



# eSpark Learning Alignment with Georgia's K-12 and Early Learning Standards (2026)

eSpark Learning is aligned to Georgia's K-12 and Early Learning Standards (2026). 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 Georgia Codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b>Receptive Language: CLL.1.3 - The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>			
CLL.1.3a	Listens and responds to conversations and group discussions.		
CLL.1.3b	Listens to and follows multi-step directions with support.		
CLL.1.3c	Responds to more complex questions with appropriate answers.	-Feeling Words	
<b>Receptive Language: CLL.2.3 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>			
CLL.2.3a	Demonstrates understanding of vocabulary through everyday conversations.	-Word Meanings	
CLL.2.3b	Listens and understands new vocabulary from activities, stories, and books.	-Learn New Words	
<b>Expressive Language: CLL.3.3 - The child will use non-verbal communication for a variety of purposes.</b>			
CLL.3.3a	Uses gestures actions to enhance verbal communication of needs and wants.		
CLL.3.3b	Communicates feelings using non-verbal gestures and actions.		
<b>Expressive Language: CLL.4.3 - The child will use increasingly complex spoken language.</b>			
CLL.4.3a	Speaks clearly enough to be understood.		
CLL.4.3b	Demonstrates use of expanded sentences and sentence structures.		
CLL.4.3c	Describes activities and experiences using details.	-Finding Opposites	
CLL.4.3d	Uses expanded vocabulary in a variety of situations.	-Describing Places	
<b>Early Reading: CLL.5.3 - The child will acquire meaning from a variety of materials read to him/her.</b>			
CLL.5.3a	Prior to reading, uses pictures to predict story content.		
CLL.5.3b	With prompting and support, retells a simple story using pictures.	-Tell a Story -Stories with Pictures	- Retell a Story - Retell a Short Story

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CLL.5.3c	Answers questions about a story.	-Read Stories -Listen to 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" - Answer Questions About a Read Aloud Story - Listen to a Story and Answer a Question
<b>Early Reading: CLL.6.3 - The child will develop early phonological awareness (awareness of units of sound).</b>			
CLL.6.3a	Listens and matches rhythm, volume, and pitch of rhymes, songs and chants.		
CLL.6.3b	Identifies and produces rhyming words with adult guidance.	-Words That Rhyme	- Match Words that Rhyme
CLL.6.3d	Segments sentences into individual words with adult's guidance.		
CLL.6.3e	Segments words into syllables with adult guidance.		
<b>Early Reading: CLL.7.3 - The child will demonstrate increasing knowledge of the alphabet.</b>			
CLL.7.3a	With prompting and support, can identify some letters of the alphabet.	-Learn Letters	- Identify Letters in the Alphabet
<b>Early Reading: CLL.8.3 - The child will demonstrate awareness of print concepts.</b>			
CLL.8.3a	Shares self-selected familiar books and engages in pretend reading with others.	-Poems and Fables	
CLL.8.3b	Discriminates words from pictures independently.		
CLL.8.3c	Independently holds a book right side up and turns pages from right to left.		
CLL.8.3d	Recognizes environmental print.	-Describing Places	
CLL.8.3e	With adult guidance, points to the title of familiar books or stories and where to begin reading.		
<b>Writing: CLL.9.3 - The child will use writing for a variety of purposes.</b>			
CLL.9.3a	Creates letter-like symbols. May use invented spelling to label drawings.		
CLL.9.3b	Uses writing tools with adult guidance.		
CLL.9.3c	Shows emerging awareness that writing can be used for a variety of purposes.		

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<b>Number and Quantity: (CD-MA.1.3) The child will organize, represent, and build knowledge of quantity and number.</b>			
CD-MA.1.3a	Recites numbers up to 10 in sequence.	-Count How Many	- Count Objects Up to 10 - Use Objects to Count to 10
CD-MA.1.3b	Recognizes numerals and quantities in the everyday environment.		
CD-MA.1.3c	Matches numerals to sets of objects with the same number, 0-5		
CD-MA.1.3d	Identifies quantity and comparisons of quantity.		
CD-MA.1.3e	Quickly recognizes and names how many items are in a set up to three items.		
<b>Number and Quantity: (CD-MA.2.3) The child will manipulate, compare, and describe relationships using quantity and number.</b>			
CD-MA.2.3a	Matches two equal sets using one-to-one correspondence independently.		
CD-MA.2.3b	Counts up to five objects using one-to-one correspondence with adult guidance.		
CD-MA.2.3c	Recognizes that objects or sets can be combined or separated.		
CD-MA.2.3d	Participates in creating and using real and pictorial graphs or other simple representations of data.		
<b>Measurement and Comparison: (CD-MA.3.3) The child will explore and communicate about distance, weight, length, height, and time.</b>			
CD-MA.3.3a	Labels objects using size words.		
CD-MA.3.3b	Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
CD-MA.3.3c	Uses a variety of standard and non-standard tools to measure object attributes with assistance		
CD-MA.3.3d	Predicts upcoming events from prior knowledge.		

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<b>Measurement and Comparison: (CD-MA.4.3) The child will sort, order, classify, and create patterns.</b>			
CD-MA.4.3a	Independently orders objects using one characteristic.		
CD-MA.4.3b	Sorts objects by one attribute such as color, shape or size.		
CD-MA.4.3c	Identifies and duplicates simple, repeating patterns.		
<b>Geometry and Spatial Thinking: (CD-MA.5.3) The child will explore, recognize, and describe spatial relationships between objects.</b>			
CD-MA.5.3a	Follows simple directions which demonstrates an understanding of directionality, order and position of objects.		
CD-MA.5.3b	Begins using more deliberate manipulation to fit objects together.		
<b>Geometry and Spatial Thinking: (CD-MA.6.3) The child will explore, recognize, and describe shapes and shape concepts.</b>			
CD-MA.6.3a	Recognizes basic, two-dimensional shapes in the environment independently.		
<b>Mathematical Reasoning: (CD-MA.7.3) The child will use mathematical problem solving, reasoning, estimation, and communication.</b>			
CD-MA.7.3a	Practices estimating using mathematical terms and numbers with adult assistance.		
CD-MA.7.3b	Shows interest in solving mathematical problems.		
CD-MA.7.3c	Uses emerging reasoning skills to determine a solution to a mathematical problem.		

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<b>Receptive Language: CLL.1.4 - The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>			
CLL.1.4a	Listens and responds on topic to conversations and group discussions for an extended period.		
CLL.1.4b	Listens to and follows multi-step directions.		
CLL.1.4c	Extends/expands thoughts or ideas expressed.	-Feeling Words	
<b>Receptive Language: CLL.2.4 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>			
CLL.2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.	-Word Meanings	
CLL.2.4b	Connects new vocabulary from activities, stories, books with prior experiences and conversations.	-Learn New Words	
<b>Expressive Language: CLL.3.4 - The child will use non-verbal communication for a variety of purposes.</b>			
CLL.3.4a	Uses more complex gestures and actions to enhance verbal communication of needs/wants.		
CLL.3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.		
<b>Expressive Language: CLL.4.4 - The child will use increasingly complex spoken language.</b>			
CLL.4.4a	Uses spoken language that can be understood..	-Sorting Objects	
CLL.4.4b	Demonstrates use of expanded sentences and structures to ask questions/respond verbally.		
CLL.4.4c	Describes activities, experiences, and stories with more detail.	-Finding Opposites	
CLL.4.4d	Uses new and expanded vocabulary in a variety of situations.		
<b>Early Reading: CLL.5.4 - The child will acquire meaning from a variety of materials read to him/her.</b>			
CLL.5.4a	Prior to reading, uses prior knowledge, story title, pictures to make predictions about story content.	-Listen to Stories	- Answer Questions About a Read Aloud
CLL.5.4b	Retells familiar stories.	-Tell a Story -Stories with Pictures	- Retell a Story - Retell a Short Story
CLL.5.4c	Discusses books or stories read aloud and can identify characters and setting in a story.	-Important Characters	- Identify a Character in a Story
CLL.5.4d	Makes real-world connections between stories and real-life experiences.	-Read Stories	- Engage with a Story and Share How They Feel About Reading
CLL.5.4e	Develops an alternate ending for a story.		

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<b>Early Reading: CLL.6.4 - The child will develop early phonological awareness (awareness of units of sound).</b>			
<b>CLL.6.4a</b>	Listens and differentiates between sounds that are the same and different.	-Letter Sounds	- Identify Letter Sounds
<b>CLL.6.4b</b>	Identifies and produces rhyming words.	-Words That Rhyme	- Match Words that Rhyme
<b>CLL.6.4c</b>	Isolates the initial (beginning) sounds in words with adult guidance.	-Sounds in Words	- Identify the Sound at the Beginning of a Word
<b>CLL.6.4d</b>	Segments sentences into individual words.		
<b>CLL.6.4e</b>	Segments words into syllables.	-Count Syllables	- Count Syllables in a Word
<b>CLL.6.4f</b>	Manipulates and blends sounds (phonemes) with adult guidance.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families
<b>Early Reading: CLL.7.4 - The child will demonstrate increasing knowledge of the alphabet.</b>			
<b>CLL.7.4a</b>	With prompting and support, recognizes/names some upper and lower case letters of the alphabet.	-Learn Letters	- Identify Letters in the Alphabet
<b>Early Reading: CLL.8.4 - The child will demonstrate awareness of print concepts.</b>			
<b>CLL.8.4a</b>	Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.	-Poems and Fables	
<b>CLL.8.4b</b>	Understands that letters form words. Understands that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
<b>CLL.8.4c</b>	With prompting and support, tracks words from left to right, top to bottom, and page to page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>CLL.8.4d</b>	Recognizes and reads environmental print.	-Describing Places	
<b>CLL.8.4e</b>	Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover - Identify the Front and Back Cover of a Book
<b>Writing: CLL.9.4 - The child will use writing for a variety of purposes.</b>			
<b>CLL.9.4a</b>	Draws pictures and copies letters and/or numbers to communicate.		
<b>CLL.9.4b</b>	Uses writing tools.		
<b>CLL.9.4c</b>	Uses writing for a variety of purposes.		
<b>CLL.9.4d</b>	Writes some letters of the alphabet.		

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<b>Number and Quantity: (CD-MA.1.4) The child will organize, represent, and build knowledge of quantity and number.</b>			
CD-MA.1.4a	Recites numbers up to 20 in sequence.	-Count to 20	
CD-MA.1.4b	Recognizes numerals and uses counting as part of play/as a means for determining quantity.	-Match Numbers to Groups	- Match Objects to Numbers
CD-MA.1.4c	Matches numerals to sets of objects with the same number, 0-10.	-Match Numbers to Groups	- Match Objects to Numbers
CD-MA.1.4d	Describes sets as having more, less, same as/equal.	-More or Less?	- Identify Groups of Objects as Having More or Fewer - Compare Two Sets of Objects and Describe Each as Having More or Fewer
CD-MA.1.4e	Quickly recognizes and names how many items are in a set up to four items.		
CD-MA.1.4f	Tells numbers that come before and after a given number up to 10.	-Numbers Before and After	- Identify What Number Comes Before Given Number - Find the Next Number in a Sequence
<b>Number and Quantity: (CD-MA.2.4) The child will manipulate, compare, and describe relationships using quantity and number.</b>			
CD-MA.2.4a	Matches two equal sets using one-to-one correspondence and understands they are the same.		
CD-MA.2.4b	Counts at least 10 objects using one-to-one correspondence.	-Count How Many	- Count Objects Up to 10 - Use Objects to Count to 10
CD-MA.2.4c	Practices combining, separating, and naming quantities.		
CD-MA.2.4d	Describes data from classroom graphs using numerical math language.		
CD-MA.2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity.	-Count Objects	- Count a Set of Up to Ten/Five/Twenty Objects
<b>Measurement and Comparison: (CD-MA.3.4) The child will explore and communicate about distance, weight, length, height, and time.</b>			
CD-MA.3.4a	Uses mathematical terms to describe experiences involving measurement.		
CD-MA.3.4b	Compares objects using two or more attributes, such as length, weight, and size.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
CD-MA.3.4c	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.		



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CD-MA.3.4d	Associates and describes the passage of time with actual events.		
<b>Measurement and Comparison: (CD-MA.4.4) The child will sort, order, classify, and create patterns.</b>			
CD-MA.4.4a	Independently orders objects using one characteristic and describes the criteria used.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count the Objects
CD-MA.4.4b	Sorts and classifies objects using one or more attributes or relationships.	-Sort and Count Objects	- Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
CD-MA.4.4c	Creates and extends simple, repeating patterns.		
<b>Geometry and Spatial Thinking: (CD-MA.5.4) The child will explore, recognize, and describe spatial relationships between objects.</b>			
CD-MA.5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
CD-MA.5.4b	Uses deliberate manipulation and describes process for fitting objects together.		
<b>Geometry and Spatial Thinking: (CD-MA.6.4) The child will explore, recognize, and describe shapes and shape concepts.</b>			
CD-MA.6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.	-Different Shapes -Flat or Solid?	
CD-MA.6.4b	Combines simple shapes to form new shapes	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes
<b>Mathematical Reasoning: (CD-MA.7.4) The child will use mathematical problem solving, reasoning, estimation, and communication.</b>			
CD-MA.7.4a	Estimates using mathematical terms and understands how to check the estimate.		
CD-MA.7.4b	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.		
CD-MA.7.4c	Uses reasoning skills to determine the solution to a mathematical problem, communicates why.		

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<b>Foundations I. (K.F.PA) Phonological Awareness - Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.</b>			
<b>K.F.PA.1</b>	<b>Rhyme</b> - Identify and produce rhyme in spoken language and oral texts.		
<b>K.F.PA.1.a</b>	Identify/pair words that rhyme in spoken language, distinguishing them from those that do not.	-Words That Rhyme	- Find Words that Rhyme
<b>K.F.PA.1.b</b>	Orally produce words that rhyme.	-Words That Rhyme	- Find Words that Rhyme
<b>K.F.PA.2</b>	<b>Words &amp; Sentences</b> - Recognize the basic relationships that exist between words and sentences.		
<b>K.F.PA.2.a</b>	Know words are put together to make sentences, and sentences communicate complete thoughts.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>K.F.PA.2.b</b>	Segment phrases and sentences into words.		
<b>K.F.PA.2.c</b>	Know that sounds are put together to make words and that words have distinct meanings.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
<b>K.F.PA.3</b>	<b>Compound Words</b> - Identify and manipulate separate words in compound words.		
<b>K.F.PA.3.a</b>	Blend and segment separate words in spoken compound words.		
<b>K.F.PA.3.b</b>	Add, delete, and substitute single words in spoken compound words.		
<b>K.F.PA.4</b>	<b>Syllables</b> - Identify and manipulate syllables in spoken words.		
<b>K.F.PA.4.a</b>	Know that syllables are word parts with one vowel sound.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word
<b>K.F.PA.4.b</b>	Count and pronounce syllables in single and multisyllabic spoken words.	-Count Syllables	- Count Syllables in a Word
<b>K.F.PA.4.c</b>	Blend and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
<b>K.F.PA.4.d</b>	Delete syllables in spoken words.		
<b>K.F.PA.5</b>	<b>Onsets &amp; Rimes</b> - Blend and segment onsets and rimes in spoken words.		
<b>K.F.PA.5.a</b>	Blend onsets/rimes of spoken one-syllable words.		
<b>K.F.PA.5.b</b>	Segment onsets and rimes of spoken one-syllable words.		
<b>K.F.PA.6</b>	<b>Phonemic Awareness</b> - Identify and manipulate the individual sounds in spoken words.		
<b>K.F.PA.6.a</b>	Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
<b>K.F.PA.6.b</b>	Identify short and long vowel sounds in spoken one-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds

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K.F.PA.6.c	Blend, count, and segment up to three phonemes in spoken one-syllable words.	-Count Syllables	- Count Syllables in a Word
K.F.PA.6.d	Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

**Foundations II. (K.F.CP) Concepts of Print - Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.**

K.F.CP.1	<b>Conceptualizing Text</b> - Understand that texts communicate messages.		
K.F.CP.1.a	Recognize that texts and images represent objects and ideas, have meaning, and convey messages.	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
K.F.CP.1.b	Recognize and interpret print messages in the environment, such as labels and signs.		
K.F.CP.1.c	Distinguish between letters, words, digits, and graphics.		
K.F.CP.2	<b>Book Orientation &amp; Directionality of Print Texts</b> - Understand the conventional layout of books and how to maneuver them.		
K.F.CP.2.a	Hold books upright and begin reading at the front.		
K.F.CP.2.b	Follow text from top to bottom, left to right, and turn pages from right to left.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.F.CP.2.c	Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	-Name Authors and Illustrators -Name the Parts of a Book	- Identify Authors and Illustrators - Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
K.F.CP.3	<b>Mechanics of Print</b> - Texts Build a knowledge base of print conventions.		
K.F.CP.3.a	Recognize that written words are made up of individual letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
K.F.CP.3.b	Recognize that words are separated by spaces.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
K.F.CP.3.c	Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.	-Sentences	

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<b>K.F.CP.4</b>	<b>Alphabet Knowledge</b> - Demonstrate knowledge of the alphabet.		
<b>K.F.CP.4.a</b>	Recite the letters of the alphabet in order.		
<b>K.F.CP.4.b</b>	Name and identify each uppercase and lowercase letter in random order.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
<b>Foundations III. (K.F.P) Phonics</b> - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.			
<b>K.F.P.1</b>	<b>Phoneme-Grapheme Correspondences</b> - Identify and produce phoneme-grapheme correspondences.		
<b>K.F.P.1.a</b>	Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	-Letter Sounds	- Make All Letter Sounds
<b>K.F.P.1.b</b>	Identify and produce both long and short vowel sounds for A, E, I, O, U.		
<b>K.F.P.2</b>	<b>Decoding with Phonics</b> - Use grade-level phonics skills to decode words in context and in isolation.		
<b>K.F.P.2.a</b>	Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	-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
<b>K.F.P.2.b</b>	Identify and decode parts of irregularly spelled high-frequency words.	-Sight Words	- Recognize Sight Words
<b>K.F.P.2.e</b>	Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	-Word Families	- Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
<b>K.F.P.3</b>	<b>Encoding with Phonics</b> - Use grade-level phonics skills to encode words in context and in isolation.		
<b>K.F.P.3.a</b>	Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).		
<b>K.F.P.3.b</b>	Identify and encode irregularly spelled high-frequency words.		

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<b>Foundations IV. (K.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
<b>K.F.F.1</b>	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>K.F.F.1.a</b>	Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.		
<b>K.F.F.1.b</b>	Read familiar texts chorally with appropriate volume and rate.		
<b>K.F.F.1.c</b>	Read grade-level texts with purpose and understanding.		
<b>Foundations V. (K.F.H) Handwriting - Students develop print handwriting skills.</b>			
<b>K.F.H.1</b>	<b>Motor Skills &amp; Letter/Word Formation</b> - Use fine motor skills to form legible letters and words in print		
<b>K.F.H.1.a</b>	Form all uppercase and lowercase letters.		
<b>K.F.H.1.b</b>	Form words, including first and last names.		
<b>K.F.H.1.c</b>	Use appropriate spacing between letters, words, and sentences.		
<b>K.F.H.2</b>	<b>Transcription &amp; Handwriting Fluency</b> - Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
<b>K.F.H.2.a</b>	Practice basic transcription skills.		
<b>K.F.H.2.b</b>	Begin building handwriting fluency by forming accurate letters, including those in first and last names.		
<b>Practices I. (K.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b>			
<b>K.P.EICC.1</b>	<b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
<b>K.P.EICC.1.a</b>	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
<b>K.P.EICC.1.b</b>	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		

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K.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
K.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
K.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
K.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
K.P.EICC.2	<b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
K.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
K.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.	-Same and Different	- Note Similarities and Differences Between Texts
K.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
K.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
K.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		
K.P.EICC.3	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
K.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
K.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.		
K.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		

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K.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.	-Ask and Answer Questions	- Answer Questions About a Story - Ask and Answer Questions About Informational Texts
K.P.EICC.3.e	Make and track predictions about the events and information likely to come next.		
K.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.		
K.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.P.EICC.4	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
K.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.		
K.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.		
K.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
K.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
K.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
K.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
K.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
K.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

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<p><b>Practices II. (K.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</b></p>			
K.P.ST.1	<p><b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p>		
K.P.ST.1.a	<p>Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p>		
K.P.ST.1.b	<p>Consider how context impacts the purposes of the author and the audience.</p>		
K.P.ST.1.c	<p>Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.</p>		
K.P.ST.2	<p><b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.</p>		
K.P.ST.2.a	<p>Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.</p>		
K.P.ST.2.b	<p>Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p>	<p>-Identify Who's Telling the Story</p>	
K.P.ST.2.c	<p>Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, and which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.</p>		



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<b>Practices III. (K.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
K.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
K.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
K.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
K.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
K.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
K.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.		
K.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
K.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		

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<b>K.P.AC.3</b>	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
<b>K.P.AC.3.a</b>	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
<b>K.P.AC.3.b</b>	Apply knowledge of how mode/genre impact what kinds of ideas/information are included in texts.		
<b>K.P.AC.3.c</b>	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
<b>K.P.AC.3.d</b>	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		

**Practices IV. (K.P.CP) Collaboration & Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

<b>K.P.CP.1</b>	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
<b>K.P.CP.1.a</b>	Arrive to group discussions/collaborative meetings prepared to be an active participant in the work.		
<b>K.P.CP.1.b</b>	Collaborate with others to determine group norms, establish goals/procedures, and facilitate productivity when working on shared projects.		
<b>K.P.CP.1.c</b>	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
<b>K.P.CP.1.d</b>	Work with others to discuss topics, investigate questions, solve problems, explore/create texts.		
<b>K.P.CP.2</b>	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
<b>K.P.CP.2.a</b>	Communicate clearly to present ideas, information, and texts.		
<b>K.P.CP.2.b</b>	Integrate modes and genres most appropriate to purpose and audience.		
<b>K.P.CP.2.c</b>	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
<b>K.P.CP.2.d</b>	Engage in dialogue with audiences by asking and answering questions.		
<b>K.P.CP.2.e</b>	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

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<b>Language I. (K.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b>			
K.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
K.L.GC.1.1	<b>Usage:</b> Use nouns and verbs to share complete thoughts when speaking. (Introduce, Master)		
K.L.GC.1.2	<b>Usage:</b> Form and use singular and plural nouns when speaking. (Introduce, Master)		
K.L.GC.1.3	<b>Usage:</b> Use interrogatives to ask questions when speaking. (Introduce, Master)		
K.L.GC.1.4	<b>Mechanics:</b> Capitalize the first word of a sentence and the pronoun I. (Introduce, Master)		
K.L.GC.1.5	<b>Grammar:</b> Form regular plural nouns by adding -s or -es. (Introduce)		
K.L.GC.1.6	<b>Grammar:</b> Form and use verbs by adding -ing, -ed, or -s. (Introduce)		
K.L.GC.1.7	<b>Grammar:</b> Use action verbs. (Introduce)		
K.L.GC.1.8	<b>Grammar:</b> Use adjectives and adverbs. (Introduce)		
K.L.GC.1.9	<b>Grammar:</b> Use common and proper nouns. (Introduce)		
K.L.GC.1.10	<b>Grammar:</b> Form and use the simple verb tenses. (Introduce)		
K.L.GC.1.11	<b>Usage:</b> Use determiners (articles, possessive determiners, demonstrative adjectives). (Introduce)		
K.L.GC.1.12	<b>Mechanics:</b> Capitalize proper nouns. (Introduce)		
K.L.GC.1.13	<b>Mechanics:</b> Use periods, exclamation marks, and question marks at the end of sentences. (Introduce)		
K.L.GC.2	<b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)		
K.L.GC.2.a	Recognize that conventional sentences always include a subject and a predicate. (Introduce)		
K.L.GC.2.b	With adult support, use simple sentences to express complete thoughts in written texts. (Introduce)		
K.L.GC.2.c	With adult support, use singular and plural subjects with matching verbs. (Introduce)		

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<b>Language II. (K.L.V) Vocabulary - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</b>			
K.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
K.L.V.1.a	Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	-Identify Unknown Words -Learn New Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
K.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.		
K.L.V.3	<b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
K.L.V.3.a	With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.	-Adding Word Parts	
K.L.V.3.b	Identify and sort common words into basic categories based on similarities and differences.	-Let's Make Categories!	
K.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
<b>Texts I. (K.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
K.T.C.1	<b>Purpose &amp; Audience</b> - Explain how authors of texts use language for a specific purpose and a target audience.		
K.T.C.1.a	Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	-Author's Purpose	
K.T.C.1.b	With adult support, identify different modes of communication: print, digital, auditory, visual.		
K.T.C.1.c	With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).		
K.T.C.2	<b>Authors &amp; Speakers</b> - Investigate the relationships between authors and speakers in texts.		
K.T.C.2.a	Identify the authors and illustrators of picture books and explain their roles.		

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<b>Texts II. (K.T.SS) Structures &amp; Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
<b>K.T.SS.1</b>	<b>Organization</b> - Identify and use organizational structures to craft meaning.		
<b>K.T.SS.1.a</b>	Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
<b>K.T.SS.1.b</b>	With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts.	-Using Pictures in Stories -Pictures Help You Read	
<b>K.T.SS.1.c</b>	With adult support, retell events and actions in sequence.	-Retell Stories -Find the Main Idea	- Retell Parts of a Story - Retell a Story - Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
<b>K.T.SS.2</b>	<b>Craft</b> - Identify and use descriptive and engaging language.		
<b>K.T.SS.2.a</b>	Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
<b>K.T.SS.2.b</b>	With adult support, use interesting and/or descriptive words to craft engaging texts.	-How to Use Words	
<b>Texts III. (K.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
<b>K.T.T.1</b>	<b>Narrative Techniques</b> - Identify and use narrative techniques to shape understanding.		
<b>K.T.T.1.a</b>	Identify techniques used to craft stories, including characters, setting, and major events.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
<b>K.T.T.1.c</b>	With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
<b>K.T.T.1.d</b>	With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	-Compare and Contrast Stories	
<b>K.T.T.1.e</b>	Use a combination of drawing, labeling, writing, and dictating to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.		

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<b>K.T.T.2</b>	<b>Expository Techniques</b> - Identify and use expository techniques to shape understanding.		
<b>K.T.T.2.a</b>	Identify techniques used to craft expository texts, including main topic.	-Ask and Answer Questions	- Answer Questions About a Story
<b>K.T.T.2.b</b>	With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	- Make Connections Between Events, Individuals, or Ideas in Informational Text
<b>K.T.T.2.c</b>	Use a combination of drawing, labeling, writing, and dictating to create a text with expository techniques that includes a topic and information about the topic.		
<b>K.T.T.3</b>	<b>Opinion Techniques</b> - Identify and use opinion techniques to shape understanding.		
<b>K.T.T.3.a</b>	Explain the difference between opinions and facts about a topic.		
<b>K.T.T.3.c</b>	Use a combination of drawing, labeling, writing, and dictating to express an opinion about a topic.		
<b>K.T.T.4</b>	<b>Poetic Techniques</b> - Identify and use poetic techniques to shape understanding.		
<b>K.T.T.4.a</b>	Identify poetic techniques used to craft poetic texts, including rhyme.		
<b>K.T.T.4.b</b>	With adult support, use poetic techniques to create poems that may or may not rhyme.		
<b>Texts IV. (K.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
<b>K.T.RA.1</b>	<b>Research &amp; Inquiry</b> - Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.		
<b>K.T.RA.1.a</b>	With adult support, ask questions about topics of interest for research.		
<b>K.T.RA.1.b</b>	With adult support, collaborate to conduct research on a shared topic of interest by gathering information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids		
<b>K.T.RA.1.c</b>	With adult support, share relevant and accurate information through a variety of different modes.		
<b>K.T.RA.2</b>	<b>Curating Sources &amp; Evidence</b> - Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<b>K.T.RA.2.a</b>	With adult support, refer to parts of texts when supporting an idea, answer, or opinion.		
<b>K.T.RA.2.b</b>	With adult support, explore various sources of information, including print, digital, and personal communication.		

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<b>K.NR.1 - Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set).</b>			
<b>K.NR.1.1</b>	Count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
<b>K.NR.1.2</b>	When counting objects, explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
<b>K.NR.1.3</b>	Given a number from 1-20, identify the number that is one more or one less.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
<b>K.NR.1.4</b>	Identify pennies, nickels, and dimes and know their name and value.		
<b>K.NR.2 - Use count sequences within 100 to count forward and backward in sequence.</b>			
<b>K.NR.2.1</b>	Count forward to 100 by tens and ones and backward from 20 by ones.	-Let's Count	- Count Large Numbers
<b>K.NR.2.2</b>	Count forward beginning from any number within 100 and count backward from any number within 20.	-Let's Count	- Count Large Numbers
<b>K.NR.3 - Use place value understanding to compose and decompose numbers from 11–19.</b>			
<b>K.NR.3.1</b>	Describe numbers from 11 to 19 by composing (putting together) and decomposing (breaking apart) the numbers into ten ones and some more ones.	-Make Numbers	- Use Ten Frames to Make Teen Numbers - Make Teen Numbers with Ten Frames - Make Teen Numbers Using Base Ten Blocks - Make Numbers Up to 20 Using Base Ten Blocks
<b>K.NR.4 - Identify, write, represent, and compare numbers up to 20.</b>			
<b>K.NR.4.1</b>	Identify written numerals 0- 20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	-Let's Write Numbers -Compare Two Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20 - Compare Numbers within 10

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<b>K.NR.4.2</b>	Compare two sets of up to 10 objects and identify whether the number of objects in one group is more or less than the other group, using the words “greater than,” “less than,” or “the same as”	-More or Less?	- Compare Groups of Objects Using More and Fewer
<b>K.NR.5 - Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.</b>			
<b>K.NR.5.1</b>	Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
<b>K.NR.5.2</b>	Represent addition and subtraction within 10 from a given authentic situation using a variety of representations and strategies.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems
<b>K.NR.5.3</b>	Use a variety of strategies to solve addition and subtraction problems within 10.	-Make Bigger Numbers -Friends of Ten	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways - 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.NR.5.4</b>	Fluently add and subtract within 5 using a variety of strategies to solve practical, mathematical problems.	-Add and Subtract within 5	- Subtract within 5 - Add Up to 5
<b>K.PAR.6 - Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.</b>			
<b>K.PAR.6.1</b>	Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern.		



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K.NR.2.2	Describe patterns involving the passage of time using words and phrases related to actual events.		
<b>K.MDR.7 - Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.</b>			
K.MDR.7.1	Directly compare, describe, and order common objects, using measurable attributes (length, height, width, or weight) and describe the difference.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
K.MDR.7.2	Classify and sort up to ten objects into categories by an attribute; count the number of objects in each category and sort the categories by count.	-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.MDR.7.3	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.		
<b>K.GSR.8 - Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.</b>			
K.GSR.8.1	Identify, sort, classify, analyze, and compare two-dimensional shapes and three-dimensional figures, in different sizes and orientations, using informal language to describe their similarities, differences, number of sides and vertices, and other attributes.	-Different Shapes -Flat or Solid? -Square or Cube?	
K.GSR.8.2	Describe the relative location of an object using positional words.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.GSR.8.3	Use basic shapes to represent specific shapes found in the environment by creating models and drawings.	-Draw Shapes	- Make Two-Dimensional Shapes
K.GSR.8.4	Use two or more basic shapes to form larger shapes.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

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<b>Foundations I. (1.F.PA) Phonological Awareness - Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.</b>			
<b>1.F.PA.4</b>	<b>Syllables</b> - Identify and manipulate syllables in spoken words.		
<b>1.F.PA.4.d</b>	Add, delete, and substitute syllables in spoken words.	-Word Families	<ul style="list-style-type: none"> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify the Missing Sounds in Words</li> </ul>
<b>1.F.PA.5</b>	<b>Onsets &amp; Rimes</b> - Blend and segment onsets and rimes in spoken words.		
<b>1.F.PA.5.a</b>	Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
<b>1.F.PA.5.b</b>	Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
<b>1.F.PA.6</b>	<b>Phonemic Awareness</b> - Identify and manipulate the individual sounds in spoken words.		
<b>1.F.PA.6.a</b>	Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
<b>1.F.PA.6.b</b>	Distinguish between short and long vowel sounds in spoken one-syllable words.	-Long and Short Vowels	<ul style="list-style-type: none"> <li>- Identify Long and Short Vowels in Words</li> <li>- Find Long Vowel Sounds</li> </ul>
<b>1.F.PA.6.c</b>	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.		
<b>1.F.PA.6.d</b>	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	-Word Families	<ul style="list-style-type: none"> <li>- Change the First Letter to Make New Words</li> <li>- Make New Words Based on Word Families</li> <li>- Identify the Missing Sounds in Words</li> </ul>
<b>Foundations III. (1.F.P) Phonics - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>			
<b>1.F.P.1</b>	<b>Phoneme-Grapheme Correspondences</b> - Identify and produce phoneme-grapheme correspondences.		
<b>1.F.P.1.a</b>	Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	<ul style="list-style-type: none"> <li>-Blend Sounds to Make Words</li> <li>- "Wh," "Th," "Ck," "Sh," "Ch"</li> </ul>	<ul style="list-style-type: none"> <li>- Know the Letter-Sound Correspondence of the Sh Digraph</li> <li>- Read Words with the Sh and Wh Digraphs</li> </ul>

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
1.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes the Vowel Sound in a Word
1.F.P.2	<b>Decoding with Phonics</b> - Use grade-level phonics skills to decode words in context and in isolation.		
1.F.P.2.a	Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
1.F.P.2.b	Identify and decode parts of irregularly spelled words, including high-frequency words.	-Sight Words	- Read Sight Words - Read Irregular Words
1.F.P.2.c	Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).		
1.F.P.2.d	Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
1.F.P.3	<b>Encoding with Phonics</b> - Use grade-level phonics skills to encode words in context and in isolation.		
1.F.P.3.a	Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.		
1.F.P.3.b	Identify and encode irregularly spelled words, including high-frequency words.		
1.F.P.3.c	Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).		
1.F.P.3.d	Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.		
<b>Foundations IV. (1.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
1.F.F.1	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
1.F.F.1.a	Increase sight word vocabulary using decoding skills by reading grade- appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
1.F.F.1.b	Read a wide range of grade-level texts aloud with increasing accuracy.		
1.F.F.1.c	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.		
1.F.F.1.d	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.		

## Foundations V. (1.F.H) Handwriting - Students develop print handwriting skills.

1.F.H.1	<b>Motor Skills &amp; Letter/Word Formation</b> - Use fine motor skills to form legible letters/words in print		
1.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy and consistency.		
1.F.H.1.b	Form words with accuracy and consistency.		
1.F.H.1.c	Use appropriate spacing between letters, words, and sentences across lines on a page.	-Sentences	
1.F.H.2	<b>Transcription &amp; Handwriting Fluency</b> - Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.		
1.F.H.2.a	Perform basic transcription skills.		
1.F.H.2.b	Build handwriting fluency by forming accurate letters and words with increasing speed.		

## Practices I. (1.P.EICC) Engagement & Intention for Comprehension & Composition - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

1.P.EICC.1	<b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
1.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
1.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
1.P.EICC.1.c	Select, read, write texts of personal interest and academic relevance to grade-level texts/topics.		
1.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		

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1.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
1.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
1.P.EICC.2	<b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
1.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
1.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.	-Compare and Contrast Texts	
1.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
1.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
1.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		
1.P.EICC.3	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
1.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
1.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.		
1.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
1.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.	-Questions About Stories -Answer Questions About Stories	- Ask and Answer Questions About a Story - Ask and Answer Question About Informational Texts
1.P.EICC.3.e	Make and track predictions about the events and information likely to come next.		
1.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.		

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<b>1.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>1.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>1.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose/meet the needs of target audience.		
<b>1.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>1.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
<b>1.P.EICC.4.e</b>	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
<b>1.P.EICC.4.f</b>	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
<b>1.P.EICC.4.g</b>	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
<b>1.P.EICC.4.h</b>	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (1.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

<b>1.P.ST.1</b>	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
<b>1.P.ST.1.a</b>	Use prior knowledge, formal/informal research, and discussions with others to identify the key components of context that are most relevant.		
<b>1.P.ST.1.b</b>	Consider how context impacts the purposes of the author and the audience.		
<b>1.P.ST.1.c</b>	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		

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<b>1.P.ST.2</b>	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
<b>1.P.ST.2.a</b>	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
<b>1.P.ST.2.b</b>	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Identify Who's Telling the Story	
<b>1.P.ST.2.c</b>	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		
<b>Practices III. (1.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
<b>1.P.AC.1</b>	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
<b>1.P.AC.1.a</b>	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
<b>1.P.AC.1.b</b>	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
<b>1.P.AC.1.c</b>	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
<b>1.P.AC.1.d</b>	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		

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1.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
1.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
1.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.		
1.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
1.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
1.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
1.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
1.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.		
1.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
1.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		
<b>Practices IV. (1.P.CP) Collaboration &amp; Presentation</b> - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.			
1.P.CP.1	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
1.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		



GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
1.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		
1.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
1.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
1.P.CP.2	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
1.P.CP.2.a	Communicate clearly to present ideas, information, and texts.		
1.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.		
1.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
1.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.		
1.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

**Language I. (1.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**

1.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
1.L.GC.1.5	<b>Grammar:</b> Form regular plural nouns by adding -s or -es. (Master)		
1.L.GC.1.6	<b>Grammar:</b> Form and use verbs by adding -ing, -ed, or -s. (Master)		
1.L.GC.1.7	<b>Grammar:</b> Use action verbs. (Master)		
1.L.GC.1.8	<b>Grammar:</b> Use adjectives and adverbs. (Continue)		
1.L.GC.1.9	<b>Grammar:</b> Use common and proper nouns. (Continue)		
1.L.GC.1.10	<b>Grammar:</b> Form and use the simple verb tenses. (Continue)		

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1.L.GC.1.11	<b>Usage:</b> Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue)		
1.L.GC.1.12	<b>Mechanics:</b> Capitalize proper nouns. (Continue)		
1.L.GC.1.13	<b>Mechanics:</b> Use periods, exclamation marks, and question marks at the end of sentences. (Continue)		
1.L.GC.1.14	<b>Grammar:</b> Form plural nouns by changing -y to -ies. (Introduce)		
1.L.GC.1.15	<b>Grammar:</b> Use personal pronouns (subject, object, and possessive). (Introduce)		
1.L.GC.1.16	<b>Grammar:</b> Use frequently occurring prepositions. (Introduce)		
1.L.GC.1.17	<b>Mechanics:</b> Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Introduce)		
1.L.GC.1.18	<b>Mechanics:</b> Use apostrophes to form contractions and singular possessive nouns. (Introduce)		
1.L.GC.1.19	<b>Grammar:</b> Grammar: Form and use irregular plural nouns. (Introduce)		
1.L.GC.1.20	<b>Grammar:</b> Form and use the past tense of irregular verbs. (Introduce)		
1.L.GC.1.21	<b>Grammar:</b> Use coordinating conjunctions to join words, phrases, or clauses. (Introduce)		
1.L.GC.2	<b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)		
1.L.GC.2.a	Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).		
1.L.GC.2.b	Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.		
1.L.GC.2.c	Use singular and plural subjects with matching verbs.		
1.L.GC.2.d	With adult support, use adjectives or adverbs to add details or clarify meaning.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b>Language II. (1.L.V) Vocabulary</b> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.			
1.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
1.L.V.1.a	Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	-Find Feeling Words in Stories -Find Meaning of Words	- Figure Out Character Feelings Using Feeling Words - Identify Words and Phrases that Show Feelings
1.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.		
1.L.V.2	<b>Word Analysis</b> - Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
1.L.V.2.a	Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).	-Prefixes and Suffixes	
1.L.V.2.c	Construct words using frequently occurring roots words and inflectional endings.		
1.L.V.3	<b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
1.L.V.3.a	With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.	-Context Clues -Prefixes and Suffixes	
1.L.V.3.b	Identify the relationship between words and their synonyms and antonyms.	-What Are Synonyms?	
1.L.V.3.c	Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	-Similar Action Words	
1.L.V.3.d	With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.		
1.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	-Words and Their Use	

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b><u>Texts I. (1.T.C) Context</u> - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
<b>1.T.C.1</b>	<b>Purpose &amp; Audience</b> - Explain how authors of texts use language for a specific purpose and a target audience.		
<b>1.T.C.1.a</b>	Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	-Identify Author's Purpose	
<b>1.T.C.1.b</b>	With adult support, identify different modes of communication: print, digital, auditory, and visual.		
<b>1.T.C.1.c</b>	With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).		
<b>1.T.C.2</b>	<b>Authors &amp; Speakers</b> - Investigate the relationships between authors and speakers in texts.		
<b>1.T.C.2.a</b>	Identify who is speaking or telling the story at various points in a text.	-Identify Who's Telling the Story	
<b><u>Texts I. (1.T.C) Context</u> - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
<b><u>Texts IV. (1.T.RA) Research &amp; Analysis</u> - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
<b>1.T.RA.1</b>	<b>Research &amp; Inquiry</b> - Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.		
<b>1.T.RA.1.a</b>	Ask questions about topics of interest for research.		
<b>1.T.RA.1.b</b>	Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.		
<b>1.T.RA.1.c</b>	Share relevant and accurate information through a variety of different modes.		
<b>1.T.RA.2</b>	<b>Curating Sources &amp; Evidence</b> - Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<b>1.T.RA.2.a</b>	Refer to parts of texts when supporting an idea, answer, or opinion.		
<b>1.T.RA.2.b</b>	Explore various sources of information, including print, digital, and personal communication.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b>1.NR.1 - Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.</b>			
1.NR.1.1	Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.		
1.NR.1.2	Explain that the two digits of a 2-digit number represent the amounts of tens and ones.	-Tens and Ones	- Identify How Many Tens and Ones in a Number - Count by Tens
1.NR.1.3	Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$ , $=$ , and $<$ .	-Compare Numbers	- Compare Two-Digit Numbers
<b>1.NR.2 - Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.</b>			
1.NR.2.1	Use a variety of strategies to solve addition and subtraction problems within 20.	-Number Families	- Learn About Fact Families - Understand Properties of Addition
1.NR.2.2	Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.	-Number Families	- Understand Properties of Addition
1.NR.2.3	Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems.	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Subtract within 20 by Counting Back
1.NR.2.4	Fluently add and subtract within 10 using a variety of strategies.	-Add and Subtract Up to 10	- Add and Subtract within 10
1.NR.2.5	Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	-What is Equal?	
1.NR.2.6	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
1.NR.2.7	Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.	-Word Problems	- Solve Addition and Subtraction Word Problems Using Pictures
<b>1.PAR.3 - Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.</b>			
1.PAR.3.1	Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.		

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1.PAR.3.2	Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.		
<b>1.GSR.4 - Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.</b>			
1.GSR.4.1	Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.	-Learn About Shapes -Different Shapes	
1.GSR.4.2	Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, quarter-circles) three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from composite shape.	-Build With Shapes	
1.GSR.4.3	Partition circles and rectangles into two and four equal shares.	-Dividing Shapes	
<b>1.NR.5 - Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.</b>			
1.NR.5.1	Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers.	-Add Two-Digit Numbers	- Add Using Place Value - Add Two-Digit Numbers Using Base Ten Blocks
1.NR.5.2	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	-Add and Subtract	- Find Ten More and Ten Less - Add One or Ten More to a Given Number
1.NR.5.3	Add and subtract multiples of 10 within 100.		
<b>1.MDR.6 - Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.</b>			
1.MDR.6.1	Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.	-Order Three Objects by Length -Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
1.MDR.6.2	Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MDR.6.3	Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.		
1.MDR.6.4	Ask questions and answer them based on gathered information, observations, graphical displays to compare and order whole numbers.	-Sort and Count Objects	- Interpret Simple Bar Graphs - Match Numerals with Tallies - Sort and Chart Objects

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<b>Foundations III. (2.F.P) Phonics - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>			
2.F.P.1	<b>Phoneme-Grapheme Correspondences</b> - Identify and produce phoneme-grapheme correspondences.		
2.F.P.1.a	Identify and produce all phoneme- grapheme correspondences for all consonants, including consonant blends and digraphs.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
2.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.	-Long and Short Vowels	- Read Words with Long Vowels
2.F.P.2	<b>Decoding with Phonics</b> - Use grade-level phonics skills to decode words in context and in isolation.		
2.F.P.2.a	Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.		
2.F.P.2.b	Identify and decode parts of irregularly spelled words, including high-frequency words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
2.F.P.2.c	Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	-Decode Words	- Identify Prefixes and Suffixes
2.F.P.2.d	Decode two-syllable words by applying knowledge of all major syllable types.		
2.F.P.3	<b>Encoding with Phonics</b> - Use grade-level phonics skills to encode words in context and in isolation.		
2.F.P.3.a	Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high- frequency words.		
2.F.P.3.b	Identify and encode irregularly spelled words, including high-frequency words.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
2.F.P.3.c	Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).		
2.F.P.3.d	Encode two-syllable words by applying knowledge of all major syllable types.		

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<b>Foundations IV. (2.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
2.F.F.1	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
2.F.F.1.a	Increase sight word vocabulary using decoding skills by reading grade- appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.		
2.F.F.1.b	Read a wide range of grade-level texts aloud with increasing accuracy.		
2.F.F.1.c	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.		
2.F.F.1.d	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.		
<b>Foundations V. (2.F.H) Handwriting - Students develop print handwriting skills.</b>			
2.F.H.1	<b>Motor Skills &amp; Letter/Word Formation</b> - Use fine motor skills to form legible letters and words in print		
2.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy, consistency, efficiency.		
2.F.H.1.b	Form words and sentences efficiently.		
2.F.H.1.c	Use appropriate spacing throughout the body of a text.		
2.F.H.2	<b>Transcription &amp; Handwriting Fluency</b> - Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, sentences quickly and accurately.		
2.F.H.2.a	Efficiently and accurately transcribe text.		
2.F.H.2.b	Track and maintain speed and efficiency while forming words and sentences.		
<b>Practices I. (2.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition -</b>			
<b>Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b>			
2.P.EICC.1	<b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
2.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		



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2.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
2.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
2.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
2.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
2.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
2.P.EICC.2	<b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
2.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
2.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
2.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
2.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
2.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		
2.P.EICC.3	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
2.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
2.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.		
2.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		

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2.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.	-Ask and Answer Questions -Answer Questions About Texts	- Answer Questions About a Story - Learn the 5 W's - Practice Answering Questions
2.P.EICC.3.e	Make and track predictions about the events and information likely to come next.		
2.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.		
2.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Find the Meaning of New Words -Multiple Meanings -Adding Prefixes -Root Words -Compound Words	
2.P.EICC.4	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
2.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.		
2.P.EICC.4.b	Plan how to organize text by selecting modes, genres, structures that will achieve purpose, meet the needs of the target audience.		
2.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
2.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
2.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
2.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
2.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
2.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

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<b>Practices II. (2.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</b>			
2.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
2.P.ST.1.a	Use prior knowledge, formal/informal research, and discussions with others to identify the key components of context that are most relevant.		
2.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
2.P.ST.1.c	Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts.		
2.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.		
2.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.	-Purpose of a Text	
2.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Discover Points of View	
2.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		
<b>Practices III. (2.P.AC) Author’s Craft - Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</b>			
2.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
2.P.AC.1.a	Identify, apply, analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.		

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2.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Rhythm and Alliteration -Find the Meaning of New Words	- Identify the Meaning of Rhymes and Alliterations in a Text
2.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Rhythm and Alliteration -Find the Meaning of New Words	- Identify the Meaning of Rhymes and Alliterations in a Text
2.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
2.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
2.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
2.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
2.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
2.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
2.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
2.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	-Find Evidence in the Text	
2.P.AC.3.b	Apply knowledge of how mode/genre impact what kinds of ideas/information are included in texts.		
2.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts		
2.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		

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<b>Practices IV. (2.P.CP) Collaboration &amp; Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</b>			
<b>2.P.CP.1</b>	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
<b>2.P.CP.1.a</b>	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
<b>2.P.CP.1.b</b>	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		
<b>2.P.CP.1.c</b>	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
<b>2.P.CP.1.d</b>	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
<b>2.P.CP.2</b>	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
<b>2.P.CP.2.a</b>	Communicate clearly to present ideas, information, and texts.		
<b>2.P.CP.2.b</b>	Integrate modes and genres most appropriate to purpose and audience.		
<b>2.P.CP.2.c</b>	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
<b>2.P.CP.2.d</b>	Engage in dialogue with audiences by asking and answering questions.		
<b>2.P.CP.2.e</b>	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		
<b>Language I. (2.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b>			
<b>2.L.GC.1</b>	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
<b>2.L.GC.1.8</b>	<b>Grammar:</b> Use adjectives and adverbs. (Master)		
<b>2.L.GC.1.9</b>	<b>Grammar:</b> Use common and proper nouns. (Master)		
<b>2.L.GC.1.10</b>	<b>Grammar:</b> Form and use the simple verb tenses. (Master)		
<b>2.L.GC.1.11</b>	<b>Usage:</b> Use determiners (articles, possessive determiners, demonstrative adjectives). (Master)		

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2.L.GC.1.12	<b>Mechanics:</b> Capitalize proper nouns. (Master)		
2.L.GC.1.13	<b>Mechanics:</b> Use periods, exclamation marks, and question marks at the end of sentences. (Master)		
2.L.GC.1.14	<b>Grammar:</b> Form plural nouns by changing -y to -ies. (Master)		
2.L.GC.1.15	<b>Grammar:</b> Use personal pronouns (subject, object, and possessive). (Master)		
2.L.GC.1.16	<b>Grammar:</b> Use frequently occurring prepositions. (Master)		
2.L.GC.1.17	<b>Mechanics:</b> Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Master)		
2.L.GC.1.18	<b>Mechanics:</b> Use apostrophes to form contractions and singular possessive nouns. (Continue)		
2.L.GC.1.19	<b>Grammar:</b> Grammar: Form and use irregular plural nouns. (Continue)		
2.L.GC.1.20	<b>Grammar:</b> Form and use the past tense of irregular verbs. (Continue)		
2.L.GC.1.21	<b>Grammar:</b> Use coordinating conjunctions to join words, phrases, or clauses. (Continue)		
2.L.GC.1.22	<b>Grammar:</b> Form and use verbs by adding -d or -es. (Introduce, Master)		
2.L.GC.1.23	<b>Grammar:</b> Use collective and abstract nouns. (Introduce)		
2.L.GC.1.24	<b>Grammar:</b> Use reflexive pronouns. (Introduce)		
2.L.GC.1.25	<b>Mechanics:</b> Use commas with coordinating conjunctions to join independent clauses. (Introduce)		
2.L.GC.1.26	<b>Mechanics:</b> Use hyphens to divide words at line breaks. (Introduce)		
2.L.GC.1.27	<b>Grammar:</b> Form and use prepositional phrases. (Introduce)		
2.L.GC.1.28	<b>Grammar:</b> Form and use comparative and superlative adjectives and adverbs. (Introduce)		
2.L.GC.1.29	<b>Usage:</b> Ensure pronoun-antecedent agreement. (Introduce)		
2.L.GC.1.30	<b>Mechanics:</b> Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Introduce)		

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<b>2.L.GC.2</b>	<b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)		
<b>2.L.GC.2.a</b>	Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, exclamatory).		
<b>2.L.GC.2.b</b>	Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.		
<b>2.L.GC.2.c</b>	Use correct subject and verb agreement in sentence constructions.		
<b>2.L.GC.2.d</b>	Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.		
<b>Language II. (2.L.V) Vocabulary</b> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.			
<b>2.L.V.1</b>	<b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.		
<b>2.L.V.1.a</b>	Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	-Rhythm/Alliteration -Find the Meaning of New Words	- Identify the Meaning of Rhymes and Alliterations in a Text
<b>2.L.V.1.b</b>	Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.		
<b>2.L.V.2</b>	<b>Word Analysis</b> - Acquire and apply word analysis skills to deconstruct and construct words to make meaning.		
<b>2.L.V.2.a</b>	Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.	-Multiple Meaning Words -Adding Prefixes -Root Words	
<b>2.L.V.2.c</b>	Construct words using frequently occurring root words and affixes.	-Root Words	
<b>2.L.V.3</b>	<b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
<b>2.L.V.3.a</b>	Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	-Compound Words	
<b>2.L.V.3.b</b>	Determine the relationship between words and their synonyms and antonyms.		
<b>2.L.V.3.c</b>	Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).		

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2.L.V.3.d	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
2.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.		

**Texts I. (2.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.**

2.T.C.1	<b>Purpose &amp; Audience</b> - Explain how authors of texts use language for a specific purpose and a target audience.		
2.T.C.1.a	Determine the general purpose and target audience in a variety of texts.	-Purpose of a Text	
2.T.C.1.b	Recognize different modes of communication: print, digital, auditory, spoken, visual, multimodal.		
2.T.C.1.c	Choose two or more modes and create a multimodal text on a self-selected topic.		
2.T.C.2	<b>Authors &amp; Speakers</b> - Investigate the relationships between authors and speakers in texts.		
2.T.C.2.a	Use examples of language from the text to identify various points of view (e.g., first person, third person).	-Discover Points of View	

**Texts II. (2.T.SS) Structures & Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.**

2.T.SS.1	<b>Organization</b> - Identify and use organizational structures to craft meaning.		
2.T.SS.1.a	Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.	-Nonfiction Text Features	- Identify Nonfiction Text Features
2.T.SS.1.b	Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	-Gain Meaning from Pictures -Nonfiction Text Features -Images Add Meaning to Text	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story - Identify Nonfiction Text Features - Use Images to Support Understanding of a Text
2.T.SS.1.c	Use conjunctions and transition words or phrases to sequence events and actions.		
2.T.SS.2	<b>Craft</b> - Identify and use descriptive and engaging language.		
2.T.SS.2.a	Identify the difference between literal and nonliteral or figurative language in texts.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
2.T.SS.2.b	Use descriptive words to craft engaging texts.		



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<b>Texts III. (2.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
<b>2.T.T.1</b>	<b>Narrative Techniques - Identify and use narrative techniques to shape understanding.</b>		
<b>2.T.T.1.a</b>	Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.	-Ask and Answer Questions	- Answer Questions About a Story
<b>2.T.T.1.b</b>	Identify the major plot events that occur between a problem and solution.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
<b>2.T.T.1.c</b>	Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.	-Stories Can Teach Lessons -Identify Characters and Events	- Retell a Story - Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Fiction Stories
<b>2.T.T.1.d</b>	Compare and contrast two or more versions of the same story by different authors or from diverse cultures.	-Compare and Contrast Stories -Compare and Contrast Texts	
<b>2.T.T.1.e</b>	Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure.		
<b>2.T.T.2</b>	<b>Expository Techniques - Identify and use expository techniques to shape understanding.</b>		
<b>2.T.T.2.a</b>	Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.	-Main Topic	- Find the Main Topic of an Informational Text
<b>2.T.T.2.b</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Identify Steps in a Process	- Identify the Chronological Order of Events
<b>2.T.T.2.c</b>	Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.		

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<b>2.T.T.3</b>	<b>Opinion Techniques</b> - Identify and use opinion techniques to shape understanding.		
<b>2.T.T.3.a</b>	Identify and describe techniques used to craft opinion texts, including the author’s opinion, supporting reasons, and facts.	-Find Evidence in the Text	
<b>2.T.T.3.c</b>	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.		
<b>2.T.T.4</b>	<b>Poetic Techniques</b> - Identify and use poetic techniques to shape understanding.		
<b>2.T.T.4.a</b>	Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
<b>2.T.T.4.b</b>	Use poetic techniques to create poems using words and/or phrases that may/may not rhyme.		
<b>Texts IV. (2.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
<b>2.T.RA.1</b>	<b>Research &amp; Inquiry</b> - Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.		
<b>2.T.RA.1.a</b>	Generate questions about self-selected topics of interest for research.		
<b>2.T.RA.1.b</b>	Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.		
<b>2.T.RA.1.c</b>	Organize and share related, relevant, accurate information through a variety of different modes.		
<b>2.T.RA.2</b>	<b>Curating Sources &amp; Evidence</b> - Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.		
<b>2.T.RA.2.a</b>	Refer to specific parts of texts when supporting an idea, answer, or opinion.		
<b>2.T.RA.2.b</b>	Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b>2.NR.1 - Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.</b>			
<b>2.NR.1.1</b>	Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.	-Place Value -Numbers to 1000	- Identify the Place Values of Three Digit Numbers - Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
<b>2.NR.1.2</b>	Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0.	-Skip-Count to 1000	- Skip Count by Tens
<b>2.NR.1.3</b>	Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Compare 3-digit Numbers	- Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers
<b>2.NR.2 - Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.</b>			
<b>2.NR.2.1</b>	Fluently add and subtract within 20 using a variety of mental, part-whole strategies.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
<b>2.NR.2.2</b>	Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.		
<b>2.NR.2.3</b>	Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
2.NR.2.4	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add and Subtract within 100	- Add within 100 Using a Number Line - Subtract within 100 by Decomposing Subtrahend - Add 2-Digit Numbers
<b>2.NR.3 - Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.</b>			
2.NR.3.1	Determine whether a group (up to 20) has an odd or even number of objects. Write an equation to express an even number as a sum of two equal addends.	-Odds and Evens	- Practice Identifying Odd and Even Numbers with Automaticity - Make Pairs to See If a Number is Odd or Even - Visually Check if a Number is Odd or Even Based on if it Can be Made into Pairs - Identify Odd or Even with Automaticity
2.NR.3.2	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	- Create/Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
<b>2.PAR.4 - Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.</b>			
2.PAR.4.1	Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.		
2.PAR.4.2	Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.		
<b>2.MDR.5 - Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.</b>			
2.MDR.5.1	Construct simple measuring instruments using unit models. Compare unit models to rulers.	-Measure Length	- Measure Length Using a Ruler
2.MDR.5.2	Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools.		

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2.MDR.5.3	Measure to determine how much longer one object is than another and express the length difference in terms of a standard-length unit.		
2.MDR.5.4	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	-Using Bar Graphs	<ul style="list-style-type: none"> <li>- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph</li> <li>- Read Bar Graphs and Answer "How Many" Questions About Data</li> <li>- Sort and Graph Objects</li> </ul>
2.MDR.5.5	Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.		
<b>2.MDR.6 - Solve real-life problems involving time and money.</b>			
2.MDR.6.1	Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.	-Tell and Write Time	<ul style="list-style-type: none"> <li>- Identify the Difference Between a.m. and p.m.</li> <li>- Tell Time to the Nearest 5 Minutes</li> </ul>
2.MDR.6.2	Find the value of a group of coins and determine combinations of coins that equal a given amount that is less than one hundred cents, and solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	-Coin Values	<ul style="list-style-type: none"> <li>- Identify Coin Values</li> <li>- Solve Problems Using Coins and Their Values</li> </ul>
<b>2.GSR.7 - Draw and partition shapes and other objects with specific attributes, and conduct observations of everyday items and structures to identify how shapes exist in the world.</b>			
2.GSR.7.1	Describe, compare and sort 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes.	-Name and Draw Shapes	- Identify 3D Shapes
2.GSR.7.2	Identify at least one line of symmetry in everyday objects to describe each object as a whole.		
2.GSR.7.3	Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal-sized parts of the whole using fractional names ("halves," "thirds," "fourths", "half of," "third of," "quarter of," etc.).	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths
2.GSR.7.4	Recognize that equal shares of identical wholes may be different shapes within the same whole.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

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<b>Foundations III. (3.F.P) Phonics - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>			
<b>3.F.P.4</b>	<b>Decoding &amp; Encoding with Phonics</b> - Use knowledge of phonics to decode and encode grade-level words.		
<b>3.F.P.4.a</b>	Decode and encode words with graphemes that represent multiple letter-sound correspondences.		
<b>3.F.P.4.b</b>	Decode and encode single-syllable and multisyllabic words of all syllable types.		
<b>3.F.P.4.c</b>	Decode and encode words with common prefixes and suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
<b>Foundations IV. (3.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
<b>3.F.F.1</b>	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>3.F.F.1.a</b>	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
<b>3.F.F.1.b</b>	Read a variety of unfamiliar grade-level texts with increasing accuracy.		
<b>3.F.F.1.c</b>	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	-Read with Fluency	- Read with Fluency
<b>3.F.F.1.d</b>	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.		
<b>Foundations V. (3.F.H) Handwriting - Students develop print handwriting skills.</b>			
<b>3.F.H.3</b>	<b>Read Cursive</b> - Read texts written in cursive.		
<b>3.F.H.3.a</b>	Read phrases and sentences written in cursive.		
<b>3.F.H.4</b>	<b>Write Cursive</b> - Use fine motor skills to form legible letters and words in cursive.		
<b>3.F.H.4.a</b>	Practice forming cursive letters and connectors in words.		
<b>3.F.H.4.b</b>	Use appropriate spacing between cursive words in a sentence.		

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<p><b>Practices I. (3.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition -</b>  <b>Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b></p>			
3.P.EICC.1	<p><b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>		
3.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
3.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
3.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
3.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
3.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
3.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
3.P.EICC.2	<p><b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>		
3.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
3.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
3.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
3.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
3.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		

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<b>3.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>3.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>3.P.EICC.3.b</b>	Scan and skim the text, making note of structures/sections that might be most useful.		
<b>3.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>3.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-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
<b>3.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>3.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.		
<b>3.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Context Clues	
<b>3.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>3.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>3.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose; meet the needs of target audience.		
<b>3.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>3.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
<b>3.P.EICC.4.e</b>	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		



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3.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
3.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
3.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (3.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

3.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
3.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.		
3.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
3.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
3.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
3.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
3.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
3.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		

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<b>Practices III. (3.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
3.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
3.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
3.P.AC.1.b	Identify, apply, analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Literal v. Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Literal v. Nonliteral Language -Context Clues	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
3.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
3.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
3.P.AC.2.a	Integrate literary, expository, persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences/achieve purposes.		
3.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
3.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
3.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
3.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
3.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		

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3.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
3.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Logical Connections	
3.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		
<b>Practices IV. (3.P.CP) Collaboration &amp; Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</b>			
3.P.CP.1	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
3.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
3.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		
3.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
3.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
3.P.CP.2	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
3.P.CP.2.a	Communicate clearly to present ideas, information, and texts.		
3.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.		
3.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
3.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.		
3.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

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<b>Language I. (3.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b>			
3.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
3.L.GC.1.18	<b>Mechanics:</b> Use apostrophes to form contractions and singular possessive nouns. (Master)		
3.L.GC.1.19	<b>Grammar:</b> Grammar: Form and use irregular plural nouns. (Master)		
3.L.GC.1.20	<b>Grammar:</b> Form and use the past tense of irregular verbs. (Master)		
3.L.GC.1.21	<b>Grammar:</b> Use coordinating conjunctions to join words, phrases, or clauses. (Master)		
3.L.GC.1.23	<b>Grammar:</b> Use collective and abstract nouns. (Master)		
3.L.GC.1.24	<b>Grammar:</b> Use reflexive pronouns. (Master)		
3.L.GC.1.25	<b>Mechanics:</b> Use commas with coordinating conjunctions to join independent clauses. (Master)		
3.L.GC.1.26	<b>Mechanics:</b> Use hyphens to divide words at line breaks. (Master)		
3.L.GC.1.27	<b>Grammar:</b> Form and use prepositional phrases. (Master)		
3.L.GC.1.28	<b>Grammar:</b> Form and use comparative and superlative adjectives and adverbs. (Continue)		
3.L.GC.1.29	<b>Usage:</b> Ensure pronoun-antecedent agreement. (Continue)		
3.L.GC.1.30	<b>Mechanics:</b> Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Continue)		
3.L.GC.1.31	<b>Grammar:</b> Use relative pronouns and relative adverbs. (Introduce)		
3.L.GC.1.32	<b>Grammar:</b> Use interjections. (Introduce)		
3.L.GC.1.33	<b>Grammar:</b> Use helping and linking verbs. (Introduce)		
3.L.GC.1.34	<b>Usage:</b> Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Introduce)		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
3.L.GC.1.35	<b>Mechanics:</b> Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Introduce)		
3.L.GC.1.36	<b>Mechanics:</b> Use commas to indicate direct address and to set off the words yes and no. (Introduce)		
3.L.GC.1.37	<b>Mechanics:</b> Use apostrophes to form plural possessives nouns. (Introduce)		
3.L.GC.1.38	<b>Grammar:</b> Use indefinite pronouns, ensuring correct agreement. (Introduce)		
3.L.GC.1.39	<b>Grammar:</b> Use subordinating conjunctions to join clauses. (Introduce)		
3.L.GC.1.40	<b>Mechanics:</b> Use commas after introductory phrases or clauses. (Introduce)		
3.L.GC.1.41	<b>Mechanics:</b> Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Introduce)		
3.L.GC.2	<b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)		
3.L.GC.2.a	Distinguish between correctly structured simple, compound, and complex sentences.		
3.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences.		
3.L.GC.2.c	Use correct subject and verb agreement in a variety of sentences.		
3.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.		
<b>Language II. (3.L.V) Vocabulary</b> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.			
3.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.		
3.L.V.1.a	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.		
3.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.		

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<b>3.L.V.2</b>	<b>Word Analysis</b> - Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.		
<b>3.L.V.2.a</b>	Deconstruct words using common roots, root words, and affixes to determine meaning.		
<b>3.L.V.2.b</b>	Identify affixes associated with specific parts of speech (e.g., ly is commonly used with adverbs) to aid comprehension.		
<b>3.L.V.2.c</b>	Construct words using common roots, root words, and affixes.		
<b>3.L.V.3</b>	<b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
<b>3.L.V.3.a</b>	Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases.		
<b>3.L.V.3.b</b>	Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings.		
<b>3.L.V.3.c</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
<b>3.L.V.3.d</b>	Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.		
<b>3.L.V.3.e</b>	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.		
<b>Texts I. (3.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
<b>3.T.C.1</b>	<b>Purpose &amp; Audience</b> - Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.		
<b>3.T.C.1.a</b>	Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text.		
<b>3.T.C.1.b</b>	Recognize different texts by mode and describe how the different modes of communication: print, digital, auditory, spoken, visual, and multimodal, contribute to the overall purpose and effect.		
<b>3.T.C.1.c</b>	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.		

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<b>3.T.C.2</b>	<b>Authors &amp; Speakers</b> - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.		
<b>3.T.C.2.a</b>	Describe different perspectives of the narrator or speakers and distinguish them from their own.	-Point of View	
<b>3.T.C.2.c</b>	With adult support, identify the context in which a text is written (e.g., time period, individual, situational).		
<b>Texts II. (3.T.SS) Structures &amp; Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
<b>3.T.SS.1</b>	<b>Organization</b> - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.		
<b>3.T.SS.1.a</b>	Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section.	-Identifying Text Structure -Illustrations Support Text -Text Features -Use Pictures to Understand Words -Logical Connections	- Identify Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem - Explain How Illustrations Contribute to a Story "- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features" - Answer Questions About Images in a Text - Explain Images in a Text
<b>3.T.SS.1.b</b>	Design texts using a variety of text structures and features, according to purpose and audience.		
<b>3.T.SS.1.c</b>	Use conjunctions and transition words or phrases, such as although and since, to add cohesion and link ideas and information.		
<b>3.T.SS.1.d</b>	Craft related sentences into clear and cohesive paragraphs.		
<b>3.T.SS.2</b>	<b>Craft</b> - Use language to interpret meaning and craft engaging texts.		
<b>3.T.SS.2.a</b>	Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.	-Literal v. Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
<b>3.T.SS.2.b</b>	Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.		

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<b>Texts III. (3.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
<b>3.T.T.1</b>	<b>Narrative Techniques</b> - Explain, analyze, and use narrative techniques to shape understandings.		
<b>3.T.T.1.a</b>	Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.	-Understanding the Text	- Ask and Answer Questions About a Story
<b>3.T.T.1.b</b>	Explain how characters, setting, problem, and solution function in the plot.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
<b>3.T.T.1.c</b>	Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.	-Determine Message, Lesson, Moral -Describe Characters in a Story	- Retell a Story and Identify the Moral - Describe Characters
<b>3.T.T.1.d</b>	Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures.	-Compare, Contrast Series Books -Compare and Contrast	- Compare and Contrast Texts on the Same Topic
<b>3.T.T.1.e</b>	Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure.		
<b>3.T.T.2</b>	<b>Expository Techniques</b> - Explain, analyze, and use expository techniques to shape understandings.		
<b>3.T.T.2.a</b>	Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
<b>3.T.T.2.b</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
<b>3.T.T.2.c</b>	Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations) and provide a concluding statement or section.		
<b>3.T.T.3</b>	<b>Opinion Techniques</b> - Explain, analyze, and use opinion techniques to shape understandings.		
<b>3.T.T.3.a</b>	Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence.	-Logical Connections	



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3.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect opinion/reasons, and provide a concluding statement or section.		
3.T.T.4	<b>Poetic Techniques</b> - Explain, analyze, and use poetic techniques to shape understandings.		
3.T.T.4.a	Discuss and explain techniques used to present and design poetry, including rhyme scheme.	-Literal v. Nonliteral Language -Identifying Poem Structure	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms - Identify the Structure of a Poem
3.T.T.4.b	Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect.		
<b>Texts IV. (3.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
3.T.RA.1	<b>Research &amp; Inquiry</b> - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.		
3.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.		
3.T.RA.1.b	Conduct research by locating, gathering, selecting, organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.		
3.T.RA.1.c	Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic.		
3.T.RA.2	<b>Curating Sources &amp; Evidence</b> - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.		
3.T.RA.2.a	Refer to specific passages from a text to support an idea, answer, or opinion.	-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.T.RA.2.b	Determine what makes a source text credible and relevant and identify examples.		

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<b>3.NR.1 - Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.</b>			
3.NR.1.1	Read and write multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form.		
3.NR.1.2	Use place value reasoning to compare multi-digit numbers up to 10,000, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.		
3.NR.1.3	Use place value understanding to round whole numbers within up to 1000 to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
<b>3.PAR.2 - Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers up to 10,000.</b>			
3.PAR.2.1	Fluently add and subtract within 1000 to solve problems.	-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.PAR.2.2	Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.		
<b>3.PAR.3 - Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.</b>			
3.PAR.3.1	Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.		
3.PAR.3.2	Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.	-Unknown Number Equations	
3.PAR.3.3	Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use Commutative Property - Use the Distributive Property to Solve Multiplication Problems

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3.PAR.3.4	Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.PAR.3.5	Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90.		
3.PAR.3.6	Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.	-Multiplying Whole Numbers -Dividing Whole Numbers -Multiply, Divide: Word Problems	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition - Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups - Solve Word Problems Involving Equal Groups
3.PAR.3.7	Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	-Division as an Unknown Factor -Multiply, Divide: 1-5 -Multiply, Divide: 6-10	- Multiply by 2/3/4/5/6/7/8/9 - Practice Multiplying 1-10 - Practice Division Facts - Divide with Fluency
<b>3.NR.4 - Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.</b>			
3.NR.4.1	Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.	-Getting Started with Fractions -Fractions on a Number Line	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions - Label and Identify Fractions on a Number Line
3.NR.4.2	Compare two unit fractions by flexibly using a variety of tools and strategies.	-Comparing Fractions	- Compare Fractions Using Visual Models

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3.NR.4.3	Represent fractions, including fractions greater than one, in multiple ways.	-Identifying and Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions - Compare Fractions Using Visual Models
3.NR.4.4	Recognize and generate simple equivalent fractions.	-Generating Equivalent Fractions	
<b>3.MDR.5 - Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.</b>			
3.MDR.5.1	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.MDR.5.2	Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.	-Tell and Write Time in Minutes	- Tell Time to the Nearest Minute
3.MDR.5.3	Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line
3.MDR.5.4	Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.		
3.MDR.5.5	Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units within the customary system.		

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<b>3.GSR.6 - Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.</b>			
3.GSR.6.1	Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles.		
3.GSR.6.2	Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.		
3.GSR.6.3	Identify lines of symmetry in polygons.		
<b>3.GSR.7 - Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.</b>			
3.GSR.7.1	Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).		
3.GSR.7.2	Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.	-Area of Rectangles	<ul style="list-style-type: none"> <li>- Use Formulas and Multiplication to Find the Area of a Rectangle</li> <li>- Find the Area of a Rectangle</li> </ul>
3.GSR.7.3	Discover and explain how area can be found by multiplying the dimensions of a rectangle.	-Area of Rectangles	<ul style="list-style-type: none"> <li>- Use Formulas and Multiplication to Find the Area of a Rectangle</li> </ul>
<b>3.GSR.8 - Determine the perimeter of a polygon presented in real-life, mathematical problems.</b>			
3.GSR.8.1	Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.	-Perimeter of Polygons	
3.GSR.8.2	Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	-Area and Perimeter	<ul style="list-style-type: none"> <li>- Use Formulas to Find the Area and Perimeter of a Rectangle</li> </ul>

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<b>Foundations III. (4.F.P) Phonics - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>			
4.F.P.4	<b>Decoding &amp; Encoding with Phonics</b> - Use knowledge of phonics to decode and encode grade-level words.		
4.F.P.4.a	Decode and encode words with graphemes that represent multiple letter-sound correspondences.		
4.F.P.4.b	Decode and encode single-syllable and multisyllabic words of all syllable types.		
4.F.P.4.c	Decode and encode words with common prefixes and suffixes.		
<b>Foundations IV. (4.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
4.F.F.1	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
4.F.F.1.a	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.		
4.F.F.1.b	Read a variety of unfamiliar grade-level texts with increasing automaticity.		
4.F.F.1.c	Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.		
4.F.F.1.d	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.		
<b>Foundations V. (4.F.H) Handwriting - Students develop print handwriting skills.</b>			
4.F.H.3	<b>Read Cursive</b> - Read texts written in cursive.		
4.F.H.3.a	Read short texts written in cursive.		
4.F.H.4	<b>Write Cursive</b> - Use fine motor skills to form legible letters and words in cursive.		
4.F.H.4.a	Form cursive letters and words legibly, using connectors between letters inside words.		
4.F.H.4.b	Use appropriate spacing between cursive words in a sentence across lines on a page.		

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<p><b>Practices I. (4.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition -</b>  <b>Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b></p>			
4.P.EICC.1	<p><b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>		
4.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
4.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
4.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
4.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
4.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
4.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
4.P.EICC.2	<p><b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>		
4.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
4.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
4.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
4.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
4.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		

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<b>4.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>4.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>4.P.EICC.3.b</b>	Scan and skim the text, making note of structures and sections that might be most useful.		
<b>4.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>4.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-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
<b>4.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>4.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.	-Inferences Using Evidence -Inferences and Conclusions	- Make an Inference About a Story and Text - Use Evidence From a Text to Answer Questions
<b>4.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.		
<b>4.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>4.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>4.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.		
<b>4.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>4.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		



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4.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
4.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
4.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
4.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (4.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

4.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
4.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.		
4.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
4.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
4.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
4.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
4.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Different Points of View -Compare and Contrast Two Views	- Identify the Point of View of a Story - Identify Point of View

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4.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		
<b>Practices III. (4.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
4.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
4.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
4.P.AC.1.b	Identify, apply, analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words/Phrases
4.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words/Phrases
4.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
4.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
4.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
4.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
4.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
4.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		

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<b>4.P.AC.3</b>	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
<b>4.P.AC.3.a</b>	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
<b>4.P.AC.3.b</b>	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
<b>4.P.AC.3.c</b>	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Developing Arguments	
<b>4.P.AC.3.d</b>	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		
<b>Practices IV. (4.P.CP) Collaboration &amp; Presentation</b> - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.			
<b>4.P.CP.1</b>	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
<b>4.P.CP.1.a</b>	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
<b>4.P.CP.1.b</b>	Collaborate with others to determine group norms, establish goals and procedures, facilitate productivity when working on shared projects.		
<b>4.P.CP.1.c</b>	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
<b>4.P.CP.1.d</b>	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
<b>4.P.CP.2</b>	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
<b>4.P.CP.2.a</b>	Communicate clearly to present ideas, information, and texts.		
<b>4.P.CP.2.b</b>	Integrate modes and genres most appropriate to purpose and audience.		
<b>4.P.CP.2.c</b>	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
<b>4.P.CP.2.d</b>	Engage in dialogue with audiences by asking and answering questions.		

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4.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		
<b>Language I. (4.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b>			
4.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
4.L.GC.1.18	<b>Mechanics:</b> Use apostrophes to form contractions and singular possessive nouns. (Master)		
4.L.GC.1.19	<b>Grammar:</b> Grammar: Form and use irregular plural nouns. (Master)		
4.L.GC.1.20	<b>Grammar:</b> Form and use the past tense of irregular verbs. (Master)		
4.L.GC.1.21	<b>Grammar:</b> Use coordinating conjunctions to join words, phrases, or clauses. (Master)		
4.L.GC.1.23	<b>Grammar:</b> Use collective and abstract nouns. (Master)		
4.L.GC.1.24	<b>Grammar:</b> Use reflexive pronouns. (Master)		
4.L.GC.1.25	<b>Mechanics:</b> Use commas with coordinating conjunctions to join independent clauses. (Master)		
4.L.GC.1.26	<b>Mechanics:</b> Use hyphens to divide words at line breaks. (Master)		
4.L.GC.1.27	<b>Grammar:</b> Form and use prepositional phrases. (Master)		
4.L.GC.1.28	<b>Grammar:</b> Form and use comparative and superlative adjectives and adverbs. (Continue)		
4.L.GC.1.29	<b>Usage:</b> Ensure pronoun-antecedent agreement. (Continue)		
4.L.GC.1.30	<b>Mechanics:</b> Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Continue)		
4.L.GC.1.31	<b>Grammar:</b> Use relative pronouns and relative adverbs. (Introduce)		
4.L.GC.1.32	<b>Grammar:</b> Use interjections. (Introduce)		
4.L.GC.1.33	<b>Grammar:</b> Use helping and linking verbs. (Introduce)		
4.L.GC.1.34	<b>Usage:</b> Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Introduce)		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
4.L.GC.1.35	<b>Mechanics:</b> Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Introduce)		
4.L.GC.1.36	<b>Mechanics:</b> Use commas to indicate direct address and to set off the words yes and no. (Introduce)		
4.L.GC.1.37	<b>Mechanics:</b> Use apostrophes to form plural possessives nouns. (Introduce)		
4.L.GC.1.38	<b>Grammar:</b> Use indefinite pronouns, ensuring correct agreement. (Introduce)		
4.L.GC.1.39	<b>Grammar:</b> Use subordinating conjunctions to join clauses. (Introduce)		
4.L.GC.1.40	<b>Mechanics:</b> Use commas after introductory phrases or clauses. (Introduce)		
4.L.GC.1.41	<b>Mechanics:</b> Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Introduce)		
<b>4.L.GC.2</b>	<b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)		
4.L.GC.2.a	Distinguish between correctly structured simple, compound, and complex sentences.		
4.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences.		
4.L.GC.2.c	Use correct subject and verb agreement in a variety of sentences.		
4.L.GC.2.d	Elaborate on ideas/information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.		
<b>Language II. (4.L.V) Vocabulary</b> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.			
<b>4.L.V.1</b>	<b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.		
4.L.V.1.a	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.		
4.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.		

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4.L.V.2	<b>Word Analysis</b> - Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.		
4.L.V.2.a	Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.		
4.L.V.2.b	Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).		
4.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.		
4.L.V.3	<b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.		
4.L.V.3.a	Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
4.L.V.3.b	Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.		
4.L.V.3.c	Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly).		
4.L.V.3.d	Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.		
4.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.		
<b>Texts I. (4.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
4.T.C.1	<b>Purpose &amp; Audience</b> - Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.		
4.T.C.1.a	Determine audience and identify the development of the purpose across a text.		
4.T.C.1.b	Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.		
4.T.C.1.c	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.		

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4.T.C.2	<b>Authors &amp; Speakers</b> - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.		
4.T.C.2.a	Compare and contrast the perspectives of different narrators or speakers in a text.	-Different Points of View -Compare and Contrast Two Views	- Identify the Point of View of a Story - Identify Point of View
4.T.C.2.c	Identify the context in which a text is written (e.g., time period, individual, situational).	-Poems, Drama, Prose	- Identify Parts of a Drama - Identify the Structure of a Poem

**Texts II. (4.T.SS) Structures & Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.**

4.T.SS.1	<b>Organization</b> - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.		
4.T.SS.1.a	Compare and contrast the text features (e.g. icons, hyperlinks) and structures (e.g. chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.	-Compare and Contrast Two Views -Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
4.T.SS.1.b	Design texts using a variety of text structures and features, according to purpose and audience.	-Describing Text Structure -Be an Expert: Use Multiple Texts	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
4.T.SS.1.c	Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information.		
4.T.SS.1.d	Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.		

4.T.SS.2	<b>Craft</b> - Use language to interpret meaning and craft engaging texts.		
4.T.SS.2.a	Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood.	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.T.SS.2.b	Use figurative language for intentional effects when expressing ideas or conveying information.		

**Texts III. (4.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.**

4.T.T.1	<b>Narrative Techniques</b> - Explain, analyze, and use narrative techniques to shape understandings.		
4.T.T.1.a	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem

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4.T.T.1.b	Describe how the text's protagonist/antagonist function in the plot, drive the conflict, contribute to the development of other characters.	-Describing Characters	- Describe a Character, Setting, or Event
4.T.T.1.c	Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.	-Compare and Contrast Themes	
4.T.T.1.d	Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.	-Compare and Contrast Themes	
4.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.		
4.T.T.2	<b>Expository Techniques</b> - Explain, analyze, and use expository techniques to shape understandings.		
4.T.T.2.a	Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
4.T.T.2.b	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-Science Texts: Events and Steps	- Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
4.T.T.2.c	Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.		
4.T.T.3	<b>Opinion Techniques</b> - Explain, analyze, and use opinion techniques to shape understandings.		
4.T.T.3.a	Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.	-Developing Arguments	
4.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.		



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4.T.T.4	<b>Poetic Techniques</b> - Explain, analyze, and use poetic techniques to shape understandings.		
4.T.T.4.a	Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick.	-Meaning of Words and Phrases -Poems, Drama, Prose -Summarize a Text's Main Idea	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases - Identify the Structure of a Poem - Identify Theme of a Poem
4.T.T.4.b	Apply poetic techniques to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.		
<b>Texts IV. (4.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
4.T.RA.1	<b>Research &amp; Inquiry</b> - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.		
4.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information.		
4.T.RA.1.b	Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.		
4.T.RA.1.c	Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.		
4.T.RA.2	<b>Curating Sources &amp; Evidence</b> - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.		
4.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion.	-Inferences and Conclusions -Inferences Using Evidence	- Use Evidence From a Text to Answer Questions
4.T.RA.2.b	Determine the credibility and relevance of a source text based on known information about the author and/or organization.		

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<b>4.NR.1 - Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place and compare decimal numbers to the hundredths place.</b>			
<b>4.NR.1.1</b>	Read and write multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.	-Write Large Numbers	- Write Large Numbers in Expanded Form
<b>4.NR.1.2</b>	Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division.	-Place Value and Division	- Learn How Multiplying by Ten Relates to Place Value - Understand the Value of Digits as Multiples of Tens - Identify the Patterns Between Digits Using Place Value Knowledge
<b>4.NR.1.3</b>	Use place value reasoning to represent, compare, and order multi-digit numbers, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Use Symbols to Compare Large Numbers
<b>4.NR.1.4</b>	Use place value understanding to round multi-digit whole numbers.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
<b>4.NR.2 - Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.</b>			
<b>4.NR.2.1</b>	Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
<b>4.NR.2.2</b>	Interpret, model, and solve problems involving multiplicative comparison.	-Multiplicative Comparisons	- Learn About Multiplicative Comparisons - Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
<b>4.NR.2.3</b>	Solve relevant problems with multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value/properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers

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4.NR.2.4	Solve authentic division problems involving up to 4-digit dividends and 1- digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations.	-Find Whole Number Quotients	- Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
4.NR.2.5	Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions.	-Multi-step Word Problems	- Solve Multistep Word Problems
<b>4.PAR.3 - Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.</b>			
4.PAR.3.1	Generate both number and shape patterns that follow a provided rule.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
4.PAR.3.2	Use input-output rules, tables, and charts to represent and describe patterns, find relationships, and solve problems	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern
4.PAR.3.3	Find factor pairs in the range 1–100 and find multiples of single-digit numbers up to 100.	-Prime and Composite Numbers	- Recognize Factors and Multiples for Numbers 1-100 - Determine Multiples for the Numbers 1-100 - Find Factor Pairs for Numbers 1-100
4.PAR.3.4	Identify composite numbers and prime numbers and explain the relationship with the factor pairs.	-Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Identify Which Numbers Between 1-100 Are Prime
<b>4.NR.4 - Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.</b>			
4.NR.4.1	Using concrete materials, drawings, and number lines, demonstrate and explain the relationship between equivalent fractions, including fractions greater than one, and explain the identity property of multiplication as it relates to equivalent fractions. Generate equivalent fractions using these relationships.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models

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4.NR.4.3	Compare two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies and recognize that comparisons are valid only when the two fractions refer to the same whole.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NR.4.4	Represent whole numbers and fractions as the sum of unit fractions.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
4.NR.4.5	Represent a fraction as a sum of fractions with the same denominator in more than one way, recording with an equation.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NR.4.6	Add and subtract fractions and mixed numbers with like denominators using a variety of tools.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators - Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
<b>4.NR.5 - Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part-whole strategies and visual models.</b>			
4.NR.5.1	Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100.		
4.NR.5.2	Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NR.5.3	Compare two decimal numbers to the hundredths place by reasoning about their size. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , justify conclusions.		

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<b>4.MDR.6 - Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.</b>			
<b>4.MDR.6.1</b>	Use four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, masses of objects, including problems with fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.	-Customary and Metric Measurement -Measurement Word Problems	- Convert Units of Time
<b>4.MDR.6.2</b>	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	-Measurement Word Problems	
<b>4.MDR.6.3</b>	Create dot plots to display a distribution of numerical (quantitative) measurement data.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
<b>4.GSR.7 - Investigate the concepts of angles and angle measurement to estimate and measure angles.</b>			
<b>4.GSR.7.1</b>	Recognize angles as geometric shapes formed when two rays share a common endpoint. Draw right, acute, and obtuse angles based on the relationship of the angle measure to 90 degrees.	-Measuring Angles	
<b>4.GSR.7.2</b>	Measure angles in reference to a circle with the center at the common endpoint of two rays. Determine an angle's measure in relation to the 360 degrees in a circle through division or as a missing factor problem.	-Measuring Angles -Additive Angles	
<b>4.GSR.8 - Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.</b>			
<b>4.GSR.8.1</b>	Explore, investigate, and draw points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular/parallel lines, lines of symmetry. Identify these in two-dimensional figures.		
<b>4.GSR.8.2</b>	Classify, compare, and contrast polygons based on lines of symmetry, the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size and based on side lengths.		
<b>4.GSR.8.3</b>	Solve problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle

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<b>Foundations III. (5.F.P) Phonics - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>			
<b>5.F.P.4</b>	<b>Decoding &amp; Encoding with Phonics</b> - Use knowledge of phonics to decode and encode grade-level words.		
<b>5.F.P.4.a</b>	Decode and encode words with graphemes that represent multiple letter-sound correspondences.		
<b>5.F.P.4.b</b>	Decode and encode single-syllable and multisyllabic words of all syllable types.		
<b>5.F.P.4.c</b>	Decode and encode words with common prefixes and suffixes.		
<b>Foundations IV. (5.F.F) Fluency - Students read text aloud or silently with speed, accuracy, and expression.</b>			
<b>5.F.F.1</b>	<b>Oral &amp; Silent Reading Fluency</b> - Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>5.F.F.1.a</b>	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.		
<b>5.F.F.1.b</b>	Read a variety of unfamiliar grade-level texts with increasing automaticity.		
<b>5.F.F.1.c</b>	Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.		
<b>5.F.F.1.d</b>	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.		
<b>Foundations V. (5.F.H) Handwriting - Students develop print handwriting skills.</b>			
<b>5.F.H.3</b>	<b>Read Cursive</b> - Read texts written in cursive.		
<b>5.F.H.3.a</b>	Read a variety of texts written in cursive.		
<b>5.F.H.4</b>	<b>Write Cursive</b> - Use fine motor skills to form legible letters and words in cursive.		
<b>5.F.H.4.a</b>	Produce texts using cursive writing legibly and efficiently.		
<b>5.F.H.4.b</b>	Use appropriate spacing throughout the body of a text when writing in cursive.		

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<p><b>Practices I. (5.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b></p>			
5.P.EICC.1	<p><b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>		
5.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
5.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
5.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
5.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
5.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
5.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
5.P.EICC.2	<p><b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>		
5.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
5.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
5.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
5.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
5.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		

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<b>5.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>5.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>5.P.EICC.3.b</b>	Scan and skim the text, making note of structures/sections that might be most useful.		
<b>5.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>5.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-Identify Theme Through Characters -Summarizing a Text -Main Idea and Details	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize Story - Identify the Theme of a Poem and Story - Use Details to Find Two or More Main Ideas in an Informational Text
<b>5.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>5.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.	-Explicit Meaning and Inferences -Quotes and Direct Evidence	- Make Inferences - Make Inferences Using Text Evidence - Use Quotes to Support Inferences About a Text
<b>5.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words/Phrases
<b>5.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>5.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>5.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose, meet the needs of the target audience.		
<b>5.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>5.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		



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5.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
5.P.EICC.4.f	Evaluate the text's effectiveness based on self-review/feedback from others, determining whether text matches the purpose/goals for writing.		
5.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
5.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (5.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

5.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
5.P.ST.1.a	Use prior knowledge, formal/informal research, and discussions with others to identify the key components of context that are most relevant.		
5.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
5.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
5.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
5.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
5.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Narrator's Point of View	- Identify the Point of View of a Story

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5.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		
<b>Practices III. (5.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
5.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
5.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
5.P.AC.1.b	Identify, apply, analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words/Phrases
5.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words/Phrases
5.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
5.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
5.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
5.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
5.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
5.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		

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<b>5.P.AC.3</b>	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
<b>5.P.AC.3.a</b>	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
<b>5.P.AC.3.b</b>	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
<b>5.P.AC.3.c</b>	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts		
<b>5.P.AC.3.d</b>	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		
<b>Practices IV. (5.P.CP) Collaboration &amp; Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</b>			
<b>5.P.CP.1</b>	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
<b>5.P.CP.1.a</b>	Arrive to group discussions/collaborative meetings prepared to be an active participant in the work.		
<b>5.P.CP.1.b</b>	Collaborate with others to determine group norms, establish goals and procedures, facilitate productivity when working on shared projects.		
<b>5.P.CP.1.c</b>	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
<b>5.P.CP.1.d</b>	Work with others to discuss topics, investigate questions, solve problems, explore/create texts.		
<b>5.P.CP.2</b>	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
<b>5.P.CP.2.a</b>	Communicate clearly to present ideas, information, and texts.		
<b>5.P.CP.2.b</b>	Integrate modes and genres most appropriate to purpose and audience.		
<b>5.P.CP.2.c</b>	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
<b>5.P.CP.2.d</b>	Engage in dialogue with audiences by asking and answering questions.		
<b>5.P.CP.2.e</b>	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

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<p><b>Language I. (5.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b></p>			
<b>5.L.GC.1</b>	<p><b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.</p>		
<b>5.L.GC.1.38</b>	<b>Grammar:</b> Use indefinite pronouns, ensuring correct agreement. (Master)		
<b>5.L.GC.1.39</b>	<b>Grammar:</b> Use subordinating conjunctions to join clauses. (Master)		
<b>5.L.GC.1.40</b>	<b>Mechanics:</b> Use commas after introductory phrases or clauses. (Master)		
<b>5.L.GC.1.41</b>	<b>Mechanics:</b> Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Master)		
<b>5.L.GC.1.42</b>	<b>Grammar:</b> Use intensive pronouns. (Continue)		
<b>5.L.GC.1.43</b>	<b>Grammar:</b> Form and use the progressive, perfect, and perfect progressive verb aspects. (Continue)		
<b>5.L.GC.1.44</b>	<b>Grammar:</b> Form and use participles. (Continue)		
<b>5.L.GC.1.45</b>	<b>Usage:</b> Recognize and correct vague pronoun references. (Continue)		
<b>5.L.GC.1.46</b>	<b>Grammar:</b> Use correlative conjunctions to join words, phrases, or clauses. (Introduce)		
<b>5.L.GC.1.47</b>	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. (Introduce)		
<b>5.L.GC.1.48</b>	<b>Mechanics:</b> Use semicolons to separate items in a series or list when at least one of the items already contains commas. (Introduce)		
<b>5.L.GC.1.54</b>	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Introduce)		
<b>5.L.GC.2</b>	<p><b>Syntax</b> - Recognize and compose coherent sentences that express complete thoughts. (Introduce)</p>		
<b>5.L.GC.2.a</b>	Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.		
<b>5.L.GC.2.b</b>	Use simple, compound, complex sentences to strengthen clarity/coherence, maintaining consistent verb tense throughout the entire text.		
<b>5.L.GC.2.c</b>	Use correct subject/verb agreement to consistently achieve clarity in a variety of sentences.		

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<p><b><u>Language II. (5.L.V) Vocabulary</u> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</b></p>			
5.L.V.1	<p><b>General, Academic, &amp; Specialized Vocabulary</b> - Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.</p>		
5.L.V.1.a	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.		
5.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.		
5.L.V.2	<p><b>Word Analysis</b> - Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.</p>		
5.L.V.2.a	Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.		
5.L.V.2.b	Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., discuss as a verb vs. discussion as a noun).		
5.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.		
5.L.V.3	<p><b>Meaning &amp; Purpose</b> - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.</p>		
5.L.V.3.a	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
5.L.V.3.b	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.		
5.L.V.3.c	Distinguish shades of meaning among related words, including verbs, adjectives, and/or adverbs, to clarify intended meaning.		
5.L.V.3.d	Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.		
5.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.		

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<b>Texts I. (5.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
<b>5.T.C.1</b>	<b>Purpose &amp; Audience</b> - Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.		
<b>5.T.C.1.a</b>	Determine audience and explain multiple purposes found across a text.		
<b>5.T.C.1.b</b>	Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.		
<b>5.T.C.1.c</b>	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.		
<b>5.T.C.2</b>	<b>Authors &amp; Speakers</b> - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.		
<b>5.T.C.2.a</b>	Describe how a narrator or speaker's perspective influences the text.	-Narrator's Point of View	- Identify the Point of View of a Story
<b>5.T.C.2.c</b>	Make inferences about the context in which the text is written (e.g., time period, individual, situational).	-Explicit Meaning and Inferences	- Make Inferences Using Text Evidence
<b>Texts II. (5.T.SS) Structures &amp; Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
<b>5.T.SS.1</b>	<b>Organization</b> - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.		
<b>5.T.SS.1.a</b>	Describe how text features (e.g., chapter titles, diagrams) and text structure (e.g., chapters, problem/solution) function in conjunction to represent ideas and information coherently in texts.	-Comparing Similar Texts -Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
<b>5.T.SS.1.b</b>	Design texts using a variety of text structures and features, according to purpose and audience.	-Using Text Features -Comparing Text Structure	- Identify the Structure of a Text - Use Text Features to Answer Questions
<b>5.T.SS.1.c</b>	Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information.		
<b>5.T.SS.1.d</b>	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.		
<b>5.T.SS.2</b>	<b>Craft</b> - Use language to interpret meaning and craft engaging texts.		
<b>5.T.SS.2.a</b>	Describe the impact of the use of figurative language such as similes, metaphors, idioms, hyperboles, and personification in response to audience and purpose, in various modes and genres.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
<b>5.T.SS.2.b</b>	Use figurative language for intentional effects when expressing ideas or conveying information.		

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<b>Texts III. (5.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
<b>5.T.T.1</b>	<b>Narrative Techniques</b> - Explain, analyze, and use narrative techniques to shape understandings.		
<b>5.T.T.1.a</b>	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
<b>5.T.T.1.b</b>	Analyze how setting, events, conflict, and characterization contribute to the plot.	-Comparing Story Elements	- Compare and Contrast Elements in a Story
<b>5.T.T.1.c</b>	Explain how a theme is demonstrated through a character's growth or conflict resolution.	-Identify Theme Through Characters -Summarizing a Text	- Use Key Details in a Text to Summarize the Story - Identify the Theme of a Poem and Story
<b>5.T.T.1.d</b>	Compare and contrast stories in the same genre (e.g., mysteries, adventures) from diverse cultures on their approaches to similar themes and topics.	-Comparing Similar Texts	
<b>5.T.T.1.e</b>	Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.		
<b>5.T.T.2</b>	<b>Expository Techniques</b> - Explain, analyze, and use expository techniques to shape understandings.		
<b>5.T.T.2.a</b>	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, facts, and key details used to support the main idea.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
<b>5.T.T.2.b</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	-Comparing Text Structure	- Identify the Structure of a Text
<b>5.T.T.2.c</b>	Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.		
<b>5.T.T.3</b>	<b>Opinion Techniques</b> - Explain, analyze, and use opinion techniques to shape understandings.		
<b>5.T.T.3.a</b>	Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.		

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5.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.		
5.T.T.4	<b>Poetic Techniques</b> - Explain, analyze, and use poetic techniques to shape understandings.		
5.T.T.4.a	Discuss and explain techniques used to present and design poetry, including rhyme and structure.	-Unknown Words and Phrases -Identify Theme Through Characters -Summarizing a Text	- Use Context Clues to Determine the Meaning of Unknown Words/Phrases - Identify the Theme of a Poem
5.T.T.4.b	Apply poetic techniques (e.g., rhyme, rhyme scheme, structure) to produce different types of poetry (e.g., free/rhymed verse, haiku, limerick).		
<b>Texts IV. (5.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
5.T.RA.1	<b>Research &amp; Inquiry</b> - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.		
5.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, asking probing questions to compare/contrast related topics.		
5.T.RA.1.b	Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.		
5.T.RA.1.c	Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.	-Integrate Information	
5.T.RA.2	<b>Curating Sources &amp; Evidence</b> - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.		
5.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.	-Explicit Meaning and Inferences -Quotes and Direct Evidence	- Make Inferences - Make Inferences Using Text Evidence - Use Quotes to Support Inferences About a Text
5.T.RA.2.b	Determine credibility and relevance by assessing the strengths and weaknesses of source texts to support a topic or message.		
5.T.RA.2.c	Use basic parenthetical citations to credit the source used.		



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<b>5.NR.1 - Use place value understanding to solve real-life, mathematical problems.</b>			
5.NR.1.1	Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NR.1.2	Explain patterns in the placement of digits when multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10, up to $10^3$ .	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
<b>5.NR.2 - Multiply and divide multi-digit whole numbers to solve relevant, mathematical problems.</b>			
5.NR.2.1	Fluently multiply multi-digit (up to 3- digit by 2-digit) whole numbers to solve authentic problems.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NR.2.2	Fluently divide multi-digit whole numbers (up to 4-digit dividends and 2-digit divisors no greater than 25) to solve practical problems.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
<b>5.NR.3 - Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models.</b>			
5.NR.3.1	Explain the meaning of a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NR.3.2	Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies.		
5.NR.3.3	Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators.	-Add and Subtract Fractions -Word Problems: Basic Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators - Solve Word Problems Involving the Addition and Subtraction of Fractions
5.NR.3.4	Model and solve problems involving multiplication of a fraction and a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number

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5.NR.3.5	Explain why multiplying a whole number by a fraction greater than one results in a product greater than the whole number, and why multiplying a whole number by a fraction less than one results in a product less than the whole number and multiplying a whole number by a fraction equal to one results in a product equal to the whole number.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NR.3.6	Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
<b>5.NR.4 - Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.</b>			
5.NR.4.1	Read and write decimal numbers to the thousandths place using base-ten numerals written in standard form and expanded form.	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals
5.NR.4.2	Represent, compare, and order decimal numbers to the thousandths place based on the meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.NR.4.3	Use place value understanding to round decimal numbers to the hundredths place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
5.NR.4.4	Solve problems involving addition and subtraction of decimal numbers to the hundredths place using a variety of strategies.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations
<b>5.NR.5 - Write, interpret, and evaluate numerical expressions within authentic problems.</b>			
5.NR.5.1	Write, interpret, and evaluate simple numerical expressions involving whole numbers with or without grouping symbols to represent actual situations.	-Order of Operations -Words to Numbers	- Solve Problems Using Order of Operations - Write Expressions Using Words/Symbols - Write Expressions to Represent Different Situations

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<b>5.PAR.6 - Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).</b>			
<b>5.PAR.6.1</b>	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms by completing a table.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
<b>5.PAR.6.2</b>	Represent problems by plotting ordered pairs and explain coordinate values of points in the first quadrant of the coordinate plane.	-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>5.MDR.7 - Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.</b>			
<b>5.MDR.7.1</b>	Explore realistic problems involving different units of measurement, including distance, mass, weight, volume, and time.	-Concepts of Volume -Counting Units to Find Volume	- Use Formulas and Strategies to Find Volume of a Rectangular Prism - Measure Volume Using Unit Cubes
<b>5.MDR.7.2</b>	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.		
<b>5.MDR.7.3</b>	Convert among units within the metric system and then apply these conversions to solve multistep, practical problems.	-Converting Measurements	- Convert Units of Metric Length
<b>5.MDR.7.4</b>	Convert among units within relative sizes of measurement units within the customary measurement system.	-Converting Measurements	- Convert Units of Metric Length
<b>5.GSR.8 - Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.</b>			
<b>5.GSR.8.1</b>	Classify, compare, and contrast polygons based on properties.	-Classifying Quadrilaterals	
<b>5.GSR.8.2</b>	Determine, through exploration/investigation, that attributes belonging to category of two-dimensional figures also belong to all subcategories.	-Classifying Quadrilaterals	
<b>5.GSR.8.3</b>	Investigate volume of right rectangular prisms by packing them with unit cubes without gaps or overlaps. Then, determine the total volume to solve problems.	-Volume of Rectangular Prisms	
<b>5.GSR.8.4</b>	Discover and explain how the volume of a right rectangular prism can be found by multiplying the area of the base times the height to solve authentic, mathematical problems.	-Counting Units to Find Volume	

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<p><b>Practices I. (6.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b></p>			
6.P.EICC.1	<p><b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>		
6.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
6.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
6.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
6.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
6.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
6.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
6.P.EICC.2	<p><b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>		
6.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
6.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
6.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
6.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
6.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		

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<b>6.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>6.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>6.P.EICC.3.b</b>	Scan and skim the text, making note of structures and sections that might be most useful.		
<b>6.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>6.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-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
<b>6.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>6.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences - Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
<b>6.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.		
<b>6.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>6.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>6.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.		
<b>6.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		

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6.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
6.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		
6.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
6.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
6.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (6.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

6.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
6.P.ST.1.a	Use prior knowledge, formal/informal research, and discussions with others to identify the key components of context that are most relevant.		
6.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
6.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
6.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
6.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		

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6.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Point of View -Author's Argument	- Analyze the Point of View of a Poem
6.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		
<b>Practices III. (6.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
6.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
6.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
6.P.AC.1.b	Identify, apply, analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.		
6.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.		
6.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
6.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
6.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
6.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
6.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		

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6.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
6.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
6.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		
6.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-Development of an Idea or Event	
6.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Text Structure	
6.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		
<b>Practices IV. (6.P.CP) Collaboration &amp; Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</b>			
6.P.CP.1	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
6.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
6.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, facilitate productivity when working on shared projects.		
6.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
6.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
6.P.CP.2	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
6.P.CP.2.a	Communicate clearly to present ideas, information, and texts.		
6.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.		



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6.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
6.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.		
6.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

**Language I. (6.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**

6.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
6.L.GC.1.43	<b>Grammar:</b> Form and use the progressive, perfect, and perfect progressive verb aspects. (Master)		
6.L.GC.1.44	<b>Grammar:</b> Form and use participles. (Master)		
6.L.GC.1.45	<b>Usage:</b> Recognize and correct vague pronoun references. (Master)		
6.L.GC.1.46	<b>Grammar:</b> Use correlative conjunctions to join words, phrases, or clauses. (Master)		
6.L.GC.1.47	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. (Master)		
6.L.GC.1.48	<b>Mechanics:</b> Use semicolons to separate items in a series or list when at least one of the items already contains commas. (Master)		
6.L.GC.1.49	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)		
6.L.GC.1.50	<b>Mechanics:</b> Use ellipses appropriately. (Introduce)		
6.L.GC.1.51	<b>Mechanics:</b> Use hyphens with appropriate affixes and compound words. (Introduce)		
6.L.GC.1.52	<b>Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Introduce)		
6.L.GC.1.53	<b>Mechanics, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Introduce)		

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6.L.GC.1.54	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)		
6.L.GC.2	<b>Syntax</b> - Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.		
6.L.GC.2.a	Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.		
6.L.GC.2.b	Use a variety of simple, compound, and complex sentences, and compound- complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.		
6.L.GC.2.c	Identify and use active voice in sentences, revising for subject-verb agreement.		
6.L.GC.2.d	Build and enrich ideas/information in texts, using modifiers when incorporating details/descriptions to convey meaning and facilitate engagement.		

**Language II. (6.L.V) Vocabulary - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.**

6.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.		
6.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.		
6.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.		
6.L.V.2	<b>Word Analysis</b> - Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.		
6.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine/clarify meaning in grade-level texts.		
6.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.		
6.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.		
6.L.V.2.d	Use knowledge of parts of speech to determine precise words/phrases when constructing texts.		

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<b>6.L.V.3</b>	<b>Meaning &amp; Purpose</b> - Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.		
<b>6.L.V.3.b</b>	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.		
<b>6.L.V.3.c</b>	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).		
<b>6.L.V.3.d</b>	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.		
<b>6.L.V.3.e</b>	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.		

## Texts I. (6.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.

<b>6.T.C.1</b>	<b>Purpose &amp; Audience</b> - Analyze the impact of purpose and audience on a wide variety of texts.		
<b>6.T.C.1.a</b>	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.		
<b>6.T.C.1.b</b>	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
<b>6.T.C.1.c</b>	Construct multimodal texts and/or presentations for a specific purpose and audience.		
<b>6.T.C.2</b>	<b>Authors &amp; Speakers</b> - Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.		
<b>6.T.C.2.a</b>	Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.		
<b>6.T.C.2.b</b>	Explain how the author's choice of evidence reveals the author's perspective and impacts credibility.	-Point of View -Author's Argument	- Analyze the Point of View of a Poem
<b>6.T.C.2.c</b>	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.		

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6.T.C.2.d	Use credible sources to research the answers to questions on academic and individual topics of interest.		
<b>Texts II. (6.T.SS) Structures &amp; Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
6.T.SS.1	<b>Organization</b> - Analyze and use organizational structures to craft meaning.		
6.T.SS.1.a	Explain how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.	-Introduction to Text Structure -Text Structure	- Use the Structure of a Text to Identify the Theme
6.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.	-Author's Argument -Integrate Information -Compare and Contrast	- Integrate Information to Understand a Text
6.T.SS.1.c	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.		
6.T.SS.1.d	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.		
6.T.SS.2	<b>Craft</b> - Interpret and use language to craft engaging texts.		
6.T.SS.2.a	Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.		
6.T.SS.2.b	Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes/appeal to the target audience.		
6.T.SS.2.c	Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking.		
<b>Texts III. (6.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
6.T.T.1	<b>Narrative Techniques</b> - Analyze and apply narrative techniques.		
6.T.T.1.a	Describe how narrative techniques are used across the text to develop plot, characters, and setting.	-Plot Development	- Describe the Plot and How Characters Respond to It
6.T.T.1.b	Analyze how setting, events, conflict, and characterization influence plot pacing.	-Plot Development	- Describe the Plot and How Characters Respond to It

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6.T.T.1.c	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
6.T.T.1.d	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.		
6.T.T.2	<b>Expository Techniques</b> - Analyze and apply expository techniques.		
6.T.T.2.a	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text - Identify the Main Idea and Key Details in an Informational Text
6.T.T.2.b	Compare and contrast one author's presentation of events with that of another on the same historical event or topic.	-Compare and Contrast	
6.T.T.2.c	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.		
6.T.T.3	<b>Argumentative Techniques</b> - Analyze and apply argumentative techniques.		
6.T.T.3.a	Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
6.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.		
6.T.T.4	<b>Poetic Techniques</b> - Analyze and apply poetic techniques.		
6.T.T.4.a	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.	-Point of View	- Analyze the Point of View of a Poem
6.T.T.4.b	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.		

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<b>Texts IV. (6.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
<b>6.T.RA.1</b>	<b>Research &amp; Inquiry</b> -Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.		
<b>6.T.RA.1.a</b>	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.		
<b>6.T.RA.1.b</b>	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.		
<b>6.T.RA.1.c</b>	Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.		
<b>6.T.RA.2</b>	<b>Curating Sources &amp; Evidence</b> - Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.		
<b>6.T.RA.2.a</b>	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences - Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
<b>6.T.RA.2.b</b>	Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.	-Compare a Text with a Performance -Compare and Contrast	
<b>6.T.RA.2.c</b>	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.		
<b>6.T.RA.1</b>	<b>Periods &amp; Movements</b> - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.		
<b>6.T.PM.1.a</b>	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.	-Compare and Contrast Genres	
<b>6.T.PM.1.b</b>	Read and comprehend one genre of literature from a particular time period.	-Compare and Contrast	

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<b>6.NR.1 - Solve relevant, mathematical problems involving operations with whole numbers, fractions, and decimal numbers.</b>			
<b>6.NR.1.1</b>	Fluently add and subtract any combination of fractions to solve problems.		
<b>6.NR.1.2</b>	Multiply and divide any combination of whole numbers, fractions, and mixed numbers using a student-selected strategy. Interpret products and quotients of fractions and solve word problems	-Dividing Fractions	
<b>6.NR.1.3</b>	Perform operations with multi-digit decimal numbers fluently using models and student-selected strategies.	-Solving Decimal Equations -Operations with Decimals	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models - Use Standard Algorithm to Multiply Decimals
<b>6.NR.2 - Apply operations with whole numbers, fractions and decimals within relevant applications.</b>			
<b>6.NR.2.1</b>	Describe and interpret the center of the distribution by the equal share value (mean).	-Measures of Center and Variation	
<b>6.NR.2.2</b>	Summarize categorical and quantitative (numerical) data sets in relation to the context: display the distributions of quantitative (numerical) data in plots on a number line, including dot plots, histograms, and box plots and display the distribution of categorical data using bar graphs.	-Summarizing Data Sets	
<b>6.NR.2.3</b>	Interpret numerical data to answer a statistical investigative question created. Describe the distribution of a quantitative (numerical) variable collected, including its center, variability, and overall shape.	-Introduction to Statistics -Center, Spread and Shape	
<b>6.NR.2.4</b>	Design simple experiments and collect data. Use data gathered from realistic scenarios and simulations to determine quantitative measures of center (median and/or mean) and variability (interquartile range and range). Use these quantities to draw conclusions about the data, compare different numerical data sets, and make predictions.	-Summarizing Data Sets	
<b>6.NR.2.5</b>	Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

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6.NR.2.6	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 a dot plot or box plot to examine this impact.	-Displaying Data -Measures of Center and Variation	
<b>6.NR.3 - Solve a variety of problems involving whole numbers and their opposites; model rational numbers on a number line to describe problems presented in relevant, mathematical situations.</b>			
6.NR.3.1	Identify and compare integers, explain meaning of zero based on multiple authentic situations.	-Positive and Negative Numbers	
6.NR.3.2	Order and plot integers on a number line and use distance from zero to discover the connection between integers and their opposites.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NR.3.3	Recognize and explain that opposite signs of integers indicate locations on opposite sides of zero on the number line; recognize and explain that the opposite of the opposite of a number is the number itself.	-Opposites of Numbers	
6.NR.3.4	Write, interpret, and explain statements of order for rational numbers in authentic, mathematical situations. Compare rational numbers, including integers, using equality and inequality symbols.	-Graphing in the Coordinate Plane	
6.NR.3.5	Explain the absolute value of a rational number as its distance from zero on the number line; interpret absolute value as distance for a positive or negative quantity in a relevant situation.	-Absolute Value	
6.NR.3.6	Distinguish comparisons of absolute value from statements about order.		
<b>6.NR.4 - Solve a variety of contextual problems involving ratios, unit rates, equivalent ratios, percentages, and conversions within measurement systems using proportional reasoning.</b>			
6.NR.4.1	Explain the concept of a ratio, represent ratios, and use ratio language to describe a relationship between two quantities.	-Introduction to Ratios	- Complete a Ratio Table
6.NR.4.2	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.NR.4.3	Solve problems involving proportions using a variety of student-selected strategies.	-Ratio Tables -Intro. to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	



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6.NR.4.4	Describe the concept of rates and unit rate in the context of a ratio relationship.	-Introduction to Unit Rates	
6.NR.4.5	Solve unit rate problems including those involving unit pricing and constant speed.	-Introduction to Unit Rates	
6.NR.4.6	Calculate a percent of a quantity as a rate per 100, solve everyday problems given a percent.	-Percent of a Quantity	
6.NR.4.7	Use ratios to convert within measurement systems (customary and metric) to solve authentic problems that exist in everyday life.	-Using Ratios to Convert Units	
<b>6.GSR.5 - Solve relevant problems involving area, surface area, and volume.</b>			
6.GSR.5.1	Explore area as a measurable attribute of triangles, quadrilaterals, and other polygons conceptually by composing or decomposing into rectangles, triangles, and other shapes. Find the area of these geometric figures to solve problems.		
6.GSR.5.2	Given the net of three-dimensional figures with rectangular and triangular faces, determine the surface area of these figures.		
6.GSR.5.3	Calculate the volume of right rectangular prisms with fractional edge lengths by applying the formula, $V = (\text{area of base}) \times (\text{height})$ .		
<b>6.PAR.6 - Identify, write, evaluate, and interpret numerical and algebraic expressions as mathematical models to explain relevant situations.</b>			
6.PAR.6.1	Write and evaluate numerical expressions involving rational bases and whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.PAR.6.2	Determine greatest common factors and least common multiples using a variety of strategies to make sense of applicable problems.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.PAR.6.3	Write and read expressions that represent operations with numbers and variables in realistic situations.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Problems - Evaluate Exponential Expressions
6.PAR.6.4	Evaluate expressions when given values for the variables, including expressions that arise in everyday situations.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.PAR.6.5	Apply the properties of operations to identify and generate equivalent expressions	-Equivalent Expressions	

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<b>6.PAR.7 - Write and solve one-step equations and inequalities as mathematical models to explain authentic, realistic situations.</b>			
<b>6.PAR.7.1</b>	Solve one-step equations and inequalities involving variables when values for the variables are given. Determine whether an equation and inequality involving a variable is true or false for a given value of the variable.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
<b>6.PAR.7.2</b>	Write one-step equations and inequalities to represent and solve problems; explain that a variable can represent an unknown number or any number in a specified set.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
<b>6.PAR.7.3</b>	Solve problems by writing and solving equations of the form $x + p = q$ , $px = q$ and $x/p = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	-Solve One Variable Equations	
<b>6.PAR.7.4</b>	Recognize and generate inequalities of the form $x > c$ , $x \geq c$ , $x \leq c$ , or $x < c$ to explain situations that have infinitely many solutions; represent solutions of such inequalities on a number line.		
<b>6.PAR.8 - Graph rational numbers as points on the coordinate plane to represent and solve contextual, mathematical problems; draw polygons using the coordinates for their vertices and find the length of a side of a polygon.</b>			
<b>6.GSR.8.1</b>	Locate and position rational numbers on a horizontal or vertical number line; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
<b>6.GSR.8.2</b>	Show and explain that signs of numbers in ordered pairs indicate locations in quadrants of the coordinate plane and determine how two ordered pairs may differ based only on the signs.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
<b>6.GSR.8.3</b>	Solve problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same x-coordinate or the same y-coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
<b>6.GSR.8.4</b>	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same x-coordinate or the same y-coordinate.		

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<p><b>Practices I. (7.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition -</b>  <b>Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b></p>			
7.P.EICC.1	<p><b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>		
7.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
7.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
7.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
7.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
7.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
7.P.EICC.1.f	Develop independence and autonomy as a reader and writer.		
7.P.EICC.2	<p><b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>		
7.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
7.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
7.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.		
7.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
7.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.		

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<b>7.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>7.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>7.P.EICC.3.b</b>	Scan and skim the text, making note of structures and sections that might be most useful.		
<b>7.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>7.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-Thematic Development -Central Ideas in a Text	
<b>7.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>7.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.	-Cite Textual Evidence -Textual Evidence and Inference	
<b>7.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Figurative Language	
<b>7.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>7.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>7.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.		
<b>7.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>7.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
<b>7.P.EICC.4.e</b>	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		

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7.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
7.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
7.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		

**Practices II. (7.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

7.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
7.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.		
7.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
7.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
7.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
7.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
7.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Contrasting Point of View -Author's Point of View and Goal	
7.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		

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<b>Practices III. (7.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
7.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
7.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
7.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Figurative Language	
7.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Figurative Language	
7.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
7.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
7.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
7.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience; achieve a specific purpose.		
7.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
7.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
7.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
7.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		

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7.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-How Ideas Are Related	
7.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Text Structure	
7.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		

**Practices IV. (7.P.CP) Collaboration & Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

<b>7.P.CP.1</b>	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
7.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
7.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		
7.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
7.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
<b>7.P.CP.2</b>	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
7.P.CP.2.a	Communicate clearly to present ideas, information, and texts.		
7.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.		
7.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
7.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.		
7.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

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<p><b>Language I. (7.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b></p>			
7.L.GC.1	<p><b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.</p>		
7.L.GC.1.49	<p><b>Mechanics:</b> Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Master)</p>		
7.L.GC.1.50	<p><b>Mechanics:</b> Use ellipses appropriately. (Continue)</p>		
7.L.GC.1.51	<p><b>Mechanics:</b> Use hyphens with appropriate affixes and compound words. (Continue)</p>		
7.L.GC.1.52	<p><b>Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Continue)</p>		
7.L.GC.1.53	<p><b>Grammar, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, object, predicate nominative, modifier). (Continue)</p>		
7.L.GC.1.54	<p><b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)</p>		
7.L.GC.1.55	<p><b>Grammar:</b> Use demonstrative pronouns. (Master)</p>		
7.L.GC.1.56	<p><b>Mechanics:</b> Use colons to introduce lists, examples, and explanations. (Introduce)</p>		
7.L.GC.1.57	<p><b>Usage:</b> Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Introduce)</p>		
7.L.GC.2	<p><b>Syntax</b> - Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</p>		
7.L.GC.2.a	<p>Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.</p>		
7.L.GC.2.b	<p>Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.</p>		
7.L.GC.2.c	<p>Distinguish between active/passive voice, revising texts to maintain consistency in active voice.</p>		
7.L.GC.2.d	<p>Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.</p>		



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<b><u>Texts I. (7.T.C) Context</u> - Students explore the relationships and roles of authors, purposes, and audiences of texts.</b>			
<b>7.T.C.1</b>	<b>Purpose &amp; Audience</b> - Analyze the impact of purpose and audience on a wide variety of texts.		
<b>7.T.C.1.a</b>	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.		
<b>7.T.C.1.b</b>	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.	-Print v. Multimedia Text	
<b>7.T.C.1.c</b>	Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.		
<b>7.T.C.2</b>	<b>Authors &amp; Speakers</b> - Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.		
<b>7.T.C.2.a</b>	Determine the prevailing perspectives in a text and analyze how the author distinguishes or corroborates that position.	-Contrasting Point of View -Author's Point of View and Goal	
<b>7.T.C.2.b</b>	Analyze how evidence and tone reveal the author's perspective and impact credibility.	-Compare Texts, Analyze Arguments	
<b>7.T.C.2.c</b>	Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.	-Elements of a Short Story -How Ideas Are Related	
<b>7.T.C.2.d</b>	Use credible sources to research the answers to questions on academic and individual topics of interest.		
<b><u>Texts II. (7.T.SS) Structures &amp; Style</u> - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
<b>7.T.SS.1</b>	<b>Organization</b> - Analyze and use organizational structures to craft meaning.		
<b>7.T.SS.1.a</b>	Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.	-Text Structure	
<b>7.T.SS.1.b</b>	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.	-Print v. Multimedia Text -Compare Texts, Analyze Arguments	
<b>7.T.SS.1.c</b>	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.		

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7.T.SS.1.d	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.		
7.T.SS.2	<b>Craft</b> - Interpret and use language to craft engaging texts.		
7.T.SS.2.a	Explain how figurative language, connotative language, and literary device choices contribute to meaning, mood, or tone in a wide variety of texts.	-Figurative Language	
7.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.		
7.T.SS.2.c	Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.		

**Language II. (7.L.V) Vocabulary - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.**

7.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.		
7.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.		
7.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.		
7.L.V.2	<b>Word Analysis</b> - Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.		
7.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.		
7.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.		
7.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.		

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7.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.		
7.L.V.3	<b>Meaning &amp; Purpose</b> - Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.		
7.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.		
7.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).		
7.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.		
7.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.		

**Texts III. (7.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.**

7.T.T.1	<b>Narrative Techniques</b> - Analyze and apply narrative techniques.		
7.T.T.1.a	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.	-Elements of a Short Story	
7.T.T.1.b	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.	-Elements of a Short Story	
7.T.T.1.c	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.	-Thematic Development	
7.T.T.1.d	Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.	-Historical Fiction	
7.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, achieve specific purposes.		

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<b>7.T.T.2</b>	<b>Expository Techniques</b> - Analyze and apply expository techniques.		
<b>7.T.T.2.a</b>	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.	-Central Ideas in a Text	
<b>7.T.T.2.b</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
<b>7.T.T.2.c</b>	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.		
<b>7.T.T.3</b>	<b>Argumentative Techniques</b> - Analyze and apply argumentative techniques.		
<b>7.T.T.3.a</b>	Analyze argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.	-Compare Texts, Analyze Arguments	
<b>7.T.T.3.c</b>	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.		
<b>7.T.T.4</b>	<b>Poetic Techniques</b> - Analyze and apply poetic techniques.		
<b>7.T.T.4.a</b>	Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.	-Figurative Language	
<b>7.T.T.4.b</b>	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.		

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<b>Texts IV. (7.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
7.T.RA.1	<b>Research &amp; Inquiry</b> -Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.		
7.T.RA.1.a	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.		
7.T.RA.1.b	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.		
7.T.RA.1.c	Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.		
7.T.RA.2	<b>Curating Sources &amp; Evidence</b> - Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.		
7.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.	-Cite Textual Evidence -Textual Evidence and Inference	
7.T.RA.2.b	Analyze print and digital texts for credibility and relevance, determining whether the ideas and information support the topic under investigation.	-Compare Text and Multimedia -Compare Texts, Analyze Arguments	
7.T.RA.2.c	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.		
8.T.RA.1	<b>Periods &amp; Movements</b> - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.		
7.T.PM.1.a	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.		
7.T.PM.1.b	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.	-Historical Fiction -Compare Texts, Analyze Arguments	

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<b>7.NR.1 - Solve relevant, mathematical problems, including multi-step problems, involving the four operations with rational numbers and quantities in any form (integers, percentages, fractions, and decimal numbers).</b>			
<b>7.NR.1.1</b>	Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0.	-Add Rational Numbers	
<b>7.NR.1.2</b>	Show and explain $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction, depending on whether $q$ is positive or negative. Interpret sums of rational numbers by describing applicable situations.	-Add Rational Numbers	
<b>7.NR.1.3</b>	Represent addition and subtraction with rational numbers on a horizontal or a vertical number line diagram to solve authentic problems	-Add Rational Numbers -Subtract Rational Numbers	
<b>7.NR.1.4</b>	Show and explain subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in contextual situations.	-Subtract Rational Numbers	
<b>7.NR.1.5</b>	Apply properties of operations, including part-whole reasoning, as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
<b>7.NR.1.6</b>	Make sense of multiplication of rational numbers using realistic applications.	-Multiply Rational Numbers	
<b>7.NR.1.7</b>	Show and explain that integers can be divided, assuming the divisor is not zero, and every quotient of integers is a rational number.	-Division of Rational Numbers	
<b>7.NR.1.8</b>	Represent the multiplication and division of integers using a variety of strategies and interpret products and quotients of rational numbers by describing them based on the relevant situation.	-Multiply Rational Numbers -Division of Rational Numbers	
<b>7.NR.1.9</b>	Apply properties of operations as strategies to solve multiplication and division problems involving rational numbers represented in an applicable scenario.	-Multiply Rational Numbers -Division of Rational Numbers -Four Operations with Numbers	
<b>7.NR.1.10</b>	Convert rational numbers between forms to include fractions, decimal numbers/percentages, using understanding of the part divided by the whole. Know that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	

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7.NR.1.11	Solve multi-step, contextual problems involving rational numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.	-Multi-Step, Real-World Problems	
<b>7.PAR.2 - Use properties of operations, generate equivalent expressions and interpret the expressions to explain relevant contextual situations.</b>			
7.PAR.2.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
7.PAR.2.2	Rewrite an expression in different forms from a contextual problem to clarify the problem and show how the quantities in it are related.	-Generate Equivalent Expressions	
<b>7.PAR.3 - Represent authentic situations using equations and inequalities with variables; solve equations and inequalities symbolically, using the properties of equality.</b>			
7.PAR.3.1	Construct algebraic equations to solve practical problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Interpret the solution based on the situation.	-Solving Equations	
7.PAR.3.2	Construct algebraic inequalities to solve problems, leading to inequalities of the form $px \pm q > r$ , $px \pm q < r$ , $px \pm q \leq r$ , or $px \pm q \geq r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph and interpret the solution based on the realistic situation that the inequalities represent.	-Solving Inequalities	
<b>7.PAR.4 - Recognize proportional relationships in relevant, mathematical problems; represent, solve, and explain these relationships with tables, graphs, and equations.</b>			
7.PAR.4.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units presented in realistic problems.	-Compute Unit Rates	
7.PAR.4.2	Determine the unit rate (constant of proportionality) in tables, graphs $(1, r)$ , equations, diagrams, and verbal descriptions of proportional relationships to solve realistic problems.	-Find, Show Proportional Amounts	
7.PAR.4.3	Determine whether two quantities presented in authentic problems are in a proportional relationship.	-Find, Show Proportional Amounts -Represent Proportions	
7.PAR.4.4	Identify, represent, use proportional relationships.	-Represent Proportions	

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7.PAR.4.5	Use context to explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ / $(1, r)$ where $r$ is the unit rate.	-Represent Proportions	
7.PAR.4.6	Solve everyday problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		
7.PAR.4.7	Use similar triangles to explain why the slope, $m$ , is the same between any two distinct points on a nonvertical line in the coordinate plane.	-Slope Intercept Form, Triangles	
7.PAR.4.8	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	-Find, Show Proportional Amounts	
7.PAR.4.9	Use proportional relationships to solve multi-step ratio and percent problems presented in applicable situations.	-Ratio, Proportion Word Problems	
7.PAR.4.10	Predict characteristics of a population by examining the characteristics of a representative sample. Recognize the potential limitations and scope of the sample to the population.	-Inferential Statistics	
7.PAR.4.11	Analyze sampling methods and conclude that random sampling produces and supports valid inferences.	-Measures of Central Tendency	
7.PAR.4.12	Use data from repeated random samples to evaluate how much a sample mean is expected to vary from a population mean. Simulate multiple samples of the same size.	-Inferential Statistics	
<b>7.GSR.5 - Solve practical problems involving angle measurement, circles, area of circles, surface area of prisms and cylinders, and volume of cylinders and prisms composed of cubes and right prisms</b>			
7.GSR.5.1	Measure angles in whole nonstandard units.		
7.GSR.5.2	Measure angles in whole number degrees using a protractor.		
7.GSR.5.3	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.		
7.GSR.5.4	Explore and describe the relationship between $\pi$ , radius, diameter, circumference, and area of a circle to derive the formulas for the circumference and area of a circle.		



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7.GSR.5.5	Given the formula for the area and circumference of a circle, solve problems that exist in everyday life.		
7.GSR.5.6	Solve realistic problems involving surface area of right prisms and cylinders.		
7.GSR.5.7	Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in the plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.		
7.GSR.5.8	Explore volume as a measurable attribute of cylinders and right prisms. Find the volume of these geometric figures using concrete problems.		
<b>7.PR.6 - Using mathematical reasoning, investigate chance processes and develop, evaluate, and use probability models to find probabilities of simple events presented in authentic situations</b>			
7.PR.6.1	Represent the probability of a chance event as a number between 0 and 1 that expresses the likelihood of the event occurring. Describe that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	-Probability of a Chance Event	
7.PR.6.2	Approximate the probability of a chance event by collecting data on an event and observing its long-run relative frequency will approach the theoretical probability.	-Predict and Compare Probability	
7.PR.6.3	Develop a probability model and use it to find probabilities of simple events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain possible sources of the discrepancy.	-Predict and Compare Probability	
7.PR.6.4	Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events.	-Predict and Compare Probability	
7.PR.6.5	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	-Predict and Compare Probability	
7.PR.6.6	Use appropriate graphical displays and numerical summaries from data distributions with categorical or quantitative (numerical) variables as probability models to draw informal inferences about two samples or populations.	-Probabilities of Compound Events	

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<b>Practices I. (8.P.EICC) Engagement &amp; Intention for Comprehension &amp; Composition -</b> <b>Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</b>			
<b>8.P.EICC.1</b>	<b>Reader &amp; Writer Identity</b> - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
<b>8.P.EICC.1.a</b>	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate		
<b>8.P.EICC.1.b</b>	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.		
<b>8.P.EICC.1.c</b>	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.		
<b>8.P.EICC.1.d</b>	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
<b>8.P.EICC.1.e</b>	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.		
<b>8.P.EICC.1.f</b>	Develop independence and autonomy as a reader and writer.		
<b>8.P.EICC.2</b>	<b>Engagement &amp; Intention</b> - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.		
<b>8.P.EICC.2.a</b>	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.		
<b>8.P.EICC.2.b</b>	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.		
<b>8.P.EICC.2.c</b>	Explain and learn concepts and processes by interpreting and constructing texts.		
<b>8.P.EICC.2.d</b>	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.		
<b>8.P.EICC.2.e</b>	Consume and produce texts in order to solve problems or influence decisions.		

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<b>8.P.EICC.3</b>	<b>Comprehension Strategies</b> - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.		
<b>8.P.EICC.3.a</b>	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.		
<b>8.P.EICC.3.b</b>	Scan and skim the text, making note of structures and sections that might be most useful.		
<b>8.P.EICC.3.c</b>	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.		
<b>8.P.EICC.3.d</b>	Summarize and visualize sections of the text to maintain understanding.	-Theme -Central Idea	
<b>8.P.EICC.3.e</b>	Make and track predictions about the events and information likely to come next.		
<b>8.P.EICC.3.f</b>	Make, track, and support inferences about different levels of meaning within the text.	-Evidence and Inferences -Textual Evidence and Inferencing	
<b>8.P.EICC.3.g</b>	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.	-Word Choice and Meaning	
<b>8.P.EICC.4</b>	<b>Writing Processes</b> - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
<b>8.P.EICC.4.a</b>	Establish a purpose and goals for writing and identify a target audience.		
<b>8.P.EICC.4.b</b>	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.		
<b>8.P.EICC.4.c</b>	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.		
<b>8.P.EICC.4.d</b>	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.		
<b>8.P.EICC.4.e</b>	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.		

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8.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.		
8.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.		
8.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.		
<b>Practices II. (8.P.ST) Situating Texts - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</b>			
8.P.ST.1	<b>Context</b> - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
8.P.ST.1.a	Use prior knowledge, formal/informal research, and discussions with others to identify the key components of context that are most relevant.		
8.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.		
8.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.		
8.P.ST.2	<b>Author, Audience, &amp; Purpose</b> - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.		
8.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.		
8.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.	-Point of View -Author's Point of View and Goal	
8.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.		

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<b>Practices III. (8.P.AC) Author's Craft - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.</b>			
8.P.AC.1	<b>Reading like a Writer</b> - Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.		
8.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.		
8.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.	-Word Choice and Meaning	
8.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.	-Word Choice and Meaning	
8.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.		
8.P.AC.2	<b>Writing like a Reader</b> - Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
8.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.		
8.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience, achieve a specific purpose.		
8.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.		
8.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.		
8.P.AC.3	<b>Text Design</b> - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
8.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.		

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8.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	-Text Development	
8.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts	-Text Structure	
8.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.		

**Practices IV. (8.P.CP) Collaboration & Presentation - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

8.P.CP.1	<b>Collaboration</b> - Collaborate with others to accomplish shared goals and projects.		
8.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.		
8.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.		
8.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.		
8.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.		
8.P.CP.2	<b>Presentation</b> - Use presentation skills to tailor communication to target audiences for specific purposes.		
8.P.CP.2.a	Communicate clearly to present ideas, information, and texts.		
8.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.		
8.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		
8.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.		
8.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.		

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<b>Language I. (8.L.GC) Grammar Conventions - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</b>			
8.L.GC.1	<b>Grammar, Usage, &amp; Mechanics</b> - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.		
8.L.GC.1.50	<b>Mechanics:</b> Use ellipses appropriately. (Master)		
8.L.GC.1.51	<b>Mechanics:</b> Use hyphens with appropriate affixes and compound words. (Master)		
8.L.GC.1.52	<b>Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master)		
8.L.GC.1.53	<b>Grammar, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Master)		
8.L.GC.1.54	<b>Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)		
8.L.GC.1.56	<b>Mechanics:</b> Use colons to introduce lists, examples, and explanations. (Master)		
8.L.GC.1.57	<b>Usage:</b> Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Continue)		
8.L.GC.1.58	<b>Usage:</b> Use tenses and aspects to indicate the mood of a verb. (Introduce)		
8.L.GC.1.59	<b>Mechanics:</b> Use colons to introduce quotations. (Introduce)		
8.L.GC.1.60	<b>Mechanics:</b> Use dashes appropriately. (Introduce)		
8.L.GC.1.61	<b>Grammar, Usage, Mechanics:</b> Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Introduce)		
8.L.GC.2	<b>Syntax</b> - Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.		
8.L.GC.2.a	Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.		

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8.L.GC.2.b	Use a variety of simple, compound, complex and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text.		
8.L.GC.2.c	Distinguish between active and passive voice, revising texts to maintain consistency in active voice.		
8.L.GC.2.d	Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement.		

**Language II. (8.L.V) Vocabulary - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.**

8.L.V.1	<b>General, Academic, &amp; Specialized Vocabulary</b> - Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.		
8.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.		
8.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.		
8.L.V.2	<b>Word Analysis</b> - Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.		
8.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.		
8.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.		
8.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.		
8.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.		



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8.L.V.3	<b>Meaning &amp; Purpose</b> - Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.		
8.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.		
8.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).		
8.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.		
8.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.		

## Texts I. (8.T.C) Context - Students explore the relationships and roles of authors, purposes, and audiences of texts.

8.T.C.1	<b>Purpose &amp; Audience</b> - Analyze the impact of purpose and audience on a wide variety of texts.		
8.T.C.1.a	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.		
8.T.C.1.b	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.	-Multi-Media and Expository Text	
8.T.C.1.c	Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.		
8.T.C.2	<b>Authors &amp; Speakers</b> - Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.		
8.T.C.2.a	Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.	-Point of View -Author's Point of View and Goal	
8.T.C.2.b	Identify an author's bias and determine how that bias impacts text credibility.	-Understand Conflicting Texts	
8.T.C.2.c	Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.	-Analyze Incidents in a Story -Text Development	

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8.T.C.2.d	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.		
<b>Texts II. (8.T.SS) Structures &amp; Style - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.</b>			
8.T.SS.1	<b>Organization</b> - Analyze and use organizational structures to craft meaning.		
8.T.SS.1.a	Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.	-Comparing Text Structure -Text Structure	
8.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.	-Multi-Media and Expository Text -Understand Conflicting Texts	
8.T.SS.1.c	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.		
8.T.SS.1.d	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.		
8.T.SS.2	<b>Craft</b> - Interpret and use language to craft engaging texts.		
8.T.SS.2.a	Analyze how figurative language, connotative language, and literary device choices are used strategically to achieve specific purposes for target audiences.		
8.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.		
8.T.SS.2.c	Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context.		
<b>Texts III. (8.T.T) Techniques - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.</b>			
8.T.T.1	<b>Narrative Techniques</b> - Analyze and apply narrative techniques.		
8.T.T.1.a	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.	-Analyze Incidents in a Story	

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8.T.T.1.c	Analyze how authors convey and reveal themes through characters, events, and other story elements.	-Theme	
8.T.T.1.d	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.	-Fiction: Themes and Patterns	
8.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.		
8.T.T.2	<b>Expository Techniques</b> - Analyze and apply expository techniques.		
8.T.T.2.a	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.	-Central Idea	
8.T.T.2.b	Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	-Understand Conflicting Texts	
8.T.T.2.c	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.		
8.T.T.3	<b>Argumentative Techniques</b> - Analyze and apply argumentative techniques.		
8.T.T.3.a	Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.	-Multi-Media and Expository Text -Understand Conflicting Texts	
8.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, conclusion) to enhance writing and engage audiences.		
8.T.T.4	<b>Poetic Techniques</b> - Analyze and apply poetic techniques.		
8.T.T.4.a	Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.		
8.T.T.4.b	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.		

GA Code	Georgia Standard	Quest Title	Small Group Skill Lesson
<b>Texts IV. (8.T.RA) Research &amp; Analysis - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</b>			
8.T.RA.1	<b>Research &amp; Inquiry</b> -Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.		
8.T.RA.1.a	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.		
8.T.RA.1.b	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.		
8.T.RA.1.c	Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.		
8.T.RA.2	<b>Curating Sources &amp; Evidence</b> - Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.		
8.T.RA.2.a	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes/genres.	-Evidence and Inferences -Textual Evidence and Inferencing	
8.T.RA.2.b	Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience.		
8.T.RA.2.c	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.		
8.T.RA.1	<b>Periods &amp; Movements</b> - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.		
8.T.PM.1.a	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.		
8.T.PM.1.b	Compare and contrast the treatment of a common theme by different writers within a time period.	-Fiction: Themes and Patterns -Understand Conflicting Texts	

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<b>8.NR.1 - Solve problems involving irrational numbers and rational approximations of irrational numbers to explain realistic applications.</b>			
8.NR.1.1	Distinguish between rational and irrational numbers using decimal expansion. Convert a decimal expansion which repeats eventually into a rational number.	-Convert to Rational Numbers	
8.NR.1.2	Approximate irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.	-Estimate Irrational Numbers	
<b>8.NR.2 - Solve problems involving radicals and integer exponents including relevant application situations; apply place value understanding with scientific notation and use scientific notation to explain real phenomena.</b>			
8.NR.2.1	Apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
8.NR.2.2	Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where $p$ is a positive rational number and $ x  \leq 25$ ) has two solutions and $x^3 = p$ (where $p$ is a negative or positive rational number and $ x  \leq 10$ ) has one solution. Evaluate square roots of perfect squares $\leq 625$ and cube roots of perfect cubes $\geq -1000$ and $\leq 1000$ .	-Square and Cube Roots	
8.NR.2.3	Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other.	-Scientific Notation	
8.NR.2.4	Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology (e.g., calculators or online technology tools).	-Scientific Notation: Operations	
<b>8.PAR.3 - Create and interpret expressions within relevant situations. Create, interpret, and solve linear equations and linear inequalities in one variable to model and explain real phenomena.</b>			
8.PAR.3.1	Interpret expressions and parts of an expression, in context, by utilizing formulas or expressions with multiple terms and/or factors.		

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8.PAR.3.2	Describe and solve linear equations in one variable with one solution ( $x = a$ ), infinitely many solutions ( $a = a$ ), or no solutions ( $a = b$ ). Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).	-Solutions to Linear Equations	
8.PAR.3.3	Create and solve linear equations and inequalities in one variable within a relevant application.	-Solutions to Linear Equations	
8.PAR.3.4	Using algebraic properties and the properties of real numbers, justify the steps of a one-solution equation or inequality.		
8.PAR.3.5	Solve linear equations and inequalities in one variable with coefficients represented by letters and explain the solution based on the contextual, mathematical situation.	-Solutions to Linear Equations	
8.PAR.3.6	Use algebraic reasoning to fluently manipulate linear and literal equations expressed in various forms to solve relevant, mathematical problems.	-Solutions to Linear Equations	
<b>8.PAR.4 - Show and explain the connections between proportional and non-proportional relationships, lines, and linear equations; create and interpret graphical mathematical models and use the graphical, mathematical model to explain real phenomena represented in the graph.</b>			
8.PAR.4.1	Use the equation $y = mx$ (proportional) for a line through the origin to derive the equation $y = mx + b$ (non-proportional) for a line intersecting the vertical axis at $b$ .		
8.PAR.4.2	Show and explain that the graph of an equation representing an applicable situation in two variables is the set of all its solutions plotted in the coordinate plane.		
<b>8.FGR.5 - Describe the properties of functions to define, evaluate, and compare relationships, and use functions and graphs of functions to model and explain real phenomena.</b>			
8.FGR.5.1	Show and explain that a function is a rule that assigns to each input exactly one output.		
8.FGR.5.2	Within realistic situations, identify and describe examples of functions that are linear or nonlinear. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		

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8.FGR.5.3	Relate the domain of a linear function to its graph and where applicable to the quantitative relationship it describes.		
8.FGR.5.4	Compare properties (rate of change and initial value) of two functions used to model an authentic situation each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).		
8.FGR.5.5	Write and explain the equations $y = mx + b$ (slope-intercept form), $Ax + By = C$ (standard form), and $(y - y_1) = m(x - x_1)$ (point-slope form) as defining a linear function whose graph is a straight line to reveal and explain different properties of the function.		
8.FGR.5.6	Write a linear function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		
8.FGR.5.7	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x,y)$ values, including reading these from a table or from a graph.		
8.FGR.5.8	Explain the meaning of the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		
8.FGR.5.9	Graph and analyze linear functions expressed in various algebraic forms and show key characteristics of the graph to describe applicable situations.		
<b>8.FGR.6 - Solve practical, linear problems involving situations using bivariate quantitative data.</b>			
8.FGR.6.1	Show that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, visually fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line of best fit.	-Line of Best Fit	
8.FGR.6.2	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercepts.		

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8.FGR.6.3	Explain the meaning of the predicted slope (rate of change) and the predicted intercept (constant term) of a linear model in the context of the data.		
8.FGR.6.4	Use appropriate graphical displays from data distributions involving lines of best fit to draw informal inferences and answer the statistical investigative question posed in an unbiased statistical study.	-Construct, Explain Scatter Plots -Two-Way Table -Relationships and Slope	- Test Apps
<b>8.FGR.7 - Justify and use various strategies to solve systems of linear equations to model and explain realistic phenomena.</b>			
8.FGR.7.1	Interpret and solve relevant mathematical problems leading to two linear equations in two variables.	-Solutions to Linear Equations	
8.FGR.7.2	Show and explain that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because the points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
8.FGR.7.3	Approximate solutions of two linear equations in two variables by graphing the equations and solving simple cases by inspection.	-Solutions to Linear Equations	
8.FGR.7.4	Analyze and solve systems of two linear equations in two variables algebraically to find exact solutions.		
8.FGR.7.5	Create and compare the equations of two lines that are either parallel to each other, perpendicular to each other, or neither parallel nor perpendicular.		
<b>8.GSR.8 - Solve contextual, geometric problems involving the Pythagorean Theorem and the volume of geometric figures to explain real phenomena.</b>			
8.GSR.8.1	Explain a proof of the Pythagorean Theorem and its converse using visual models.		
8.GSR.8.2	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles within authentic, mathematical problems in two and three dimensions.		
8.GSR.8.3	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system in practical, mathematical problems.		
8.GSR.8.4	Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve in relevant problems.		