frac{3}{4} = \frac{1}{4} + \frac{2}{4}$ ).		
4.N.3.5	Use models to add and subtract fractions with like denominators.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
4.N.3.6	Represent tenths and hundredths with concrete and pictorial models, making connections between fractions and decimals.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals

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4.N.3.7	Read and write decimals in standard, word, and expanded form up to at least the hundredths place in a variety of contexts, including money.	-Read/Write Decimals: Thousandths	<ul style="list-style-type: none"> <li>- Identify the Expanded Form of Decimals to Thousandths</li> <li>- Read Decimals to Thousandths in Expanded Form</li> <li>- Read and Write Decimals</li> </ul>
4.N.3.8	Compare and order decimals and whole numbers using place value and various models including but not limited to grids, number lines, and base 10 blocks.		
4.N.3.9	Compare and order benchmark fractions (0, $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{3}$ , $\frac{3}{4}$ , 1) and decimals (0, 0.25, 0.50, 0.75, 1.00) in a variety of representations.	-Comparing Fractions	<ul style="list-style-type: none"> <li>- Compare Fractions with Different Denominators</li> <li>- Compare Fractions Using a Common Denominator</li> <li>- Compare Fractions Using Visual Models</li> </ul>
<b>Numbers &amp; Operations (N): 4.N.4 - Determine the value of bills and coins in order to solve monetary transactions.</b>			
4.N.4.1	Select the fewest number of coins for a given amount of money up to one dollar.		
4.N.4.2	Given a total cost (dollars and coins up to twenty dollars) and amount paid (dollars and coins up to twenty dollars), find the change required in a variety of ways.		
<b>Algebraic Reasoning &amp; Algebra (A): 4.A.1 - Describe, create, and analyze multiple representations of patterns to solve real-world and mathematical problems.</b>			
4.A.1.1	Create an input/output chart or table to represent or extend a numerical pattern.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
4.A.1.2	Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
4.A.1.3	Construct models to show growth patterns involving geometric shapes and define the single operation rule of the pattern.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

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<b>Algebraic Reasoning &amp; Algebra (A): 4.A.2 - Use multiplication and division with variables to create number sentences representing a given mathematical situation.</b>			
4.A.2.1	Use the relationships between multiplication and division with the properties of multiplication to solve problems and find values for variables that make number sentences true.	-Find Whole Number Quotients -Multiplicative Comparisons	- Use Partial Quotients to Divide - Use Visual Models to Divide - Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
4.A.2.2	Solve for a variable in an equation involving addition, subtraction, multiplication, or division with whole numbers. Analyze models to represent number sentences and vice versa.	-Multiply with Word Problems -Multistep Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems - Solve Multistep Word Problems
4.A.2.3	Determine the unknown addend or factor in equivalent and non-equivalent expressions (e.g., $5 + 6 = 4 + \diamond$ , $3 \cdot 8 < 3 \cdot \diamond$ ).	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for Numbers 1-100
<b>Geometry and Measurement (GM): 4.GM.1 - Name, describe, classify, and construct polygons and three- dimensional figures based on their attributes; recognize polygons and three-dimensional figures in real-life and mathematical situations.</b>			
4.GM.1.1	Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various models.		
4.GM.1.2	Describe, classify, construct quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various models.		
4.GM.1.3	Given two three-dimensional shapes, identify each shape. Compare and contrast their similarities and differences based on their attributes.		

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<b>Geometry and Measurement (GM): 4.GM.2 - Recognize and measure attributes in real-world and mathematical situations using various tools.</b>			
4.GM.2.1	Measure angles in geometric figures and real-world objects with a protractor/angle ruler.	-Measuring Angles	
4.GM.2.2	Find the area of polygons by determining if they can be decomposed into rectangles.	-Area and Perimeter	- Use Formulas to Find Area & Perimeter of a Rectangle
4.GM.2.3	Develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use a variety of tools, create models to determine volume using appropriate measurements (e.g., $\text{cm}^3$ ).	-Counting Units to Find Volume -Volume of Rectangular Prisms	- Measure Volume Using Unit Cubes
4.GM.2.4	Choose an appropriate instrument to measure the length of an object to the nearest whole centimeter or quarter inch.		
4.GM.2.5	Recognize and use the relationship between inches, feet, and yards to measure and compare objects.	-Customary and Metric Measurement	- Convert Units of Time
4.GM.2.6	Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects.	-Customary and Metric Measurement	- Convert Units of Time
4.GM.2.7	Determine/justify the best use of customary and metric measurements in a variety of situations (liquid volumes, mass vs. weight, temperatures above 0 (zero) degrees, length).	-Customary and Metric Measurement	- Convert Units of Time
<b>Geometry and Measurement (GM): 4.GM.3 - Determine elapsed time and convert between units of time.</b>			
4.GM.3.1	Determine elapsed time.	-Word Problems	
4.GM.3.2	Convert one measure of time to another with seconds to minutes, minutes to hours, hours to days, and vice versa, using various models.	-Customary and Metric Measurement	- Convert Units of Time
<b>Data &amp; Probability (D): 4.D.1 - Summarize, construct, and analyze data.</b>			
4.D.1.1	Create and organize data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, units.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.D.1.2	Organize data sets to create tables, bar graphs, timelines, and Venn diagrams. The data may include benchmark fractions or decimals. ( $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{3}$ , $\frac{3}{4}$ , 0.25, 0.50, 0.75)	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.D.1.3	Solve one- and two-step problems by analyzing data in whole number, decimal, or fraction form in a frequency table and line plot.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

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<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
5.1.L.1	Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.		
5.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
5.1.S.1	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.		
5.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.		
5.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.		
<b>Standard 2: Reading and Writing Foundations - Print Concepts; Students will demonstrate their understanding of the organization and basic features of print.</b>			
5.2.PC	Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.		
<b>Standard 2: Reading and Writing Foundations - Spelling/Encoding; Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>			
5.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: <ul style="list-style-type: none"> <li>• letter-sound correspondences</li> <li>• all major syllable types (i.e., closed, +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>		
5.2.SE.2	Students will use structural analysis to correctly spell the following parts of words: <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common spelling rules related to adding prefixes and suffixes</li> </ul>		



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<b>Standard 2: Reading and Writing Foundations - Fluency; Students will read grade-level text smoothly and accurately, with appropriate expression.</b>			
5.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.		
5.2.F.2	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
5.2.R.1	Students will explain how key supporting details support the main idea of a text.	<ul style="list-style-type: none"> <li>-Identify Theme Through Characters</li> <li>-Summarizing a Text</li> <li>-Main Idea and Details</li> </ul>	<ul style="list-style-type: none"> <li>- Identify What Should Be Included in a Summary of a Fictional Text</li> <li>- Use Key Details in a Text to Summarize the Story</li> <li>- Identify the Theme of a Poem and Story</li> <li>- Use Details to Find Two or More Main Ideas in an Informational Text</li> </ul>
5.2.R.2	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	<ul style="list-style-type: none"> <li>-Relating Pieces to the Whole</li> <li>-Enhance Meaning with Multimedia</li> <li>-Enhance Tone with Multimedia</li> <li>-Comparing Similar Texts</li> <li>-Using Text Features</li> <li>-Integrate Information</li> </ul>	<ul style="list-style-type: none"> <li>- Make Connections Between Stanzas in a Poem</li> </ul>
5.2.R.3	Students will summarize and sequence the important events of a story.	<ul style="list-style-type: none"> <li>-Identify Theme Through Characters</li> <li>-Summarizing a Text</li> </ul>	<ul style="list-style-type: none"> <li>- Identify What Should Be Included in a Summary of a Fictional Text</li> <li>- Use Key Details in a Text to Summarize the Story</li> <li>- Identify the Theme of a Poem and Story</li> </ul>
5.2.R.4	Students will summarize facts and details from an informational text.	<ul style="list-style-type: none"> <li>-Main Idea and Details</li> </ul>	<ul style="list-style-type: none"> <li>- Use Details to Find Two or More Main Ideas in an Informational Text</li> </ul>

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<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
5.2.W.1	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.		
5.2.W.2	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order/transitions).		
5.2.W.3	Students will routinely/recursively edit drafts for punctuation, capitalization, correctly-spelled grade-level words, using resources as needed.		
5.2.W.4	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
5.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.	-Author's Argument	
5.3.R.2	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.	-Narrator's Point of View	- Identify the Point of View of a Story
5.3.R.3	Students will determine how literary elements contribute to the meaning of a literary text: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict</li> <li>● theme</li> </ul>	-Comparing Story Elements -Comparing Similar Texts	- Compare and Contrast Elements in a Story
5.3.R.4	Students will determine how literary devices contribute to the meaning of a text: <ul style="list-style-type: none"> <li>● imagery</li> <li>● metaphor</li> <li>● idiom</li> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases

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5.3.R.5	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.	-Explicit Meaning and Inferences -Quotes and Direct Evidence -Comparing Structures	- Make Inferences Using Text Evidence - Use Quotes to Support Inferences About a Text - Identify Structure of a Text
5.3.R.6	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.		
5.3.R.7	Students will distinguish the structures of informational texts: <ul style="list-style-type: none"> <li>● compare/contrast</li> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	-Explain Two Related Ideas -Comparing Text Structure -Integrate Information	- Explain How Two Ideas are Related - Identify the Structure of a Text
<b>Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>			
5.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> <li>● include plots with a climax and resolution</li> <li>● include developed characters who overcome conflicts and use dialogue</li> <li>● use a consistent point of view</li> <li>● unfold in chronological sequence</li> <li>● use sentence variety, sensory details, and vivid language to create interest</li> <li>● model literary elements and/or literary devices from mentor texts</li> </ul>		
5.3.W.2	Students will compose informative essays that: <ul style="list-style-type: none"> <li>● introduce and develop a topic</li> <li>● incorporate evidence (e.g., specific facts, examples, charts, and graphs)</li> <li>● maintain an organized structure with transitional words and phrases</li> <li>● use sentence variety and word choice to create interest</li> <li>● model literary devices from mentor texts</li> </ul>		
5.3.W.3	Students will write opinion essays that: <ul style="list-style-type: none"> <li>● introduce a topic and state a clear opinion</li> <li>● incorporate relevant, text-based evidence to support the opinion</li> <li>● use sentence variety and word choice to create interest</li> <li>● organize writing in a logical sequence with transitional words and phrases</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
5.4.R.1	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.		
5.4.R.2	Students will use context clues to clarify the meaning of words.		
5.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.		
5.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		
5.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
5.4.W.1	Students will use grade-level vocabulary in writing to clearly communicate ideas.		
5.4.W.2	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
5.5.R.1	Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.		
5.5.R.2	Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> <li>● nouns</li> <li>● verb tense to identify settings, times, sequences, and conditions</li> <li>● subject and verb agreement</li> <li>● adjectives</li> <li>● prepositional phrases</li> <li>● intensive pronouns and their antecedents</li> <li>● coordinating conjunctions</li> <li>● adverbs</li> <li>● interjections</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
5.5.W.1	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.		
5.5.W.2	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.		
5.5.W.3	Students will recognize, correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, inappropriate shifts in pronoun number and person.		
5.5.W.4	Students will write using correct capitalization mechanics. Grade of Mastery: 4		
5.5.W.5	Students will write using correct end mark mechanics. Grade of Mastery: 4		
5.5.W.6	Students will use the correct forms of it's/its, you're/your, and they're/there/their.		
5.5.W.7	Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.		
5.5.W.8	Students will use a colon to introduce a list.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
5.6.R.1	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).		
5.6.R.2	Students will identify and use text features (e.g., graphics, captions, charts, tables, words, legends, headings/subheadings, bold/italicized) to analyze the structure of informational texts.	-Using Text Features	- Use Text Features to Answer Questions About a Text
5.6.R.3	Students will determine the relevance and reliability of the information gathered.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
5.6.W.1	Students will formulate a viable research question.		
5.6.W.2	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).		
5.6.W.3	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
5.7.R	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	-Using Text Features	- Use Text Features to Answer Questions About a Text
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
5.7.W	Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
5.8.R	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
5.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 5.N.1 - Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.</b>			
5.N.1.1	Represent decimal fractions (e.g., $\frac{1}{10}$ , $\frac{1}{100}$ ) using a variety of models (e.g., 10 by 10 grids, base-ten blocks, meter stick) and show the rational number relationships among fractions, decimals and whole numbers.	<ul style="list-style-type: none"> <li>-Solving Decimal Equations</li> <li>-Multiplying Fractions</li> <li>-Word Problems: Mixed Numbers</li> <li>-Dividing Fractions and Numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations</li> <li>- Divide Decimals Using Base Ten Models</li> <li>- Use Strategies to Multiply Two Fractions</li> <li>- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)</li> <li>- Use Different Strategies to Divide Whole Numbers by Fractions</li> </ul>
5.N.1.2	Read, write, and represent decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers up to seven digits.	<ul style="list-style-type: none"> <li>-Read/Write Decimals: Thousandths</li> <li>-Compare Decimals to Thousandths</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the Expanded Form of Decimals to the Thousandths</li> <li>- Read Decimals to the Thousandths in Expanded Form</li> <li>- Read and Write Decimals</li> <li>- Compare Two Decimals</li> </ul>
5.N.1.3	Compare and order decimals and fractions, including mixed numbers and fractions less than one, and locate on a number line.	<ul style="list-style-type: none"> <li>-Compare Decimals to Thousandths</li> </ul>	<ul style="list-style-type: none"> <li>- Compare Two Decimals</li> </ul>
5.N.1.4	Recognize and generate equivalent terminating decimals, fractions, mixed numbers, and fractions in various models.	<ul style="list-style-type: none"> <li>-Add and Subtract Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Add Fractions with Unlike Denominators</li> <li>- Use Visuals to Add and Subtract Fractions with Unlike Denominators</li> </ul>
<b>Numbers &amp; Operations (N): 5.N.2 - Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.</b>			
5.N.2.1	Estimate solutions to division problems to assess the reasonableness of results.	<ul style="list-style-type: none"> <li>-Order of Operations</li> </ul>	<ul style="list-style-type: none"> <li>- Solve Problems Using Order of Operations</li> </ul>
5.N.2.2	Divide multi-digit numbers, by one- and two-digit divisors, based on knowledge of place value, including but not limited to standard algorithms.	<ul style="list-style-type: none"> <li>-Find Whole Number Quotients</li> </ul>	<ul style="list-style-type: none"> <li>- Solve Division Problems Using the Standard Algorithm</li> <li>- Solve Division Problems Using an Area Model</li> </ul>

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
5.N.2.3	Recognize that remainders can be represented in a variety of ways, including a whole number, fraction, or decimal. Determine the most meaningful form of a remainder based on the context of the problem.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.N.2.4	Construct models to solve multi-digit whole number problems requiring addition, subtraction, multiplication, and division using various representations, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
<b>Numbers &amp; Operations (N): 5.N.3 - Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals to solve real-world and mathematical problems.</b>			
5.N.3.1	Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.	-Word Problems: Basic Fractions -Round Decimals to Any Place	- Solve Word Problems Involving the Addition and Subtraction of Fractions - Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
5.N.3.2	Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of mathematical models (e.g., fraction strips, area models, number lines, fraction rods).	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
5.N.3.3	Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, involving money, measurement, geometry, and data. Use various models and efficient strategies, including but not limited to standard algorithms.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.N.3.4	Apply mental math and knowledge of place value (no written computations) to find 0.1 more or 0.1 less than a number, 0.01 more or 0.01 less than a number, and 0.001 more or 0.001 less than a number.	-Multiplication Patterns and Exponents -Round Decimals to Any Place	- Multiply Numbers with Exponents - Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line



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<b>Algebraic Reasoning &amp; Algebra (A): 5.A.1 - Describe and graph patterns of change created through numerical patterns.</b>			
<b>5.A.1.1</b>	Use tables and rules with up to two operations to describe patterns of change and make predictions and generalizations about various mathematical situations.	-Understand Patterns -Multiplication Patterns and Exponents	- Complete a Function Table Based on an Identified Pattern - Multiply Numbers with Exponents
<b>5.A.1.2</b>	Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.	-Define the Coordinate System -Graph Points on a Coordinate Plane	- Plot Ordered Pairs on the Coordinate System - Graph Real World Situations on a Coordinate Plane
<b>Algebraic Reasoning &amp; Algebra (A): 5.A.2 - Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.</b>			
<b>5.A.2.1</b>	Generate equivalent numerical expressions and solve problems using number sense involving whole numbers by applying the commutative property, associative property, distributive property, and order of operations (excluding exponents).	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
<b>5.A.2.2</b>	Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.		
<b>5.A.2.3</b>	Evaluate expressions involving variables when values for the variables are given.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
<b>Geometry and Measurement (GM): 5.GM.1 - Describe, identify, classify, and construct two- and three- dimensional figures using their geometric attributes.</b>			
<b>5.GM.1.1</b>	Describe, identify, classify, and construct triangles (equilateral, right, scalene, isosceles) by their attributes using various mathematical models.	-Classifying Quadrilaterals	
<b>5.GM.1.2</b>	Describe, identify, and classify three-dimensional figures (cubes, rectangular prisms, and pyramids) and their attributes (number of edges, faces, vertices, shapes of faces), given various mathematical models.	-Classifying Quadrilaterals	
<b>5.GM.1.3</b>	Recognize/draw a net for a three-dimensional figure (cube, rectangular prism, pyramid).		

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<b>Geometry and Measurement (GM): 5.GM.2 - Determine volume using the object's dimensions. Compare and analyze rectangular prisms with equivalent volume to recognize their different dimensions.</b>			
<b>5.GM.2.1</b>	Determine the volume of rectangular prisms by the number of unit cubes (n) used to construct the shape and by the product of the dimensions of the prism $a \cdot b \cdot c = n$ . Understand rectangular prisms of different dimensions (p, q, and r) can have the same volume if $a \cdot b \cdot c = p \cdot q \cdot r = n$ .		
<b>5.GM.2.2</b>	Estimate the perimeter of polygons and create arguments for reasonable perimeter values of shapes that may include curves.		
<b>Geometry and Measurement (GM): 5.GM.3 - Understand angle, length, weight, and capacity as measurable attributes of real-world and mathematical objects, using various tools to measure them. Solve real-world problems of length.</b>			
<b>5.GM.3.1</b>	Measure and compare angles according to size using various tools.	-Measuring Angles	
<b>5.GM.3.2</b>	Measure the length of an object to the nearest whole centimeter or up to 1/16 inch using an appropriate instrument.		
<b>5.GM.3.3</b>	Apply the relationship between inches, feet, and yards to measure, convert, and compare objects to solve problems.	-Converting Measurements	- Convert Units of Metric Length
<b>5.GM.3.4</b>	Apply the relationship between millimeters, centimeters, and meters to measure, convert, and compare objects to solve problems.	-Converting Measurements	- Convert Units of Metric Length
<b>5.GM.3.5</b>	Estimate lengths and geometric measurements to the nearest whole unit, using benchmarks in customary and metric measurement systems.		
<b>Data &amp; Probability (D): 5.D.1 - Create and analyze data to find the range and measures of central tendency (mean, median, mode).</b>			
<b>5.D.1.1</b>	Find the measures of central tendency (i.e., mean, median, mode) and range of a set of data. Understand that the mean is a "leveling out" or central balance point of the data.	-Summarizing Data Sets	
<b>5.D.1.2</b>	Create and analyze line and double-bar graphs with increments of whole numbers, fractions, and decimals.		

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<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
6.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.		
6.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
6.1.S.1	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions.		
6.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.		
6.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information, determining purpose, content, and form to suit the audience.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
6.2.R.1	Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	-Introduction to Theme -Central Idea of a Text	- Use Key Details From the Text to Determine Theme or Main Idea of the Story - Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details in an Informational Text
6.2.R.2	Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	-Compare and Contrast Genres	
6.2.R.3	Students will paraphrase a paragraph in their own words to demonstrate comprehension.	-Introduction to Text Structure -Text Structure	- Use the Structure of a Text to Identify the Theme

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<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
6.2.W.1	Students will routinely and recursively prewrite (e.g., develop ideas and plan).		
6.2.W.2	Students will routinely/recursively organize and develop ideas to compose a first draft.		
6.2.W.3	Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order/transitions).		
6.2.W.4	Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	-Compare a Text with a Performance -Compare and Contrast	
6.3.R.2	Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	-Author's Argument -Point of View	- Analyze the Point of View of a Poem
6.3.R.3	Students will analyze how literary elements contribute to the meaning of a literary text: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient)</li> </ul>	-Plot Development	- Describe the Plot and How Characters Respond to It
6.3.R.4	Students will analyze how literary devices contribute to the meaning of a text: <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> </ul>		
6.3.R.5	Students will identify literary elements and devices that impact a text's theme.	-Introduction to Theme -Central Idea of a Text	- Use Key Details From the Text to Determine Theme or Main Idea of the Story - Identify the Main/Central Idea and Key Details in an Informational Text

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6.3.R.6	Students will categorize facts included in an argument as for or against an issue.	-Author's Argument	
6.3.R.7	Students will analyze how informational text structures support the author's purpose: <ul style="list-style-type: none"> <li>• compare/contrast</li> <li>• cause/effect</li> <li>• problem/solution</li> <li>• description</li> <li>• sequential</li> </ul>	-Development of an Idea or Event -Author's Argument	
6.3.R.8	Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.	-Textual Evidence and Inferences -Textual Evidence -Development of an Idea or Event	- Use Text Evidence to Make Inferences - Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts

**Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.**

6.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> <li>• include plots involving characters resolving conflicts</li> <li>• unfold in chronological sequence</li> <li>• include a narrator, precise language, sensory details, and dialogue to enhance the narrative</li> <li>• use sentence variety to create clarity</li> <li>• emulate literary elements and/or literary devices from mentor texts</li> </ul>		
6.3.W.2	Students will compose informative essays or reports that: <ul style="list-style-type: none"> <li>• objectively introduce and develop topics</li> <li>• incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>• maintain an organized structure</li> <li>• use sentence variety and word choice to create clarity</li> <li>• emulate literary devices from mentor texts</li> </ul>		
6.3.W.3	Students will compose argumentative essays that: <ul style="list-style-type: none"> <li>• introduce precise claims</li> <li>• organize claims and evidence in a logical sequence</li> <li>• provide relevant evidence to develop arguments, using credible sources</li> <li>• use sentence variety and word choice to create clarity</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
6.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.		
6.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.		
6.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.		
6.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
6.4.W.1	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.		
6.4.W.2	Students will select language in writing to create a specific effect according to purpose.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
6.5.R.1	Students will recognize simple, compound, and complex sentences.		
6.5.R.2	Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> <li>● nouns</li> <li>● verb tense to signify various times, sequences, conditions, and states</li> <li>● subject and verb agreement</li> <li>● adjectives</li> <li>● prepositional phrases</li> <li>● reflexive pronouns and their antecedents</li> <li>● singular they/them/their</li> <li>● subordinating conjunctions</li> <li>● adverbs</li> <li>● interjections</li> </ul>		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
6.5.W.1	Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.		
6.5.W.2	Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.		
6.5.W.3	Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.		
6.5.W.4	Students will write using correct capitalization mechanics. Grade of Mastery: 4		
6.5.W.5	Students will write using correct end mark mechanics. Grade of Mastery: 4		
6.5.W.6	Students will write using correct apostrophe mechanics. Grade of Mastery: 5		
6.5.W.7	Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).		
6.5.W.8	Students will use a colon to introduce a quotation from a source (e.g., According to National Geographic, meerkat homes are quite comfortable: “Each burrow is extensive tunnel-and-room system that remains cool even under the broiling African sun.”).		
6.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.		
6.5.W.10	Students will use underlining or italics to indicate titles of works.		
6.5.W.11	Students will use a semicolon to punctuate compound sentences.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
6.6.R.1	Students will use their own viable research questions to gather information about a topic		
6.6.R.2	Students will record and organize information from various primary and secondary sources.		
6.6.R.3	Students will determine the relevance and reliability of the information gathered.		
<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
6.6.W.1	Students will formulate and refine a viable research question.		
6.6.W.2	Students will develop a clear, concise thesis statement.		
6.6.W.3	Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
6.7.R	Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
6.7.W	Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
6.8.R	Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
6.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.		



OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 6.N.1 - Read, write, and represent rational numbers expressed as integers, fractions, decimals, percents, and ratios; use these representations in real-world and mathematical situations.</b>			
6.N.1.1	Use manipulatives and models (e.g., number lines) to determine positive and negative numbers and their contexts, identify opposites, and explain the meaning of 0 (zero) in a variety of situations.	-Positive and Negative Numbers -Opposites of Numbers -Graphing in the Coordinate Plane	
6.N.1.2	Compare and order positive rational numbers, represented in various forms, or integers using the symbols "<", ">", and "=".	-Graphing in the Coordinate Plane	
6.N.1.3	Explain that a percent represents parts "out of 100" and ratios "to 100."	-Percent of a Quantity	
6.N.1.4	Determine equivalencies among fractions, mixed numbers, decimals, and percents.	-Generate Equivalent Expressions	
<b>Numbers &amp; Operations (N): 6.N.2 - Read, write, and model whole number and integer operations to solve problems.</b>			
6.N.2.1	Estimate solutions for integer addition and subtraction of problems in order to assess the reasonableness of results.	-Add and Subtract Rational Numbers	
6.N.2.2	Illustrate addition and subtraction of integers using a variety of representations.	-Add and Subtract Rational Numbers	
6.N.2.3	Add and subtract integers in a variety of situations; use efficient and generalizable procedures including but not limited to standard algorithms.	-Add and Subtract Rational Numbers	
6.N.2.4	Identify and represent patterns with whole-number exponents/perfect squares. Evaluate powers with whole-number bases/exponents.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
6.N.2.5	Factor whole numbers and express prime and composite numbers as a product of prime factors with exponents.	-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 Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs: 1-100
6.N.2.6	Determine the greatest common factors and least common multiples. Use common factors and multiples to calculate with fractions, find equivalent fractions, express the sum of two-digit numbers with common factor using the distributive property.	-Common Multiples & Factors	- Find the Greatest Common Factor

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<b>Numbers &amp; Operations (N): 6.N.3 - Explain and use the concept of ratio and its relationship to other rational numbers and to the multiplication and division of whole numbers. Use ratios to solve problems.</b>			
6.N.3.1	Identify and use ratios to compare and relate quantities in multiple ways. Recognize that multiplicative comparison and additive comparison are different.	-Introduction to Ratios -Ratio Tables -Using Ratios to Convert Units	- Complete a Ratio Table
6.N.3.2	Determine the unit rate for ratios.	-Intro. to Unit Rates	
6.N.3.3	Apply the relationship between ratios, equivalent fractions, unit rates, and percents to solve problems in various contexts.	-Percent of a Quantity	
<b>Numbers &amp; Operations (N): 6.N.4 - Multiply and divide decimals, fractions, and mixed numbers; solve real-world and mathematical problems with rational numbers.</b>			
6.N.4.1	Estimate solutions to problems with whole numbers, decimals, fractions, and mixed numbers, and use the estimates to assess the reasonableness of results in context.	-Multi-Step, Real-World Problems	
6.N.4.2	Illustrate multiplication/division of fractions and decimals to show connections to fractions, whole number multiplication, inverse relationships.	-Dividing Fractions	
6.N.4.3	Multiply and divide fractions and decimals using efficient and generalizable procedures.	-Dividing Fractions -Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.N.4.4	Use mathematical modeling to solve/interpret problems including money, measurement, geometry, and data requiring arithmetic with decimals, fractions and mixed numbers.	-Multi-Step, Real-World Problems	
<b>Algebraic Reasoning &amp; Algebra (A): 6.A.1 - Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs, and rules to model and solve mathematical problems.</b>			
6.A.1.1	Plot integer- and rational-valued (halves and fourths) ordered-pairs as coordinates in all four quadrants and recognize reflective relationships among coordinates that differ only by their signs.	-Opposites of Numbers -Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.A.1.2	Represent relationships between two varying positive quantities involving no more than two operations with rules, graphs, tables; translate between any two of these representations.		
6.A.1.3	Use and evaluate variables in expressions, equations, and inequalities that arise from various contexts, including determining when or if, for a given value of the variable, an equation or inequality involving a variable is true or false.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Algebraic Reasoning &amp; Algebra (A): 6.A.2 - Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.</b>			
<b>6.A.2.1</b>	Generate equivalent expressions and evaluate expressions involving positive rational numbers by applying the commutative, associative, and distributive properties and order of operations to model and solve mathematical problems.	-Equivalent Expressions	
<b>Algebraic Reasoning &amp; Algebra (A): 6.A.3 - Use equations and inequalities to model and solve mathematical problems and use the idea of maintaining equality to solve equations. Interpret solutions in the original context.</b>			
<b>6.A.3.1</b>	Model mathematical situations using expressions, equations and inequalities involving variables and rational numbers.	-Writing Expressions -Solving Equations -Solving Inequalities	- Construct Expressions to Represent Word Problems
<b>6.A.3.2</b>	Use number sense and properties of operations and equality to model and solve mathematical problems involving equations in the form $x + p = q$ and $px = q$ , where $p$ and $q$ are nonnegative rational numbers. Graph the solution on a number line, interpret the solution in the original context, and assess the reasonableness of the solution.	-Solve One Variable Equations	
<b>Geometry and Measurement (GM): 6.GM.1 - Use translations, reflections, and rotations to establish congruence and understand symmetry (not on a coordinate plane).</b>			
<b>6.GM.1.1</b>	Predict, describe, and apply translations (slides), reflections (flips), and rotations (turns) to a two-dimensional figure.		
<b>6.GM.1.2</b>	Recognize that translations, reflections, and rotations preserve congruence and use them to show that two figures are congruent.		
<b>6.GM.1.3</b>	Identify and describe the line(s) of symmetry in two-dimensional shapes.		
<b>Geometry and Measurement (GM): 6.GM.2 - Use mathematical modeling to calculate the area of squares, parallelograms, and triangles to solve problems.</b>			
<b>6.GM.2.1</b>	Develop and use formulas for the area of squares and parallelograms using a variety of methods including but not limited to standard algorithms and finding unknown measures.		
<b>6.GM.2.2</b>	Develop and use formulas to determine the area of triangles and find unknown measures.		
<b>6.GM.2.3</b>	Find the area of right triangles, other triangles, special quadrilaterals, and polygons that can be decomposed into triangles/other shapes.		

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<b>Geometry and Measurement (GM): 6.GM.3 - Understand and use relationships between angles in geometric figures.</b>			
6.GM.3.1	Solve problems using the relationships between the angles (vertical, complementary, and supplementary) formed by intersecting lines.		
6.GM.3.2	Develop and use the fact that the sum of the interior angles of a triangle is $180^\circ$ to determine missing angle measures in a triangle.		
<b>Geometry and Measurement (GM): 6.GM.4 - Choose appropriate units of measurement and use ratios to convert within measurement systems to model and solve real-world and mathematical problems.</b>			
6.GM.4.1	Estimate weights and capacities using benchmarks in customary and metric measurement systems with appropriate units.		
6.GM.4.2	Solve problems that require the conversion of lengths within the same measurement systems using appropriate units.	-Converting Measurements -Using Ratios to Convert Units	- Convert Units of Metric Length
<b>Data &amp; Probability (D): 6.D.1 - Interpret and analyze data.</b>			
6.D.1.1	Interpret the mean, median, and mode for a set of data.	-Summarizing Data Sets	
6.D.1.2	Explain and justify which measure of center (mean, median, or mode) would provide the most descriptive information for a given set of data.	-Measures of Center and Variation -Summarizing Data Sets	
<b>Data &amp; Probability (D): 6.D.2 - Use probability to model and solve mathematical problems; represent probabilities using fractions and decimals.</b>			
6.D.2.1	Represent possible outcomes using a probability continuum from impossible to certain.	-Probability of a Chance Event	
6.D.2.2	Determine the sample space for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables or pictorial representations.	-Probabilities of Compound Events	
6.D.2.3	Demonstrate simple experiments in which the probabilities are known and compare the resulting relative frequencies with the known probabilities, recognizing that there may be differences between the two results.	-Predict and Compare Probability	

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
7.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.		
7.1.L.2	Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
7.1.S.1	Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.		
7.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.		
7.1.S.3	Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
7.2.R.1	Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	-Thematic Development -Central Ideas in a Text	
7.2.R.2	Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	-Cite Textual Evidence -Textual Evidence and Inference -How Ideas Are Related	
7.2.R.3	Students will paraphrase a short passage in own words to demonstrate comprehension.	-Elements of a Short Story	
<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
7.2.W.1	Students will routinely and recursively prewrite (e.g., develop ideas and plan).		

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7.2.W.2	Students will routinely/recursively organize and develop ideas to compose a first draft.		
7.2.W.3	Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).		
7.2.W.4	Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
7.3.R.1	Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	-Compare Text and Multimedia -Historical Fiction -Print vs. Multimedia Text -Compare Texts, Analyze Arguments	
7.3.R.2	Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	-Author's Point of View and Goal -Contrasting Point of View	
7.3.R.3	Students will analyze literary elements to support an interpretation of a text: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient and second person)</li> </ul>	-Elements of a Short Story	
7.3.R.4	Students will analyze literary devices to support an interpretation of a text: <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> <li>● verbal irony</li> </ul>	-Figurative Language	
7.3.R.5	Students will identify literary elements and devices that impact a text's theme and mood.	-Elements of a Short Story -Text Structure -Contrasting Point of View	
7.3.R.6	Students will distinguish factual claims from opinions.	-Compare Texts, Analyze Arguments	

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7.3.R.7	Students will analyze how informational text structures support the author's purpose: <ul style="list-style-type: none"> <li>• compare/contrast</li> <li>• cause/effect</li> <li>• problem/solution</li> <li>• description</li> <li>• sequential</li> </ul>	-Author's Point of View and Goal -Text Structure	
7.3.R.8	Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.	-Cite Textual Evidence -Textual Evidence and Inference	

**Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.**

7.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> <li>• include plots involving complex characters resolving conflicts</li> <li>• unfold in chronological or surprising sequence (e.g., foreshadowing)</li> <li>• include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative</li> <li>• use sentence variety to create clarity</li> <li>• emulate literary elements and/or literary devices from mentor texts</li> </ul>		
7.3.W.2	Students will compose informative essays or reports that: <ul style="list-style-type: none"> <li>• objectively introduce and develop topics</li> <li>• incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>• maintain an organized structure</li> <li>• use sentence variety and word choice to create clarity</li> <li>• establish and maintain a formal style</li> <li>• emulate literary devices from mentor texts</li> </ul>		
7.3.W.3	Students will compose argumentative essays that: <ul style="list-style-type: none"> <li>• introduce precise claims</li> <li>• organize claims and evidence in a logical sequence</li> <li>• provide relevant evidence to develop arguments, using credible sources</li> <li>• use sentence variety and word choice to create clarity</li> <li>• establish and maintain a formal style</li> </ul>		

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<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
7.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.		
7.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.		
7.4.R.3	Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.		
7.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		
7.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
7.4.W.1	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.		
7.4.W.2	Students will select language in writing to create a specific effect according to purpose.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
7.5.R.1	Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.		
7.5.R.2	Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> <li>● nouns</li> <li>● gerunds</li> <li>● subject and verb agreement</li> <li>● cumulative and coordinate adjectives</li> <li>● demonstrative pronouns</li> <li>● vague pronouns (i.e., ones with unclear or ambiguous antecedents)</li> <li>● singular they/them/their</li> <li>● correlative conjunctions</li> <li>● adverbs</li> <li>● interjections</li> </ul>		



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<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
7.5.W.1	Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.		
7.5.W.2	Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.		
7.5.W.3	Students will recognize and correct following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
7.5.W.4	Students will write using correct capitalization mechanics. Grade of Mastery: 4		
7.5.W.5	Students will write using correct end mark mechanics. Grade of Mastery: 4		
7.5.W.6	Students will write using correct apostrophe mechanics. Grade of Mastery: 5		
7.5.W.7	Students will use commas to separate words or phrases in a series.		
7.5.W.8	Students will use a colon to introduce a quotation from a source.		
7.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.		
7.5.W.10	Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.		
7.5.W.11	Students will use a semicolon to punctuate compound and compound-complex sentences.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
7.6.R.1	Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.		
7.6.R.2	Students will find, record, organize information from a variety of primary and secondary sources, following ethical and legal guidelines.		
7.6.R.3	Students will determine the relevance, reliability, validity of the information gathered.		

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<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
7.6.W.1	Students will formulate and refine a viable research question.		
7.6.W.2	Students will develop a clear, concise thesis statement.		
7.6.W.3	Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.		
7.6.W.4	Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
7.7.R	Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.		
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
7.7.W	Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
7.8.R	Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
7.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.		

OK Code	Oklahoma Standard	Quest Title	Small Group Skill Lesson
<b>Numbers &amp; Operations (N): 7.N.1 - Read, write, represent, and compare rational numbers, expressed as integers, fractions, and decimals. Explain and apply the concept of absolute value.</b>			
7.N.1.1	Compare and order rational numbers expressed in various forms using the symbols "<", ">", and "=".	-Graphing in the Coordinate Plane	
7.N.1.2	Recognize and generate equivalent representations of rational numbers, including equivalent fractions.	-Convert Numbers to Decimals	
7.N.1.3	Explain the relationship between the absolute value of a rational number and the distance of that number from zero on a number line. Use the symbol for absolute value. Apply concept of absolute value to model/solve problems.	-Absolute Value	
<b>Numbers &amp; Operations (N): 7.N.2 - Calculate with rational numbers, with and without positive integer exponents, to model and solve mathematical problems.</b>			
7.N.2.1	Estimate solutions to multiplication and division of integers in order to assess the reasonableness of results.	-Multiply and Divide Rational Numbers	
7.N.2.2	Illustrate multiplication and division of integers using a variety of representations.	-Multiply and Divide Rational Numbers	
7.N.2.3	Multiply and divide integers in a variety of situations; use efficient and generalizable procedures, including standard algorithms.	-Multiply and Divide Rational Numbers -Convert Numbers to Decimals	
7.N.2.4	Raise rational numbers (integers, fractions, and decimals) to positive integer exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
7.N.2.5	Model and solve problems using rational numbers involving addition, subtraction, multiplication, division, and positive integer exponents.	-Add Rational Numbers -Subtract Rational Numbers -Four Operations with Numbers	
<b>Algebraic Reasoning &amp; Algebra (A): 7.A.1 - Explain the concept of proportionality in mathematical models and situations and distinguish between proportional and non-proportional relationships.</b>			
7.A.1.1	Identify a relationship between two varying quantities, x and y, as proportional if it can be expressed in the form $y/x = k$ or $y = kx$ ; distinguish proportional relationships from non-proportional relationships.	-Relationships and Slope	

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7.A.1.2	Recognize that the graph of a proportional relationship is a line through the origin and the coordinate (1, r), where r is the slope and the unit rate (constant of proportionality, k).	-Relationships and Slope	
<b>Algebraic Reasoning &amp; Algebra (A): 7.A.2 - Identify and justify proportional relationships using mathematical models and situations; solve problems involving proportional relationships and interpret results in the original context.</b>			
7.A.2.1	Represent proportional relationships with tables, verbal descriptions, symbols, and graphs; translate from one representation to another. Determine and compare the unit rate (constant of proportionality, slope, or rate of change) given any of these representations.	-Compute Unit Rates -Find, Show Proportional Amounts -Represent Proportions -Represent Proportions	
7.A.2.2	Solve multi-step problems with proportional relationships (e.g., distance-time, percent increase or decrease, discounts, tips, unit pricing, mixtures and concentrations, similar figures, other mathematical situations).	-Multi-Step, Real-World Problems	
7.A.2.3	Use proportional reasoning to solve problems involving ratios.	-Ratio, Proportion Word Problems	
7.A.2.4	Use proportional reasoning to assess the reasonableness of solutions.	-Generate Equivalent Expressions	
<b>Algebraic Reasoning &amp; Algebra (A): 7.A.3 - Represent mathematical situations using equations and inequalities involving variables and rational numbers.</b>			
7.A.3.1	Write and solve problems leading to linear equations with one variable in the form $px + q = r$ and $p(x + q) = r$ , where p, q, and r are rational numbers.	-Solving Equations -Solving Inequalities -Solutions to Linear Equations	
7.A.3.2	Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form $x + p > q$ and $x + p < q$ , where p, and q are nonnegative rational numbers.	-Solving Inequalities	
<b>Algebraic Reasoning &amp; Algebra (A): 7.A.4 - Use order of operations and properties of operations to generate and evaluate equivalent numerical and algebraic expressions.</b>			
7.A.4.1	Use properties of operations (associative, commutative, and distributive) to generate equivalent numerical and algebraic expressions containing rational numbers, grouping symbols/whole number exponents.	-Generate Equivalent Expressions -Evaluating Expressions with Exponents -Equivalent Expressions	

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7.A.4.2	Evaluate numerical expressions using calculators and other technologies, justify solutions using order of operations and grouping symbols.	-Order of Operations	- Solve Problems Using Order of Operations
<b>Geometry and Measurement (GM): 7.GM.1 - Develop and understand the concept of surface area and volume of rectangular prisms with rational-valued edge lengths.</b>			
7.GM.1.1	Recognize that surface area of a rectangular prism can be found by finding the area of each component of the net of that figure. Know that rectangular prisms of different dimensions can have the same surface area.		
7.GM.1.2	Using a variety of tools and strategies, develop the concept that surface area of a rectangular prism can be found by wrapping the figure with same-sized square units without gaps/overlap. Use appropriate measurements (e.g., $\text{cm}^2$ ).		
7.GM.1.3	Using a variety of tools and strategies, develop the concept that volume of rectangular prisms can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements (e.g., $\text{cm}^3$ ).		
<b>Geometry and Measurement (GM): 7.GM.2 - Use mathematical models and problems to calculate and justify the area of trapezoids and the area and perimeter of composite figures with rational measurements.</b>			
7.GM.2.1	Develop and use the formula to determine the area of a trapezoid.		
7.GM.2.2	Find the area and perimeter of composite figures.		
<b>Geometry and Measurement (GM): 7.GM.3 - Use mathematical models and reasoning with proportions and ratios to determine measurements, justify formulas, and solve problems.</b>			
7.GM.3.1	Solve problems that require the conversion of weights and capacities within the same measurement systems using appropriate units.	-Using Ratios to Convert Units	
7.GM.3.2	Demonstrate an understanding of the proportional relationship between the diameter/circumference of a circle and that the unit rate (constant of proportionality) is pi ( $\pi$ ) and can be approximated by rational numbers such as $\frac{22}{7}$ and 3.14.		

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7.GM.3.3	Calculate the circumference and area of circles to solve problems in various contexts, in terms of pi ( $\pi$ ) and using approximations for pi ( $\pi$ ).		
<b>Geometry and Measurement (GM): 7.GM.4 - Analyze the effect of translations, reflections, rotations, and dilations on the attributes of two-dimensional figures on and off the coordinate plane.</b>			
7.GM.4.1	Describe the properties of similarity, compare geometric figures for similarity, and determine scale factors resulting from dilations.		
7.GM.4.2	Apply proportions, ratios, and scale factors to solve problems involving scale drawings and to determine side lengths and areas of similar triangles and rectangles.		
7.GM.4.3	Graph and describe translations (with directional and algebraic instructions), reflections across the x- and y-axes, and rotations in $90^\circ$ increments about the origin of figures on a coordinate plane, and determine coordinates of the vertices of a figure after a transformation.		
<b>Data &amp; Probability (D): 7.D.1 - Interpret and analyze data, creating the most appropriate display, using a variety of tools.</b>			
7.D.1.1	Design simple experiments, collect data, and calculate measures of center (mean, median, and mode) and spread (range and interquartile range). Use these quantities to draw conclusions about the data collected and make predictions.	-Center, Spread and Shape -Measures of Center and Variation -Measures of Central Tendency	
7.D.1.2	Use reasoning with proportions to display and interpret data in circle graphs (pie charts) and histograms.	-Summarizing Data Sets	
7.D.1.3	Use technology to create and analyze box plots.	-Displaying Data	
<b>Data &amp; Probability (D): 7.D.2 - Calculate and use proportional reasoning with probabilities to model and solve mathematical problems.</b>			
7.D.2.1	Determine the theoretical probability of an event using the ratio between the size of the event and the size of sample space; represent probabilities as percents, fractions/decimals between 0 and 1.	-Probability of a Chance Event -Predict and Compare Probability	
7.D.2.2	Calculate probability as a fraction of sample space or as a fraction of area. Express probabilities as percents, decimals and fractions.	-Probabilities of Compound Events	
7.D.2.3	Use proportional reasoning to draw conclusions about and predict relative frequencies of outcomes based on theoretical probabilities.	-Predict and Compare Probability	

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<b>Standard 1: Listening and Speaking - Listening; Students will develop and apply effective communication skills through active listening.</b>			
8.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.		
8.1.L.2	Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective.		
<b>Standard 1: Listening and Speaking - Speaking; Students will develop and apply effective communication skills to share ideas through speaking.</b>			
8.1.S.1	Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions		
8.1.S.2	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.		
8.1.S.3	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.		
<b>Standard 2: Reading and Writing Process - Reading; Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>			
8.2.R.1	Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.	-Comparing Text Structure -Comparing Film and Literature -Multi-Media and Expository Text -Understand Conflicting Texts	
8.2.R.2	Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.	-Analyze Incidents in a Story -Text Development -Text Structure	
8.2.R.3	Students will paraphrase a passage in their own words to demonstrate comprehension.	-Theme -Central Idea	

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<b>Standard 2: Reading and Writing Process - Writing; Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>			
8.2.W.1	Students will routinely and recursively prewrite (e.g., develop ideas and plan).		
8.2.W.2	Students will routinely/recursively organize and develop ideas to compose a first draft.		
8.2.W.3	Students will routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).		
8.2.W.4	Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.		
<b>Standard 3: Critical Reading and Writing - Reading; Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>			
8.3.R.1	Students will analyze works written on same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze methods the authors use to achieve their purposes.	-Comparing Text Structure	
8.3.R.2	Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.	-Point of View -Author's Point of View and Goal	
8.3.R.3	Students will analyze literary elements to support interpretations of a literary text: <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)</li> </ul>	-Analyze Incidents in a Story	
8.3.R.4	Students will analyze literary devices to support interpretations of a text: <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> <li>● verbal and situational irony</li> </ul>	-Word Choice and Meaning	



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8.3.R.5	Students will identify literary elements and devices that impact a text's theme, mood, tone.	-Analyze Incidents in a Story	
8.3.R.6	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	-Understand Conflicting Texts	
8.3.R.7	Students will analyze how informational text structures support the author's purpose: compare/contrast <ul style="list-style-type: none"> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	-Author's Point of View and Goal	
8.3.R.8	Students will compare or contrast two or more texts, providing textual evidence to support their inferences.	-Evidence and Inferences -Comparing Text Structure -Textual Evidence and Inferencing -Understand Conflicting Texts	

**Standard 3: Critical Reading and Writing - Writing; Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.**

8.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> <li>● include plots involving complex characters resolving conflicts</li> <li>● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)</li> <li>● include a narrator, precise language, sensory details, and dialogue to enhance the narrative</li> <li>● use sentence variety to create clarity</li> <li>● emulate literary elements and/or literary devices from mentor texts</li> </ul>		
8.3.W.2	Students will compose informative essays or reports that: <ul style="list-style-type: none"> <li>● objectively introduce and develop topics</li> <li>● incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>● maintain an organized structure</li> <li>● use sentence variety and word choice to create clarity</li> <li>● establish and maintain a formal style</li> <li>● emulate literary devices from mentor texts</li> </ul>		

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8.3.W.3	Students will compose argumentative essays that: <ul style="list-style-type: none"> <li>● introduce precise claims</li> <li>● acknowledge counterclaims</li> <li>● organize claims, counterclaims, and evidence in a logical sequence</li> <li>● provide relevant evidence to develop arguments, using credible sources</li> <li>● use sentence variety, word choice to create clarity</li> <li>● establish and maintain a formal style</li> </ul>		
<b>Standard 4: Vocabulary - Reading; Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>			
8.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.		
8.4.R.2	Students will use context clues, connotation, and denotation to determine, clarify meaning of words, distinguish among multiple-meaning words.		
8.4.R.3	Students will use word parts to define/determine the meaning of increasingly complex words.		
8.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		
<b>Standard 4: Vocabulary - Writing; Students will apply knowledge of vocabulary to speak and write effectively.</b>			
8.4.W.1	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.		
8.4.W.2	Students will select language in writing to create a specific effect according to purpose.		
<b>Standard 5: Language - Reading; Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>			
8.5.R.1	Students will recognize active and passive voice, misplaced and dangling modifiers in sentences.		
8.5.R.2	Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> <li>● nouns</li> <li>● verbals (i.e., gerunds, participles, infinitives)</li> <li>● cumulative and coordinate</li> <li>● adjectives</li> <li>● vague pronouns</li> <li>● singular they/them/their</li> <li>● coordinating, subordinating, correlative conjunction</li> <li>● adverbs</li> <li>● interjections</li> </ul>		

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<b>Standard 5: Language - Writing; Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>			
8.5.W.1	Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.		
8.5.W.2	Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.		
8.5.W.3	Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.		
8.5.W.4	Students will write using correct capitalization mechanics. Grade of Mastery: 4		
8.5.W.5	Students will write using correct end mark mechanics. Grade of Mastery: 4		
8.5.W.6	Students will write using correct apostrophe mechanics. Grade of Mastery: 5		
8.5.W.7	Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).		
8.5.W.8	Students will use a colon to introduce a quotation from a source.		
8.5.W.9	Students will write using correct quotation marks mechanics. Grade of Mastery: 8		
8.5.W.10	Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.		
8.5.W.11	Students will use a semicolon to punctuate compound/compound-complex sentences.		
<b>Standard 6: Research - Reading; Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>			
8.6.R.1	Students will find/comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.		
8.6.R.2	Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.		
8.6.R.3	Students will determine the relevance, reliability, validity of the information gathered.		

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<b>Standard 6: Research - Writing; Students will synthesize information ethically through speaking and writing.</b>			
8.6.W.1	Students will formulate and refine a viable research question.		
8.6.W.2	Students will develop a clear, concise, defensible thesis statement.		
8.6.W.3	Students will quote, paraphrase, summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.		
8.6.W.4	Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).		
<b>Standard 7: Multimodal Literacies - Reading; Students will comprehend and evaluate multimodal content.</b>			
8.7.R	Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, gestural content from various perspectives.		
<b>Standard 7: Multimodal Literacies - Writing; Students will create multimodal content to communicate effectively.</b>			
8.7.W	Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.		
<b>Standard 8: Independent Reading and Writing - Reading; Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>			
8.8.R	Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
<b>Standard 8: Independent Reading and Writing - Writing; Students will write independently, intentionally selecting modes, purposes, and audiences.</b>			
8.8.W	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.		

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<b>Numbers &amp; Operations (N): PA.N.1 - Read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts.</b>			
PA.N.1.1	Develop and apply the properties of integer exponents, including $a^0 = 1$ (with $a \neq 0$ ), to generate equivalent numerical and algebraic expressions.	-Integer Exponents	
PA.N.1.2	Express and compare approximations of very large and very small numbers using scientific notation.	-Scientific Notation	
PA.N.1.3	Multiply and divide numbers expressed in scientific notation and express the answer in scientific notation.	-Scientific Notation: Operations	
PA.N.1.4	Compare and order real numbers; locate real numbers on a number line. Identify the square roots of perfect squares to 400 or, if it is not a perfect square root, locate as an irrational number between two consecutive positive integers.	-Convert to Rational Numbers -Estimate Irrational Numbers	
<b>Algebraic Reasoning &amp; Algebra (A): PA.A.1 - Explain the concept of function in mathematical situations and distinguish between the concepts of linear and nonlinear functions.</b>			
PA.A.1.1	Recognize that a function is a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable.		
PA.A.1.2	Use linear functions to represent and model mathematical situations.		
PA.A.1.3	Identify a function as linear if it can be expressed in the form $y=mx + b$ or if its graph is a non-vertical straight line.		
<b>Algebraic Reasoning &amp; Algebra (A): PA.A.2 - Identify and justify linear functions using mathematical models and situations; solve problems involving linear functions and interpret results in the original context.</b>			
PA.A.2.1	Represent linear functions with tables, verbal descriptions, symbols, and graphs; translate from one representation to another.		
PA.A.2.2	Identify, describe, and analyze linear relationships between two variables.		
PA.A.2.3	Identify graphical properties of linear functions, including slope and intercepts. Know that the slope equals the rate of change, and that the y-intercept is zero when the function represents a proportional relationship.		

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PA.A.2.4	Predict the effect on the graph of a linear function when the slope or y-intercept changes. Use appropriate tools to examine these effects.		
PA.A.2.5	Solve problems involving linear functions and interpret results in the original context.		
<b>Algebraic Reasoning &amp; Algebra (A): PA.A.3 - Generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.</b>			
PA.A.3.1	Use substitution to simplify and evaluate algebraic expressions.	-Solutions to Linear Equations	
PA.A.3.2	Justify steps in generating equivalent expressions by combining like terms and using order of operations (to include grouping symbols). Identify the properties used, including the properties of operations (associative, commutative, and distributive).	-Solutions to Linear Equations	
<b>Algebraic Reasoning &amp; Algebra (A): PA.A.4 - Represent and solve problems using mathematical models and situations with equations and inequalities involving linear expressions.</b>			
PA.A.4.1	Solve mathematical problems using linear equations with one variable where there could be one, infinitely many, or no solutions. Represent situations using linear equations and interpret solutions in the original context.	-Solutions to Linear Equations	
PA.A.4.2	Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form $px + q > r$ and $px + q < r$ , where $p$ , $q$ , and $r$ are rational numbers.	-Solving Inequalities	
PA.A.4.3	Represent real-world situations using equations and inequalities involving one variable.	-Solutions to Linear Equations	
<b>Geometry and Measurement (GM): PA.GM.1 - Apply the Pythagorean theorem to solve problems involving triangles.</b>			
PA.GM.1.1	Justify the Pythagorean theorem using measurements, diagrams, or dynamic software to solve problems in two dimensions involving right triangles.		
PA.GM.1.2	Use the Pythagorean theorem to find the distance between any two points in a coordinate plane.		
<b>Geometry and Measurement (GM): PA.GM.2 - Justify and use formulas to calculate surface area and volume of three-dimensional figures.</b>			
PA.GM.2.1	Calculate the surface area of a rectangular prism using decomposition or nets. Use appropriate units (e.g., $\text{cm}^2$ ).		

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PA.GM.2.2	Calculate the surface area of a cylinder, in terms of pi ( $\pi$ ) and using approximations for pi ( $\pi$ ), using decomposition or nets. Use appropriate units (e.g., $\text{cm}^2$ ).		
PA.GM.2.3	Justify why base area (B) and height (h) in the formula $V=Bh$ are multiplied to find the volume of a rectangular prism. Use appropriate units (e.g., $\text{cm}^3$ ).		
PA.GM.2.4	Develop and use the formulas $V = (\pi r^2)h$ and $V = Bh$ to determine the volume of right cylinders, in terms of $\pi$ and using approximations for pi ( $\pi$ ). Justify why base area (B) and height (h) are multiplied to find the volume of a right cylinder. Use appropriate units (e.g., $\text{cm}^3$ ).		
<b>Data &amp; Probability (D): PA.D.1 - Display and interpret data in a variety of ways, including using scatter plots and approximate lines of best fit. Use the line of best fit and average rate of change to make predictions and draw conclusions about data.</b>			
PA.D.1.1	Describe the impact that inserting or deleting a data point has on the mean and the median of a data set. Create data displays using technology to examine this impact.		
PA.D.1.2	Explain how outliers affect measures of center and spread.		
PA.D.1.3	Collect, display, and interpret data using scatter plots. Use the shape of the scatter plot to find the informal line of best fit, make statements about the average rate of change, and make predictions about values not in the original data set. Use appropriate titles, labels, and units.	-Construct, Explain Scatter Plots -Line of Best Fit	
<b>Data &amp; Probability (D): PA.D.2 - Calculate experimental probabilities and reason about probabilities to model and solve problems.</b>			
PA.D.2.1	Calculate experimental probabilities and represent them as percents, fractions, and decimals between 0 and 1. Use experimental probabilities to predict relative frequencies when actual probabilities are unknown.	-Predict and Compare Probability	
PA.D.2.2	Determine how samples are chosen (randomness) to draw and support conclusions about generalizing a sample to a population, including identifying limitations and biases.	-Inferential Statistics	
PA.D.2.3	Define, compare, and contrast the probabilities of dependent and independent events.		