eSpark Learning Alignment with Ohio's Learning Standards (2022)

eSpark Learning is aligned to Ohio's Learning Standards (2022). You'll be able to sort your student progress reports by standard mastery, so you can quickly group students by shared needs and close learning gaps. Weekly activity reports will let you know which standards-aligned Quests your students are currently working on at a glance. You'll be able to search for Small Group Skills by the aligned Ohio Codes, and quickly assign leveled lessons that correspond with what you're teaching in class!

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Pre-Kindergarten English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
1. Language and Communication: a. Demonstrates understanding of increasingly complex language.			
L.1.a.i	Attends to language.		
L.1.a.ii	Engages in back-and-forth interactions with caregiver.		
L.1.a.iii	Shows understanding of simple requests and statements referring to nearby people and objects.		
L.1.a.vi	Shows understanding of requests and statements referring to people, objects, ideas, and feelings.	-Feeling Words -Sorting Objects	
L.1.a.v	Demonstrates understanding of complex concepts and longer sentences.	-Word Meanings	
1. Language and Communication: b. Develops and expands understanding of vocabulary and concepts.			
L.1.b.i	Attends to language.		
L.1.b.ii	Engages in back-and-forth interactions with caregiver.		
L.1.b.iii	Connects words with objects.	-Finding Opposites -Describing Places	
L.1.b.iv	Attends to an unfamiliar word.	-Learn New Words	
L.1.b.v	Demonstrates interest in new vocabulary and uses new words.	-Sight Words	- Read Sight Words - Identify Sight Words
L.1.b.vi	Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings.		
1. Language and Communication: c. Communicates using increasingly complex language.			
L.1.c.i	Expresses needs and feelings in a variety of ways.		
L.1.c.ii	Engages in back-and-forth interactions with caregiver.		
L.1.c.iii	Makes vowel and consonant sounds (babbles).		
L.1.c.iv	Communicates purposefully using single words and gestures.		
L.1.c.v	Combines words into simple two-word phrases.		
L.1.c.vi	Communicates using simple three- and four-word phrases or sentences to express complex ideas or requests.		
L.1.c.vii	Communicates using sentences that include the following components: subject, verb, object, descriptive words, and prepositions.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
1. Language and Communication: d. Participates in conversations with increasing application of turn-taking skills.			
L.1.d.i	Directs attention to caregiver's communication.		
L.1.d.ii	Engages in back-and-forth interactions with caregiver.		
L.1.d.iii	Participates in and initiates communication by switching communication skills to fit the need of the audience.		
L.1.d.iv	Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic/text being discussed).		
1. Language and Communication: e. Develops comprehension of read-aloud text.			
L.1.e.i	Directs attention to caregiver's communication.		
L.1.e.ii	Shows interest in books, pictures, songs, rhymes.	-Read Stories	- Engage with a Story
L.1.e.iii	Participates in book reading, storytelling, and singing.	-Read Stories	- Engage with a Story and Share How They Feel About Reading - Engage with an Informational Text and Share What They Learned - Engage with a Story and Respond to a Related Question
L.1.e.iv	Demonstrates understanding of a read-aloud text by answering literal questions.	-Listen to Stories -Tell a Story -Important Characters -Stories with Pictures	- Answer Questions About a Read Aloud Story - Listen to a Story and Answer a Question - Retell a Story - Retell a Short Story - Identify a Characters
L.1.e.v	Demonstrates understanding of a read-aloud text by answering inferential questions.	-Learn New Words -Stories Can Be the Same	
2. Phonological Awareness: a. Develops awareness of syllables in spoken words.			
L.2.a.i	Attends to language and sounds.		
L.2.a.ii	Vocalizes sounds.		
L.2.a.iii	Engages in back-and-forth interactions with caregiver.		
L.2.a.iv	Imitates and uses single words.		
L.2.a.v	Uses spoken words with meaning in phrases.		
L.2.a.vi	Recognizes individual words that make up a spoken sentence.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
L.2.a.vii	Blends and segments spoken compound words.		
L.2.a.viii	Blends and segments syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
2. Phonological Awareness: b. Develops awareness of initial sounds, onsets, and rimes in spoken words.			
L.2.b.i	Attends to language and sounds.		
L.2.b.ii	Vocalizes sounds.		
L.2.b.iii	Engages in back-and-forth interactions with caregiver.		
L.2.b.iv	Imitates and uses single words.		
L.2.b.v	Uses spoken words with meaning in phrases.		
L.2.b.vi	Recognizes words in spoken sentences.		
L.2.b.vii	Segments syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
L.2.b.viii	Recognizes when the beginning sounds of words are the same or different.	-Sounds in Words	- Identify the Sound at the Beginning of a Word
L.2.b.ix	Isolates the initial sound in a spoken word.	-Sounds in Words	- Identify the Sound at the Beginning of a Word
L.2.b.x	Blends and segments onset and rime in a single-syllable spoken word.		
2. Phonological Awareness: c. Develops understanding of rhyme.			
L.2.c.i	Attends to language and sounds.		
L.2.c.ii	Vocalizes sounds.		
L.2.c.iii	Engages in back-and-forth interactions with caregiver.		
L.2.c.iv	Recognizes familiar environmental sounds.		
L.2.c.v	Distinguishes between sounds that are the same and different.		
L.2.c.vi	Repeats rhyming words.	-Words That Rhyme	- Match Words that Rhyme
L.2.c.vii	Identifies rhyming words.	-Words That Rhyme	- Match Words that Rhyme
3. Print Awareness: a. Develops knowledge of print organization.			
L.3.a.i	Demonstrates interest in books.		
L.3.a.ii	Selects books for adult to read.		
L.3.a.iii	Shows an understanding of book covers by self-selecting books to explore independently.		
L.3.a.iv	Orients books correctly and turns pages when "reading" from beginning to end.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
L.3.a.v	Knows some characteristics of books, such as cover, author and illustrator.		
L.3.a.vi	Demonstrates understanding of book and print organization in nonfiction and fiction books.	-Poems and Fables	

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3. Print Awareness: b. Develops knowledge of the alphabet.			
L.3.b.i	Notices when adult points to print.		
L.3.b.ii	Says the names of some letters by rote (without print).		
L.3.b.iii	Recognizes first letter and sound of own name and names a few letters in own name.		
L.3.b.iv	Recognizes some letters and their sounds in addition to those in first name.	-Letter Sounds	- Identify Letter Sounds
L.3.b.v	Demonstrates understanding that letters can be uppercase and lowercase.		
L.3.b.vi	Identifies and names 18 uppercase and 15 lowercase letters.	-Learn Letters	- Identify Letters in the Alphabet
4. Emergent Writing: a. Develops understanding that writing represents spoken language.			
L.4.a.i	Tracks objects visually and focuses on an object or person.		
L.4.a.ii	Notices familiar environmental signs and symbols.		
L.4.a.iii	Scribbles or makes marks.		
L.4.a.iv	Imitates adults reading and writing.		
L.4.a.v	Recognizes that print conveys a message.		
L.4.a.vi	Interprets own writing for others.		
L.4.a.vii	Uses a combination of drawing, dictating, and emergent writing for a variety of purposes.		
4. Emergent Writing: b. Draws and writes using increasingly sophisticated grasp.			
L.4.b.i	Transfers objects from one hand to the other.		
L.4.b.ii	Holds object with one hand while the other manipulates the object.		
L.4.b.iii	Makes marks and scribbles using a fist to hold writing tool against the palm of the hand.		
L.4.b.vi	Scribbles and draws using thumb and fingers (five-finger grasp) of one hand to hold writing tool.		
L.4.b.vii	Imitates drawing prewriting strokes (|, −, +, O) using an inconsistent three or four-finger grasp of dominant hand to hold a writing tool.		
L.4.b.viii	Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp.		
L.4.b.ix	Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp.		

Pre-Kindergarten Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
1. Number Sense: a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.			
M.1.a.i	Recognizes and communicates some number words.		
M.1.a.ii	Recites small parts of the counting sequence.		
M.1.a.iii	Recites the counting sequence up to five with some errors.		
M.1.a.iv	Recites the counting sequence to five accurately and beyond five with some errors.		
M.1.a.v	Recites the counting sequence to 10 by ones accurately and beyond 10 with some errors.	-Count	- Count to 10
M.1.a.vi	Recites the counting sequence to 20 by ones in order accurately.	-Count to 20	- Count to 20
1. Number Sense: b. Develops understanding of one-to-one correspondence and cardinality.			
M.1.b.i	Discriminates and compares quantities of objects.		
M.1.b.ii	Shows awareness or attends to quantities when interacting with objects.		
M.1.b.iii	Uses words or actions to demonstrate awareness of quantities.		
M.1.b.iv	Uses number words or signs to count the items in small groups of one to four objects.		
M.1.b.v	Uses number words or signs to count up to 10 objects, people, or events to determine how many.	-Count How Many -Count Objects	- Count Objects Up to 10 - Use Objects to Count to 10 - Count a Set of Up to Five Objects - Count a Set of Up to Ten Objects
M.1.b.vi	Understands that the last number spoken tells the number of objects counted.	-Count Objects	- Count a Set of Objects within Twenty
1. Number Sense: c. Develops ability to subitize small quantities.			
M.1.c.i	Attends to quantity and notices when objects are added or removed.		
M.1.c.ii	Recognizes a single item as "one."		
M.1.c.iii	Recognizes a set of one to three items or events and can tell how many without counting.		
M.1.c.iv	Identifies without counting small quantities of up to five items.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
1. Number Sense: d. Develops ability to recognize and name written numerals.			
M.1.d.i	Recognizes a few written numerals.		
M.1.d.ii	Names a few written numerals.		
M.1.d.iii	Associates a quantity with written numerals up to five.	-Match Numbers to Groups	- Match Objects to Numbers
M.1.d.iv	Names some written numerals one to 10.	-Match More Numbers	- Match a Numeral with a Set of Objects Up to 10
2. Number Relationships and Operations: a. Develops understanding of number relationships and operations.			
M.2.a.i	Notices changes in quantity of objects (especially ones that can be detected visually with ease).		
M.2.a.ii	Uses words or actions that show understanding of the concepts of more, all, and/or none.		
M.2.a.iii	Demonstrates understanding that adding objects to a group will make a bigger group.		
M.2.a.iv	Demonstrates understanding that taking away objects will make a smaller group.	-Numbers Before	- Identify What Number Comes Before a Given Number
M.2.a.v	Compares two small groups of objects (up to five) by matching or counting using language such as, "More than," "Less than," or "Same," to describe the relationship between the groups.	-More or Less?	- Identify Which Has More When Presented with Two Quantities - Identify Groups of Objects as Having More or Fewer - Compare Two Sets of Objects and Describe Each as Having More or Fewer
M.2.a.vi	Understands that a group of objects can be taken apart into smaller groups and combined into one group.	-More or Less?	- Identify Which Has More When Presented with Two Quantities - Identify Groups of Objects as Having More or Fewer - Compare Two Sets of Objects and Describe Each as Having More or Fewer
M.2.a.vii	Adds and subtracts within a total set of up to six concrete objects.	-Add and Subtract within 5	- Subtract within 5 - Add Up to 5

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3. Measurement: a. Develops knowledge of measurement to compare and describe objects.			
M.3.a.i	Explores objects.		
M.3.a.ii	Shows awareness of the size or length of objects using words or actions.		
M.3.a.iii	Describes objects by measurable attributes (e.g., size, length, and weight) using words such as, "Big," "Small," "Heavy," and "Long," but not always correctly.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
M.3.a.iv	Describes and compares objects using measurable attributes (e.g., length, size, and weight) using words such as, "Bigger," "Smaller," "Heavier," and "Longer."	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
M.3.a.v	Orders objects according to observable differences in their attributes (e.g., biggest to smallest).	-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
3. Measurement: b. Develops the ability to sort.			
M.3.b.i	Notices differences between familiar and unfamiliar people, objects, and places.		
M.3.b.ii	Matches two objects that are the same and selects similar objects from a group.		
M.3.b.iii	Sorts objects into two or more groups by their similarities or differences.		
M.3.b.iv	Sorts and classifies objects by one or more attributes (e.g., color, size, shape).	-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

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3. Measurement: c. Develops understanding of patterns.			
M.3.c.i	Initiates repeated movements.		
M.3.c.ii	Copies a repeating pattern.		
M.3.c.iii	Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size.		
4. Geometry: a. Develops ability to recognize shapes and their attributes.			
M.4.a.i	Explores properties of objects.		
M.4.a.ii	Matches shapes/objects that are visually similar in any way.		
M.4.a.iii	Recognizes basic shapes (i.e., circle, triangle, square or rectangle of different sizes).	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
M.4.a.vi	Understands and uses names of shapes when identifying objects.	-Different Shapes	
M.4.a.v	Uses 2D and 3D objects to represent real-world objects.	-Draw Shapes	- Make Two-Dimensional Shapes
M.4.a.vi	Recognizes and compares shapes of different sizes and orientations.	-Flat or Solid? -Square or Cube?	
M.4.a.vii	Uses shapes to create objects or pictures.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes
4. Geometry: b. Develops understanding of spatial relationships.			
M.4.b.i	Notices differences between familiar and unfamiliar people, objects, and places.		
M.4.b.ii	Matches two objects that are the same and selects similar objects from a group.		
M.4.b.iii	Sorts objects into two or more groups by their similarities or differences.		
M.4.b.vi	Shows understanding of positions in space by using position words (prepositions) and by following directions from an adult.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location

Kindergarten English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
RL.K.2	With prompting and support, retell familiar stories, including key details.	-Retell Stories	- Retell Parts of a Story - Retell a Story
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	-Tell What Happened	- Identify Major Events in a Story - Identify the Characters in a Story
Reading Literature: Craft and Structure			
RL.K.4	Ask and answer questions about unknown words in a text.	-Identify Unknown Words	- Use Clues to Understand Unknown Words - Use Context Clues to Figure Out the Meaning of Unknown Words
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
RL.K.6	With prompting and support, define the role of the author and the illustrator of a story in telling the story.		
Reading Literature: Integration of Knowledge and Ideas			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	-Using Pictures in Stories	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		
Reading Informational Text: Key Ideas and Details			
RL.K.7	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Ask and Answer Questions About Informational Texts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
RL.K.9	With prompting and support, identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
RI.K.3	With prompting and 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
Reading Informational Text: Craft and Structure			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
RI.K.5	Identify the front cover, back cover, and title page of a book.	-Name the Parts of a Book	- Name the Front Cover, Title Page, and Back Cover of a Book - Identify the Front and Back Cover of a Book
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-Name Authors and Illustrators	- Identify Authors and Illustrators
Reading Informational Text: Integration of Knowledge and Ideas			
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-Pictures Help You Read	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).	-Same and Different	- Note Similarities and Differences Between Texts
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.K.10	Actively engage in group reading activities with purpose and understanding.		
Reading Foundational Skills: Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	-Read Stories -Upper and Lowercase Letters	- Follow Text from Left to Right and Top to Bottom - Identify Where Spaces Should Be Between Words in a Sentence - Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters

Kindergarten ELA (continued)

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	-Read Stories	- Follow Text from Left to Right and Top to Bottom
RF.K.1.c	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.	-Upper and Lowercase Letters	- Identify Letters in the Alphabet - Recognize Uppercase and Lowercase Letters
Reading Foundational Skills: Phonological Awareness			
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	-Words That Rhyme -Count Syllables -Letters Make Words -Word Families	- Find Words that Rhyme - Count Syllables in a Word - Blend Three Sounds to Make a Word - Segment Initial, Middle, Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
RF.K.2.a	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count Syllables in a Word
RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.).	-Letters Make Words	- Blend Three Sounds to Make a Word - Segment Initial, Middle, Final Sound in a Word - Make CVC Words
RF.K.2.e	Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.	-Word Families	- Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	- Make All Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify Missing Sounds - Make New Words Based On Word Families
RF.K.3.a	Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	-Letter Sounds	- Make All the Letter Sounds
RF.K.3.b	Associate the long and short sounds with common spellings for the five major vowels.		
RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-Sight Words	- Recognize Sight Words
RF.K.3.d	Distinguish between similarly spelled words 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
Reading Foundational Skills: Fluency			
RF.K.4	Read emergent-reader texts with purpose and understanding.		
Writing: Text Types and Purposes			
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, provide a reaction to what happened.		
Writing: Production and Distribution of Writing			
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		

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W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening: Comprehension and Collaboration			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		
SL.K.1.b	Continue a conversation through multiple exchanges.		
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		
Language: Conventions of Standard English			
L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
L.K.1.a	Print many upper- and lowercase letters.		
L.K.1.b	Use frequently occurring nouns and verbs.		
L.K.1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		

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L.K.1.d	Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).		
K.L.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
K.L.1.f	Produce and expand complete sentences in shared language activities.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2.a	Capitalize first word in a sentence and pronoun I.		
L.K.2.b	Recognize and name end punctuation.		
L.K.2.c	Write a letter or letters for most consonant and short-vowel phonemes (sounds).		
L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
Language: Vocabulary Acquisition and Use			
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
L.K.4.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	-Adding Word Parts	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).	-Opposites!	
L.K.5.c	Identify real-life connections between words and use (e.g., note places at school that are colorful).	-How to Use Words	
L.K.5.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-Similar Action Words	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

Kindergarten Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Counting and Cardinality: Know number names and the count sequence.			
K.CC.1	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
K.CC.2	Count forward within 100 beginning from any given number other than 1.	-Let's Count	- Count Large Numbers
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	-Let's Write Numbers	- Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
Counting and Cardinality: Count to tell the number of objects.			
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.	-Count Objects -Add One	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many - Count a Set of Objects to Determine How Many when Adding One More
K.CC.4.a	When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	-Count Objects	- Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	- Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many
K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.	-Add One	- Count a Set of Objects to Determine How Many When Adding One More
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
Counting and Cardinality: Compare numbers.			
K.CC.6	Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.	-More or Less?	- Compare Groups of Objects Using More and Fewer
K.CC.7	Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	-Use Pictures to Add and Subtract	- Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
K.OA.2	Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem.	-Let's Add and Subtract	- Solve Addition and Subtraction Story Problems - Solve Addition and Subtraction Word Problems
K.OA.3	Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations.	-Make Bigger Numbers	- Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 in Different Ways
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation.	-Friends of Ten	- Fill in the Missing Number in an Equation to Make 10 - Find the Missing Number of Objects to Make Ten - Find the Missing Number to Complete a Ten-Frame
K.OA.5	Fluently add and subtract within 5.	-Add and Subtract Within 5	- Subtract within 5 - Add Up to 5
Number and Operations in Base Ten: Work with numbers 11 to 19 to gain foundations for place value.			
K.NBT.1	Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine 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
Measurement and Data: Describe and compare measurable attributes.			
K.MD.1	Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.	-Longer or Shorter? -Heavy or Light?	- Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
Measurement and Data: Classify objects and count the number of objects in each category.			
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	-Sort and Count Objects	- Sort Objects into Categories of Their Own Choice and Count Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category
Measurement and Data: Work with money.			
K.MD.4	Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)		
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind,and next to.	-Shape Names	- Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
K.G.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	-Flat or Solid?	
Geometry (K.G): Analyze, compare, create, and compose shapes.			
K.G.4	Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes.	-Square or Cube?	
K.G.5	Model shapes in the world by building shapes from components (such as sticks and clay balls) and drawing shapes.	-Draw Shapes	- Make Two-Dimensional Shapes
K.G.6	Combine simple shapes to form larger shapes.	-Make Bigger Shapes	- Use Smaller Shapes to Make Bigger Shapes

Grade 1 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.1.1	Ask and answer questions about key details in a text.	-Questions About Stories	- Ask and Answer Questions About a Story
RL.1.2	Analyze literary text development.	-Retell Stories	- Identify the Lesson in a Story - Identify Parts of a Story - Retell a Story
RL.1.2.a	Demonstrate understanding of the lesson.	-Retell Stories	- Identify the Lesson in a Story
RL.1.2.b	Retell stories, including key details.	-Retell Stories	- Identify Parts of a Story - Retell a Story
RL.1.3	Describe characters, settings, and major events in a story, using key details.	-Characters, Plot, and Setting	- Identify the Characters in a Story and their Character Traits - Identify the Main Events in a Story
Reading Literature: Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-Find Feeling Words in Stories	- Figure Out Character Feelings Using Feeling Words - Identify Words/Phrases that Show Feelings
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
RL.1.6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
Reading Literature: Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	- Use Illustrations to Answer Questions About Characters - Use Illustrations to Answer Questions About Events
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Literature: Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
RI.1.1	Ask and answer questions about key details in a text.	-Answer Questions About Stories	- Ask/Answer Question About Informational Texts
RI.1.2	Analyze informational text development.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
RI.1.2.a	Identify the main topic.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
RI.1.2.b	Retell key details of a text.	-Find the Main Idea	
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
Reading Informational Text: Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-Find Meaning of Words	
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-Use Images to Understand a Text	
Reading Informational Text: Integration of Knowledge and Ideas			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
RI.1.8	Identify the reasons an author gives to support points in a text.	-Identify Author's Purpose	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Compare and Contrast Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		
Reading Foundational Skills: Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
Reading Foundational Skills: Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long/Short Vowels - Find Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find Long Vowel Sounds
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends.		
RF.1.2.c	Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual phonemes.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
Reading Foundational Skills: Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch" -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words	- Know the Letter-Sound Correspondence of Sh Digraph - Read Words with the Sh/Wh Digraph - Blend Sounds to Read CVC Words - Identify Common Vowel Teams - Read Words with Silent e - Understand How Silent e Changes Vowel Sounds in Words - Divide Words into Syllables - Identify Syllables in a Word - Find Syllables in Words - Read Sight Words - Read Irregular Words
RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words -"Wh," "Th," "Ck," "Sh," "Ch"	- Know the Letter-Sound Correspondence of Sh Digraph - Read Words with the Sh and Wh Digraphs
RF.1.3.b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.	-Silent 'e' -Vowel Teams	- Identify Common Vowel Teams - Read Words with a Silent e - Understand How Silent e Changes Vowel Sounds in Words
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-Identify Syllables	- Divide Words into Syllables - Identify the Number of Syllables in a Word - Find Syllables in Words
RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find Syllables in Words
RF.1.3.f	Read words with inflectional endings.		
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Fluency			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.1.4.a	Read grade-level text with purpose and understanding.		
RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Writing: Production and Distribution of Writing			
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening: Comprehension and Collaboration			
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		
Language: Conventions of Standard English			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.1.1.a	Legibly print all upper- and lowercase letters.		
L.1.1.b	Use common, proper, and possessive nouns.		
L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
L.1.1.f	Use frequently occurring adjectives.		
L.1.1.g	Use frequently occurring coordinating/subordinating conjunctions (e.g., and, but, or, so, because).		
L.1.1.h	Use determiners (e.g., articles, demonstratives).		
L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).		
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2.a	Capitalize dates and names of people.		
L.1.2.b	Use end punctuation for sentences.		
L.1.2.c	Use commas in dates and to separate single words in a series.		
L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
Language: Vocabulary Acquisition and Use			
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	-Context Clues -Prefixes and Suffixes	
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.	-Prefixes and Suffixes	
L.1.4.c	Identify frequently occurring root words (e.g., look) their inflectional forms (e.g., looks, looked, looking).		
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts categories represent.	-Sorting Words	
L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		
L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	-Words and Their Use	
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	-What are Synonyms?	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		

Grade 1 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem.		
Operations and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.3	Apply properties of operations as strategies to add and subtract. For example, if 8+3=11 is known, then 3+8=11 is also known (Commutative Property); to add 2+6+4, the second two numbers can be added to make a ten, so 2+6+4=2+10=12 (Associative Property).	-Number Families	- Learn About Fact Families - Understand Properties of Addition
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8.	-Number Families	- Understand Properties of Addition
Operations and Algebraic Thinking: Add and subtract within 20.			
1.OA.5	Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	-Use Counting to Add and Subtract	- Add within 20 by Counting On - Subtract within 20 by Counting Back
1.OA.6	Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., 8+6=8+2+4=10+4=14; decomposing a number leading to a ten, e.g., 13−4=13−3−1=10−1=9; using the relationship between addition/subtraction, e.g., knowing that 8+4=12, one knows 12−8=4; and creating equivalent but easier or known sums.	-Add and Subtract Up to 20	- Add and Subtract within 10 - Add within 20 Using a Number Line - Add and Subtract within 20
Operations and Algebraic Thinking: Work with addition and subtraction equations.			
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6; 7 = 8 − 1; 5 + 2 = 2 + 5; 4 + 1 = 5 + 2.	-What is Equal?	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ÿ = 11$, $5 = ÿ - 3$, $6 + 6 = ÿ$.	-Find the Missing Number	- Identify the Missing Addend - Find the Missing Addend
Number and Operations in Base Ten: Extend the counting sequence.			
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		
Number and Operations in Base Ten: Understand place value.			
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a "ten;" the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	-Tens and Ones	- Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	-Compare Numbers	- Compare Two-Digit Numbers
Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten.	-Add Two-Digit Numbers	- Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
1.NBT.5	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/Ten Less - Add One or Ten More to a Given Number
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Measurement and Data: Measure lengths indirectly and by iterating length units.			
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	- Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	-Measure Without a Ruler	- Measure Using Nonstandard Units - Measure Length Using Nonstandard Units
Measurement and Data: Work with time and money.			
1.MD.3	Tell and write time in hours and half‑hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MD.3.a	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	- Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MD.3.b	Identify pennies and dimes by name and value.		
Measurement and Data: Represent and interpret data.			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	-Sort and Count Objects	- Interpret Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals to Tallies - Sort and Chart Objects
Geometry: Reason with shapes and their attributes.			
1.G.1	Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess defining attributes.	-Learn About Shapes	- Identify the Attributes of Flat Shapes - Draw Shapes
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	-Build With Shapes	- Create 3D Shapes
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares in real-world contexts. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

Grade 2 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Ask and Answer Questions	- Answer Questions About a Story
RL.2.2	Analyze literary text development.	-Stories Can Teach Lessons	- Retell a Story
RL.2.2.a	Determine the lesson or moral.	-Stories Can Teach Lessons	- Retell a Story
RL.2.2.b	Retell stories, including fables and folktales from diverse cultures.	-Stories Can Teach Lessons	- Retell a Story
RL.2.3	Describe how characters in a story respond to major events and challenges.	-Identify Characters and Events	- Identify Problems and Solutions in a Story - Identify How Characters Respond to Events in Stories
Reading Literature: Craft and Structure			
RL.2.4	Describe how words and phrases supply rhythm meaning in a poem or song; determine meaning of words and phrases as they are used in text.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, End - Describe the Problem and Solution in a Story - Identify Elements in a Story
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	-Discover Points of View	
Reading Literature: Integration of Knowledge and Ideas			
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	-Gain Meaning from Pictures	- Gain Meaning From the Illustrations in a Story - Explain How Illustrations Contribute to a Story
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	-Compare and Contrast Stories	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	-Answer Questions About Texts	- Answer Questions About a Text - Learn the 5 W's - Practice Answering Questions About Nonfiction Text
RI.2.2	Analyze informational text development.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.2.a	Identify the main topic of a multi-paragraph text.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.2.b	Identify the focus of specific paragraphs within the text.	-Main Topic	- Find the Main Topic of an Informational Text
RI.2.3	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
Reading Informational Text: Craft and Structure			
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find the Meaning of New Words	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	-Nonfiction Text Features	- Identify Nonfiction Text Features
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	
Reading Informational Text: Integration of Knowledge and Ideas			
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	-Images Add Meaning to Text	- Use Images to Support Understanding of a Text
RI.2.8	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.	-Find Evidence in the Text	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Foundational Skills: Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," "ow" -Decode Words -Tricky Spelling Patterns -Irregularly Spelled Words	- Read Words with Long Vowels - Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams - Identify Prefixes and Suffixes - Identify Words with Soft and Hard c - Identify Sight Words - Read Sight Words
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	-R-Controlled Vowels -"ai," "ay," "ow"	- Read Words with R-Controlled Vowels - Spell Words with Common Vowel Teams
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.		
RF.2.3.d	Decode words with common prefixes and suffixes.	-Decode Words	- Identify Prefixes and Suffixes
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard c
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Reading Foundational Skills: Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.2.4.a	Read grade-level text with purpose and understanding.		
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Writing: Production and Distribution of Writing			
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening: Comprehension and Collaboration			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Language: Conventions of Standard English			
L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
L.2.1.a	Use collective nouns (e.g., group).		
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		
L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).		
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.2.a	Capitalize holidays, product names, and geographic names.		
L.2.2.b	Use commas in greetings and closings of letters.		
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.		
L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.2.3.a	Recognize formal and informal uses of English.		
L.2.3.b	Compare formal and informal uses of English.		
Language: Vocabulary Acquisition and Use			
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-Multiple Meaning Words -Adding Prefixes -Root Words -Compound Words	
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	-Adding Prefixes	
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	-Root Words	
L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	-Compound Words	
L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		

Grade 2 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	-Word Problems	- Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
Operations and Algebraic Thinking: Add and subtract within 20.			
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.	-Add and Subtract with Fluency	- Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency
Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.			
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; 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.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	-Arrays	- Create and Label an Array - Make an Array and Count How Many Objects Are in It - Write Repeated Addition Sentences to Match Arrays - Write an Addition Sentence to Describe an Array
Number and Operations in Base Ten: Understand place value.			
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	-Place Value	- Identify the Place Values of Three Digit Numbers
2.NBT.1.a	100 can be thought of as a bundle of ten tens — called a "hundred."	-Place Value	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
2.NBT.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (0 tens and 0 ones).	-Place Value	
2.NBT.2	Count forward and backward within 1,000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5.	-Skip-Count to 1000	- Skip Count by Tens
2.NBT.3	Read and write numbers to 1,000 using base-ten numerals, number names, expanded form, and equivalent representations, e.g., 716 is 700 + 10 + 6, or 6 + 700 + 10, or 6 ones and 71 tens, etc.	-Numbers to 1000	- Read Numbers to 1000 in Different Forms - Use Visuals to Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 in Expanded Form - Read Numbers to 1000 Using Number Names - Write Numbers in Word Form
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, 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
**Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.**		
2.NBT.5	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 Subtrahends - Add 2-Digit Numbers
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		
2.NBT.7	Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones; and sometimes it is necessary to compose or decompose tens or hundreds.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.		
Measurement and Data: Measure and estimate lengths in standard units.			
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	-Measure Length	- Measure Length Using a Ruler
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
Measurement and Data: Relate addition and subtraction to length.			
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem.		
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		
Measurement and Data: Work with time and money.			
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	-Tell and Write Time	- Identify the Difference Between a.m. and p.m. - Tell Time to the Nearest 5 Minutes
2.MD.8	Solve problems with money.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
2.MD.8.a	Identify nickels and quarters by name and value.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.MD.8.b	Find the value of a collection of quarters, dimes, nickels, and pennies.	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
2.MD.8.c	Solve word problems by adding and subtracting within 100, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values
Measurement and Data: Represent and interpret data.			
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by creating a line plot, where the horizontal scale is marked off in whole number units.		
2.MD.10	Organize, represent, and interpret data with up to four categories; complete picture graphs when single-unit scales are provided; complete bar graphs when single-unit scales are provided; solve simple put-together, take-apart, and compare problems in a graph.	-Using Bar Graphs	- Sort Items, Create a Picture Graph, and Answer Questions About Their Graph - Read Bar Graphs and Answer "How Many" Questions About Data - Sort and Graph Objects
Geometry: Reason with shapes and their attributes.			
2.G.1	Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.	-Name and Draw Shapes	- Identify 3D Shapes
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	-Divide Rectangles	- Partition Rectangles and Count the Squares
2.G.3	Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, or fourths and quarters, and use the phrases half of, third of, or fourth of and quarter of. Describe the whole as two halves, three thirds, or four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

Grade 3 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Understanding the Text	- Ask and Answer Questions About a Story
RL.3.2	Analyze literary text development.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RL.3.2.a	Determine a theme and explain how it is conveyed through key details in the text.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RL.3.2.b	Retell stories, including fables, folktales, and myths from diverse cultures.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
Reading Literature: Craft and Structure			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	-Identifying Text Structure	- Identify the Parts of a Text - Identify the Elements of a Drama - Identify the Structure of a Poem
RL.3.6	Describe the difference between points of view in texts, particularly first- and third-person narration.	-Point of View	
Reading Literature: Integration of Knowledge and Ideas			
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	-Illustrations Support Text	- Explain How Illustrations Contribute to a Story
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	-Compare, Contrast Series Books	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
**Reading Informational Text: Key Ideas and Details**		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Asking and Answering Questions	- Find Text Evidence to Answer Questions About Informational Text - Refer to Text Evidence to Answer Questions About Informational Text
RI.3.2	Analyze informational text development.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RI.3.2.a	Determine the main idea of a text.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RI.3.2.b	Retell the key details and explain how they support the main idea.	-Main Idea and Key Details	- Use Details to Find the Main Idea of an Informational Text
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-Connecting Story Details	- Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
**Reading Informational Text: Craft and Structure**		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	-Context Clues	
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-Text Features	- Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
RI.3.6	Distinguish their own point of view from that of the author of a text.	-Point of View	- Identify the Author's Point of View - Identify the Author's Intent
**Reading Informational Text: Integration of Knowledge and Ideas**		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	-Use Pictures to Understand Words	- Answer Questions About the Images in a Text - Explain the Images in a Text
RI.3.8	Describe the relationships between the evidence and points an author uses throughout a text.	-Logical Connections	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	-Compare and Contrast	- Compare and Contrast Texts on the Same Topic
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		
Reading Foundational Skills: Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Common Prefixes and Suffixes -Reading Sight Words	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-Common Prefixes and Suffixes	- Make Words with Suffixes - Identify the Meaning of Prefixes and Suffixes - Identify Prefixes and Suffixes
RF.3.3.b	Decode words with common Latin suffixes.		
RF.3.3.c	Decode multi-syllable words.		
RF.3.3.d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	- Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
Reading Foundational Skills: Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
RF.3.4.a	Read on-level text with purpose and understanding.		
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-Read with Fluency	- Read with Fluency
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Writing: Text Types and Purposes			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		
W.3.1.b	Provide reasons that support the opinion.		
W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
W.3.1.d	Provide a concluding statement or section.		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.3.2.a	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.		
W.3.2.b	Develop the topic with facts, definitions, and details.		
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
W.3.2.d	Provide a concluding statement or section.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3.c	Use temporal words and phrases to signal event order.		
W.3.3.d	Provide a sense of closure.		
W.3.3.e	Provide a concluding statement or section related to the information or explanation presented.		
Writing: Production and Distribution of Writing			
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.		
Writing: Research to Build and Present Knowledge			
W.3.7	Conduct short research projects that build knowledge about a topic.		
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
Writing: Range of Writing			
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas, expressing their own clearly.		
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.		
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
SL.3.5	Create engaging audio recordings of stories/poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Language: Conventions of Standard English			
L.3.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
L.3.1.b	Form and use regular and irregular plural nouns.		
L.3.1.c	Use abstract nouns (e.g., childhood).		
L.3.1.d	Form and use regular and irregular verbs.		
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.		
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
L.3.1.h	Use coordinating and subordinating conjunctions.		
L.3.1.i	Produce simple, compound, and complex sentences.		
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.3.2.a	Capitalize appropriate words in titles.		
L.3.2.b	Use commas in addresses.		
L.3.2.c	Use commas and quotation marks in dialogue.		
L.3.2.d	Form and use possessives.		
L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Language: Knowledge of Language			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.3.3.a	Choose words and phrases for effect.		
L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.		
Language: Vocabulary Acquisition and Use			
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		

Grade 3 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. (Note: These standards are written with the convention that a x b means a groups of b objects each; however, because of the commutative property, students may also interpret 5 x 7 as the total number of objects in 7 groups of 5 objects each).	-Multiplying Whole Numbers	- Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
3.OA.2	Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	-Dividing Whole Numbers	- Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	-Multiply, Divide: Word Problems	- Solve Word Problems Involving Equal Groups
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 × ÿ = 48$; $5 = ÿ ÷ 3$; $6 × 6 = ÿ$.	-Unknown Number Equations	
Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.			
3.OA.5	Apply properties of operations as strategies to multiply and divide. For example, if $6 × 4 = 24$ is known, then $4 × 6 = 24$ is also known (Commutative Property of Multiplication); $3 × 5 × 2$ can be found by $3 × 5 = 15$, then $15 × 2 = 30$, or by $5 × 2 = 10$, then $3 × 10 = 30$ (Associative Property of Multiplication); knowing that $8 × 5 = 40$ and $8 × 2 = 16$, one can find $8 × 7$ as $8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56$ (Distributive Property). Students need not use formal terms for these properties.	-Properties of Multiplication	- Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3.OA.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	
Operations and Algebraic Thinking: Multiply and divide within 100.			
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8 or properties of operations. Limit to division without remainders. By the end of Grade 3, know from memory all products of two one-digit numbers.	-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
Operations and Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter or a symbol, which stands for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole number answers. Students may use parentheses for clarification since algebraic order of operations is not expected.	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.		
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of strategies and algorithms may be used.			
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	- Round to the Nearest 10 or 100
3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	-Add within 1000 -Subtract within 1000	- Add 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

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90, e.g., 9 × 80, 5 × 60 using strategies based on place value and properties of operations.		
Number and Operations – Fractions: Develop understanding of fractions as numbers. Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.			
3.NF.1	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Getting Started with Fractions	- Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.2.a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.2.b	Represent a fraction a/b (which may be greater than 1) on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.2.b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	-Fractions on a Number Line	- Label and Identify Fractions on a Number Line
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	-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

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.	-Identifying Equivalent Fractions	- Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
3.NF.3.b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model	-Generating Equivalent Fractions	
3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	-Whole Numbers as Fractions	
3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions Using Visual Models
Measurement and Data: Solve problems involving measurement, and estimation of intervals of time, liquid volumes, and masses of objects.			
3.MD.1	Work with time and money.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.MD.1.a	Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.	-Tell and Write Time in Minutes	- Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
3.MD.1.b	Solve word problems by adding and subtracting within 1,000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ₵ symbol appropriately (not including decimal notation).		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide whole numbers to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Excludes multiplicative comparison problems involving notions of "times as much."		
Measurement and Data: Represent and interpret data.			
3.MD.3	Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.	-Represent and Interpret Data	- Solve One and Two Step Comparative Problems About Bar Graphs - Solve One and Two Step Comparative Problems About Pictographs Graphs - Create Bar Graphs with a Scale Larger Than 1 to Represent Data
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by creating a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.		
Measurement and Data - Geometric Measurement: Understand concepts of area and relate area to multiplication and to addition.			
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.		
3.MD.5.b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
3.MD.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7.a	Find the area of a rectangle with whole number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7.b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
3.MD.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths a and b + c is the sum of a × b and a × c (represent the distributive property with visual models including an area model).	-Area of Rectangles	- Use Formulas and Multiplication to Find the Area of a Rectangle - Find Area of a Rectangle
	Recognize area as additive. Find the area of figures composed of rectangles by decomposing into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.		
Measurement and Data - Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.			
3.MD.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	-Perimeter of Polygons	
Geometry: Reason with shapes and their attributes.			
3.G.1	Draw and describe triangles, quadrilaterals (rhombuses, rectangles, and squares), and polygons (up to 8 sides) based on the number of sides and the presence or absence of square corners (right angles).		
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		

Grade 4 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	- Make an Inference About a Story
4.RL.2	Analyze literary text development.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify Theme of a Poem
4.RL.2.a	Determine a theme of a story, drama, or poem from details in the text.	-Summarize a Text's Main Idea	- Identify Theme of a Poem
4.RL.2.b	Summarize the text, incorporating a theme determined from details in the text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	-Describing Characters	- Describe a Character, Setting, or Event
Reading Literature: Craft and Structure			
4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	-Meaning of Words and Phrases	- Use Context Clues to to Determine the Meaning of Unknown Words and Phrases
4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	-Poems, Drama, Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
4.RL.6	Explain the differences in the point(s) of view in a text and different perspectives of the characters.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
Reading Literature: Integration of Knowledge and Ideas			
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text.	-Compare a Story and Visuals	
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good/evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
Reading Literature: Range of Reading and Level of Text Complexity			
4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	- Use Evidence From a Text to Answer Questions - Make Inferences About a Text
4.RI.2	Analyze informational text development.	-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.RI.2.a	Determine the main idea of a text and explain how it is supported by key details.	-Main Ideas and Details	- Find the Main Idea and Supporting Details in an Informational Text
4.RI.2.b	Provide a summary of the text that includes the main idea and key details, as well as other important information.	-Main Ideas and Details	- Use Details to Find the Main Idea of an Informational Text
4.RI.3	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
Reading Informational Text: Craft and Structure			
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	-Describing Text Structure	- Describe the Structure of a Text - Answer Questions About Cause and Effect Text Structure
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-Compare and Contrast Two Views	
Reading Informational Text: Integration of Knowledge and Ideas			
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	-Graphics to Understand a Text	- Interpret the Visuals in a Text - Analyze the Visuals in a Text
4.RI.8	Explain how an author uses evidence to support particular points in a text.	-Developing Arguments	
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-Be an Expert: Use Multiple Texts	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Range of Reading and Level of Text Complexity			
4.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Reading Foundational Skills: Phonics and Word Recognition			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Reading Foundational Skills: Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.4.4.a	Read grade-level text with purpose and understanding.		
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
W.4.1.b	Provide reasons that are supported by facts and details.		
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		
W.4.1.d	Provide a concluding statement or section related to the opinion presented.		
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.		
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.		
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.		
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.		
Writing: Research to Build and Present Knowledge			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.4.9.a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").		
W.4.9.b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").		
Writing: Range of Writing			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas, expressing their own clearly.		
SL.4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Language: Conventions of Standard English			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.4.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.		
L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		
L.4.1.e	Form and use prepositional phrases.		
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.4.2.a	Use correct capitalization.		
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.		
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.		
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3.a	Choose words and phrases to convey ideas precisely.		
L.4.3.b	Choose punctuation for effect.		
L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
Language: Vocabulary Acquisition and Use			
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.4.5.c	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		

Grade 4 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	- Solve Multiplicative Comparisons - Learn About Multiplicative Comparisons
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	-Multiply with Word Problems	- Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
4.OA.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	-Multistep Word Problems	- Solve Multistep Word Problems
Operations and Algebraic Thinking: Gain familiarity with factors and multiples.			
4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	-Prime and Composite Numbers -Factors and Multiples	- Identify Numbers 1-100 as Prime or Composite - Identify which Numbers 1-100 Are Prime - Recognize Factors and Multiples for 1-100 - Determine Multiples for Numbers 1-100 - Find Factor Pairs for Numbers 1-100
Operations and Algebraic Thinking: Generate and analyze patterns.			
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	-Number and Shape Patterns	- Identify the Rule and/or Missing Number in a Pattern

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Number and Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.			
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right by applying concepts of place value, multiplication, or 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
4.NBT.2	Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.	-Write and Compare Large Numbers	- Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place through 1,000,000.	-Round Multi-Digit Whole Numbers	- Round Multi-Digit Whole Numbers
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000.			
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	- Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the 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
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Use Partial Quotients to Divide - Use Visual Models to Divide

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Number and Operations – Fractions: Extend understanding of fraction equivalence and ordering limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.			
4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
Number and Operations – Fractions: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.			
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators
4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 21/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	-Add and Subtract Fractions	- Add and Subtract Fractions with Common Denominators
4.NF.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	-Add and Subtract Mixed Numbers	- Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4), or 5/4 = 1/4 + 1/4 + 1/4 + 1/4 + 1/4.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?		
Number and Operations – Fractions: Understand decimal notation for fractions, and compare decimal fractions limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.			
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. In general students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators, but addition and subtraction with unlike denominators is not a requirement at this grade.		
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	-Introducing Decimals	- Convert Decimals to Fractions and Fractions to Decimals
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Measurement and Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
4.MD.1	Know relative sizes of the metric measurement units within one system of units. Metric units include kilometer, meter, centimeter, and millimeter; kilogram and gram; and liter and milliliter. Express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table. For example, express the length of a 4-meter rope in centimeters. Because 1 meter is 100 times as long as a 1 centimeter, a two-column table of meters and centimeters includes the number pairs 1 and 100, 2 and 200, 3 and 300,...	-Customary and Metric Measurement	- Convert Units of Time
4.MD.2	Solve real-world problems involving money, time, and metric measurement.	-Measurement Word Problems	
4.MD.2.a	Using models, add and subtract money and express the answer in decimal notation.	-Measurement Word Problems	
4.MD.2.b	Using number line diagrams, clocks, or other models, add and subtract intervals of time in hours and minutes.	-Measurement Word Problems	
4.MD.2.c	Add, subtract, and multiply whole numbers to solve metric measurement problems involving distances, liquid volumes, and masses of objects.	-Measurement Word Problems	
4.MD.3	Develop efficient strategies to determine the area and perimeter of rectangles in real-world situations and mathematical problems. For example, given the total area and one side length of a rectangle, solve for the unknown factor, and given two adjacent side lengths of a rectangle, find the perimeter.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
Measurement and Data: Represent and interpret data.			
4.MD.4	Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems

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

Grade 5 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	- Make Inferences - Make Inferences Using Text Evidence
5.RL.2	Analyze literary text development.	-Identify Theme Through Characters -Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize - Identify the Theme of a Poem and Story
5.RL.2.a	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	-Identify Theme Through Characters	- Identify the Theme of a Poem and Story
5.RL.2.b	Summarize the text, incorporating a theme determined from details in the text.	-Summarizing a Text	- Identify What Should Be Included in a Summary of a Fictional Text - Use Key Details in a Text to Summarize
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	-Comparing Story Elements	- Compare and Contrast Elements in a Story
Reading Literature: Craft and Structure			
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	-Relating Pieces to the Whole	- Make Connections Between Stanzas in a Poem
5.RL.6	Describe how a narrator's or speaker's point of view and perspective influence how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
Reading Literature: Integration of Knowledge and Ideas			
5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	-Enhance Meaning with Multimedia -Enhance Tone with Multimedia	
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	-Comparing Similar Texts	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Range of Reading and Level of Text Complexity			
5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		
Reading Informational Text: Key Ideas and Details			
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	- Use Quotes to Support Inferences About a Text
5.RI.2	Analyze informational text development.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RI.2.a	Determine the main ideas of a text and explain how they are supported by key details.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RI.2.b	Provide a summary of the text that includes the main ideas and key details, as well as other important information.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
5.RI.3	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.	-Explain Two Related Ideas	- Explain How Two Ideas are Related
Reading Informational Text: Craft and Structure			
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	-Comparing Text Structure	- Identify the Structure of a Text
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
Reading Informational Text: Integration of Knowledge and Ideas			
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	-Using Text Features	- Use Text Features to Answer Questions About a Text

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
5.RI.8	Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.		
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
Reading Informational Text: Range of Reading and Level of Text Complexity			
5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		
Reading Foundational Skills: Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Reading Foundational Skills: Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		
RF.5.4.a	Read grade-level text with purpose and understanding.		
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.		
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
W.5.1.d	Provide a concluding statement or section related to the opinion presented.		
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.		
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.		
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Writing: Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.5.9.a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").		
W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		
Writing: Range of Writing			
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons/evidence.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Language: Conventions of Standard English			
L.5.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.		
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.		
L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).		
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.5.2.a	Use punctuation to separate items in a series.		
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.		
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.		
Language: Knowledge of Language			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, poems.		
Language: Vocabulary Acquisition and Use			
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.		
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		

Grade 5 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Operations and Algebraic Thinking: Write and interpret numerical expressions.			
5.OA.1	Use parentheses in numerical expressions, and evaluate expressions with this symbol. Formal use of algebraic order of operations is not necessary.	-Order of Operations	- Solve Problems Using Order of Operations
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
Operations and Algebraic Thinking: Analyze patterns and relationships.			
5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
Number and Operations in Base Ten: Understand the place value system.			
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.	-Multiplication Patterns and Exponents	- Multiply Numbers with Exponents
5.NBT.3	Read, write, and compare decimals to thousandths.	-Read/Write Decimals: Thousandths -Compare Decimals to Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read/Write Decimals - Compare Two Decimals

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5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	-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.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	-Compare Decimals to Thousandths	- Compare Two Decimals
5.NBT.4	Use place value understanding to round decimals to any place, millions through hundredths.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.			
5.NBT.5	Fluently multiply multi-digit whole numbers using a standard algorithm.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
5.NBT.6	Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Find Whole Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model
5.NBT.7	Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used.	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations - Divide Decimals Using Base Ten Models
5.NBT.7.a	Add and subtract decimals, including decimals with whole numbers, (whole numbers through the hundreds place and decimals through the hundredths place).	-Solving Decimal Equations	- Use Strategies and Standard Algorithm to Add and Subtract Decimal Equations
5.NBT.7.b	Multiply whole numbers by decimals (whole numbers through the hundreds place and decimals through the hundredths place).	-Solving Decimal Equations	

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5.NBT.7.c	Divide whole numbers by decimals and decimals by whole numbers (whole numbers through the tens place and decimals less than one through the hundredths place using numbers whose division can be readily modeled). For example, 0.75 divided by 5; 18 divided by 0.6; or 0.9 divided by 3.	-Solving Decimal Equations	- Divide Decimals Using Base Ten Models
Number and Operations – Fractions: Use equivalent fractions as a strategy to add and subtract fractions. (Fractions need not be simplified.)				
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum/difference of fractions with like denominators. For example, use visual models and properties of operations to show 2/3+5/4=8/12+15/12=23/12. In general, a/b+c/d=(a/b×d/d)+(c/d×b/b)=(ad+ bc)/bd.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	-Word Problems: Basic Fractions	- Solve Word Problems Involving the Addition and Subtraction of Fractions
Number and Operations – Fractions: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (Fractions need not be simplified.)				
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions

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5.NF.4.a	Interpret the product (a/b)×q as a parts of a partition of q into b equal parts, equivalently, as the result of a sequence of operations a×q÷b. For example, use a visual fraction model to show (2/3)×4=8/3, and create a story context for this equation. Do the same with (2/3)×(4/5)=8/15. (In general, (a/b)×(c/d) =ac/bd.)	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions
5.NF.4.b	Find area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, show that the area is the same as would be found by multiplying side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
5.NF.5	Interpret multiplication as scaling (resizing), by:		
5.NF.5.a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.NF.5.b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.		
5.NF.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models/equations to represent the problem.	-Word Problems: Mixed Numbers (Multiplication)	- Use Strategies to Solve Word Problems with Mixed Numbers
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. In general, students able to multiply fractions can develop strategies to divide fractions, by reasoning about relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), use a visual fraction model to show the quotient. Use the relationship between multiplication/division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions

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5.NF.7c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 pound of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?		
Measurement and Data: Convert like measurement units within a given measurement system.			
5.MD.1	Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi-step, real-world problems.	-Converting Measurements	- Convert Units of Metric Length
Measurement and Data: Represent and interpret data.			
5.MD.2	Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade, e.g., including U.S. customary units in fractions 1/2, 1/4, 1/8, or decimals.		
Measurement and Data - Geometric Measurement: Understand concepts of volume and relate volume to multiplication and to addition.			
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.3.b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	-Concepts of Volume	- Use Formulas and Strategies to Find the Volume of a Rectangular Prism
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	-Counting Units to Find Volume	- Measure Volume Using Unit Cubes
5.MD.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.	-Volume of Rectangular Prisms	

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5.MD.5.a	Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes.	-Volume of Rectangular Prisms	
5.MD.5.b	Apply formulas V=ℓ×w×h and V=B×h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.	-Volume of Rectangular Prisms	
5.MD.5.c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.		
Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.			
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of two axes and coordinates correspond, e.g., x-axis/x-coordinate, y-axis/y-coordinate.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
5.G.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	-Graph Points on a Coordinate Plane	- Graph Real World Situations on a Coordinate Plane
Geometry: Classify two-dimensional figures into categories based on their properties.			
5.G.3	Identify and describe commonalities and differences between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) side lengths (isosceles, equilateral, scalene triangles).	-Classifying Quadrilaterals	
5.G.4	Identify and describe commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence/absence of parallel and perpendicular lines, e.g., squares, rectangles, parallelograms, trapezoids, rhombuses.	-Classifying Quadrilaterals	

Grade 6 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferences	- Use Text Evidence to Make Inferences
RL.6.2	Analyze literary text development.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
RL.6.2.a	Determine a theme of a text and how it is conveyed through particular details.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
RL.6.2.b	Incorporate a theme and story details into an objective summary of the text.	-Introduction to Theme	- Use Key Details From the Text to Determine Theme or Main Idea of the Story
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading Literature: Craft and Structure			
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	-Introduction to Text Structure	- Use the Structure of a Text to Identify the Theme
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	-Point of View	- Analyze the Point of View of a Poem
Reading Literature: Integration of Knowledge and Ideas			
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	-Compare a Text with a Performance	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	-Compare and Contrast Genres	

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Reading Literature: Range of Reading and Level of Text Complexity			
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.		
Reading Informational Text: Key Ideas and Details			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence	- Find Text Evidence - Use Evidence to Make Conclusions About Informational Texts
RI.6.2	Analyze informational text development.	-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
RI.6.2.a	Determine a central idea of a text and how it is conveyed through particular details.	-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
RI.6.2.b	Provide an objective summary of the text that includes the central idea and relevant details.	-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
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	-Development of an Idea or Event	
Reading Informational Text: Craft and Structure			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	-Text Structure	
RI.6.6	Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.	-Author's Argument	

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Reading Informational Text: Integration of Knowledge and Ideas			
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	-Author's Argument -Integrate Information	- Integrate Information to Understand a Text
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	-Author's Argument	
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	-Compare and Contrast	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Writing: Text Types and Purposes			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.6.1.a	Establish a thesis statement to present an argument.		
W.6.1.b	Introduce claim(s) and organize the reasons and evidence clearly.		
W.6.1.c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
W.6.1.d	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
W.6.1.e	Establish and maintain a formal style.		
W.6.1.f	Provide a concluding statement or section that follows from the argument presented.		
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, information through the selection, organization, analysis of relevant content.		
W.6.2.a	Establish a thesis statement to present an argument.		
W.6.2.b	Introduce a topic; organize ideas, concepts, information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.		

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W.6.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.6.2.d	Use appropriate transitions to clarify the relationships among ideas and concepts.		
W.6.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.6.2.f	Establish and maintain a formal style.		
W.6.2.g	Provide a concluding statement or section that follows from the information or explanation presented.		
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.		
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.		

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Writing: Research to Build and Present Knowledge			
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
W.6.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.		
W.6.9.a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		
W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		
Writing: Range of Writing			
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		

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SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, issue under discussion.		
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).		
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.		
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

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L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
L.6.2.b	Spell correctly.		
Language: Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		
L.6.3.b	Maintain consistency in style and tone.		
Language: Vocabulary Acquisition and Use			
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning of a word/phrase.		
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
L.6.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.6.5.a	Interpret figures of speech (e.g., personification) in context.		
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Grade 6 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.			
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	-Introduction to Ratios	- Complete a Ratio Table
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	-Introduction to Unit Rates	
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
6.RP.3.a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	-Ratio Tables	
6.RP.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	-Introduction to Unit Rates	
6.RP.3.c	Find a percent of a quantity as a rate per 100, e.g., 30% of a quantity means 30/100 times the quantity; solve problems involving finding the whole, given a part and the percent.	-Percent of a Quantity	
6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	-Using Ratios to Convert Units	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
The Number System: Apply and extend previous understanding of multiplication and division to divide fractions by fractions.			
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 pound of chocolate equally? How many 3/4 cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	-Dividing Fractions	
The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.			
6.NS.2	Fluently divide multi-digit numbers using a standard algorithm.	-Divide Multi-Digit Numbers	
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	-Common Multiples & Factors	- Find the Greatest Common Factor
The Number System: Apply and extend previous understandings of numbers to the system of rational numbers.			
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values, e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	-Opposites of Numbers -Graphing in the Coordinate Plane	
6.NS.6.a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., − (−3) = 3, and that 0 is its own opposite.	-Opposites of Numbers	
6.NS.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane
6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	-Opposites of Numbers	
6.NS.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
6.NS.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret −3 > −7 as a statement that −3 is located to the right of −7 on a number line oriented from left to right.		
6.NS.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write −3°C > −7°C to express the fact that −3°C is warmer than −7 °C.		
6.NS.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of −30 dollars, write |−30| = 30 to describe the size of the debt in dollars.	-Absolute Value	
6.NS.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than −30 dollars represents a debt greater than 30 dollars.		
6.NS.8	Solve real-world and mathematical 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 first coordinate or the same second coordinate.	-Graphing in the Coordinate Plane	- Graph Points in all Quadrants on a Coordinate Plane

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.			
6.EE.1	Write and evaluate numerical expressions involving whole number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.	-Writing Expressions -Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2.a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 − y.	-Writing Expressions	- Solve Problems Using Order of Operations - Construct Expressions to Represent Word Problems - Evaluate Exponential Expressions
6.EE.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations
6.EE.2.c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, using the algebraic order of operations when there are no parentheses to specify a particular order. For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	-Equivalent Expressions	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
6.EE.4	Identify when two expressions are equivalent, i.e., when the two expressions name the same number regardless of which value is substituted into them. For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	-Equivalent Expressions	
Expressions and Equations: Reason about and solve one-variable equations and inequalities.			
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	-Writing Expressions	- Construct Expressions to Represent Word Problems
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.	-Solve One Variable Equations	
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		
Expressions and Equations: Represent and analyze quantitative relationships between dependent and independent variables.			
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.			
6.G.1	Through composition into rectangles or decomposition into triangles, find the area of right triangles, other triangles, special quadrilaterals, and polygons; apply these techniques in the context of solving real-world and mathematical problems.		
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.		
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		
Statistics and Probability: Develop understanding of statistical problem solving.			
6.SP.1	Develop statistical reasoning by using the GAISE model:	-Introduction to Statistics	
6.SP.1.a	Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because of the variability in students' ages. (GAISE Model, step 1)	-Introduction to Statistics	
6.SP.1.b	Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2)	-Introduction to Statistics	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
6.SP.1.c	Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3)	-Introduction to Statistics	
6.SP.1.d	Interpret Results: Draw logical conclusions from the data based on the original question. (GAISE Model, step 4)	-Introduction to Statistics	
Statistics and Probability: Develop understanding of statistical variability.			
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	-Measures of Center and Variation	
Statistics and Probability: Summarize and describe distributions.			
6.SP.4	Display numerical data in plots on a number line, including dot plots (line plots), histograms, and box plots. (GAISE Model, step 3)	-Displaying Data	
6.SP.5	Summarize numerical data sets in relation to their context.	-Summarizing Data Sets	
6.SP.5.a	Report the number of observations.	-Summarizing Data Sets	
6.SP.5.b	Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
6.SP.5.c	Find the quantitative measures of center (median and/or mean) for a numerical data set and recognize that this value summarizes the data set with a single number. Interpret mean as an equal or fair share. Find measures of variability (range and interquartile range) as well as informally describe the shape and the presence of clusters, gaps, peaks, and outliers in a distribution.	-Summarizing Data Sets	
6.SP.5.d	Choose the measures of center and variability, based on the shape of the data distribution and the context in which the data were gathered.	-Summarizing Data Sets	

Grade 7 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Cite Textual Evidence	
RL.7.2	Analyze literary text development.	-Thematic Development	
RL.7.2.a	Determine a theme of a text and analyze its development over the course of the text.	-Thematic Development	
RL.7.2.b	Incorporate the development of a theme and other story details into an objective summary of the text.	-Thematic Development	
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	-Elements of a Short Story	
Reading Literature: Craft and Structure			
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	-Figurative Language	
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	-Text Structure	
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
Reading Literature: Integration of Knowledge and Ideas			
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	-Compare Text and Multimedia	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	-Historical Fiction	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inference	
RI.7.2	Analyze informational text development.	-Central Ideas in a Text	
RI.7.2.a	Determine two or more central ideas in a text and analyze their development over the course of the text.	-Central Ideas in a Text	
RI.7.2.b	Provide an objective summary of the text that includes the central ideas and their development.	-Central Ideas in a Text	
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	-How Ideas Are Related	
Reading Informational Text: Craft and Structure			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	-Text Structure	
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	-Author's Point of View and Goal	
Reading Informational Text: Integration of Knowledge and Ideas			
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	-Print vs. Multimedia Text	
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	-Compare Texts, Analyze Arguments	
RI.7.9	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	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Writing: Text Types and Purposes			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.7.1.a	Establish a thesis statement to present an argument.		
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
W.7.1.d	Establish and maintain a formal style.		
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.7.2.a	Establish a thesis statement to present information.		
W.7.2.b	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.		
W.7.2.c	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
W.7.2.d	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.7.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.7.2.f	Establish and maintain a formal style.		
W.7.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		
Writing: Research to Build and Present Knowledge			
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.7.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.		
W.7.9.a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").		
W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		
Writing: Range of Writing			
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.		
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.7.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.		
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.7.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
L.7.2.b	Spell correctly.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.7.3.a	Choose language that expresses ideas precisely and concisely.		
L.7.3.b	Recognize and eliminate wordiness and redundancy.		
Language: Vocabulary Acquisition and Use			
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
L.7.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.		
L.7.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
L.7.5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Grade 7 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.			
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2) /(1/4) miles per hour, equivalently 2 miles per hour.	-Compute Unit Rates	
7.RP.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
7.RP.2.a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	-Find, Show Proportional Amounts	
7.RP.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
7.RP.2.c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	-Represent Proportions	
7.RP.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	-Represent Proportions	
7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	-Ratio, Proportion Word Problems	
The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition/subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
7.NS.1.a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	-Add Rational Numbers	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
7.NS.1.b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive/negative. Show that a number and its opposite have a sum of 0. Interpret sums of rational numbers by describing real-world contexts.	-Add Rational Numbers	
7.NS.1.c	Understand subtraction of rational numbers as adding the additive inverse, p − q = p + (−q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	-Subtract Rational Numbers	
7.NS.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	-Multiply Rational Numbers -Division of Rational Numbers -Convert Numbers to Decimals	
7.NS.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	-Multiply Rational Numbers	
7.NS.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers is a rational number. If p and q are integers, then −(p/q) = (−p)/q = p/(−q). Interpret quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
7.NS.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
7.NS.2.d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	-Convert Numbers to Decimals	
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	-Four Operations with Numbers	
Expressions and Equations: Use properties of operations to generate equivalent expressions.			
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
7.EE.2	In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. For example, a discount of 15% (represented by p − 0.15p) is equivalent to (1 − 0.15)p, which is equivalent to 0.85p or finding 85% of the original price.	-Generate Equivalent Expressions	
Expressions and Equations: Use properties of operations to generate equivalent expressions.			
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	-Multi-Step, Real-World Problems	
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	-Solving Equations -Solving Inequalities	
7.EE.4.a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	-Solving Equations	
7.EE.4.b	Solve word problems leading to inequalities of the form px +q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	-Solving Inequalities	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Geometry: Draw, construct, and describe geometrical figures, and describe the relationships between them.			
7.G.1	Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals.		
7.G.1.a	Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale.		
7.G.1.b	Represent proportional relationships within and between similar figures.		
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.		
7.G.2.a	Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
7.G.2.b	Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.		
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		
Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
7.G.4	Work with circles.		
7.G.4.a	Explore and understand the relationships among the circumference, diameter, area, and radius of a circle.		
7.G.4.b	Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.		
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
7.G.6	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Statistics and Probability: Use sampling to draw conclusions about a population.			
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population.	-Inferential Statistics	
7.SP.1.a	Differentiate between a sample and a population.	-Inferential Statistics	
7.SP.1.b	Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.	-Inferential Statistics	
Statistics and Probability: Broaden understanding of statistical problem solving.			
7.SP.2	Broaden statistical reasoning by using GAISE model.	-Inferential Statistics	
7.SP.2.a	Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. (GAISE Model, step 1)	-Inferential Statistics	
7.SP.2.b	Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2)	-Inferential Statistics	
7.SP.2.c	Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3)	-Inferential Statistics	
7.SP.2.d	Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. (GAISE Model, step 4)	-Inferential Statistics	
Statistics and Probability: Summarize and describe distributions representing one population and draw informal comparisons between two populations.			
7.SP.3	Describe and analyze distributions.		
7.SP.3.a	Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point.		
7.SP.3.b	Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot (line plot), separation between the two distributions of heights is noticeable.		

Grade 7 Math (continued)

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
**Statistics and Probability: Investigate chance processes and develop, use and evaluate probability models.**		
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. 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.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	-Predict and Compare Probability	
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	-Predict and Compare Probability	
7.SP.7.a	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.SP.7.b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	-Predict and Compare Probability	
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
7.SP.8.a	Understand that, just as with simple events, probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
7.SP.8.b	Represent sample spaces for compound events using methods such as organized lists, tables/tree diagrams. For an event described in everyday language.	-Probabilities of Compound Events	
7.SP.8.c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		

Grade 8 English Language Arts

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Literature: Key Ideas and Details			
RL.8.1	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Evidence and Inferences	
RL.8.2	Analyze literary text development.	-Theme	
RL.8.2.a	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	-Theme	
RL.8.2.b	Incorporate a theme and its relationship to other story elements into an objective summary.	-Theme	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	
Reading Literature: Craft and Structure			
RL.8.4	Determine the meaning of words/phrases as they are used in text, including figurative/connotative meanings; analyze the impact of specific word choices on meaning tone, including analogies or allusions to other texts.		
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	-Point of View	
Reading Literature: Integration of Knowledge and Ideas			
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	-Comparing Film and Literature	
RL.8.9	Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.	-Fiction: Themes and Patterns	
Reading Literature: Range of Reading and Level of Text Complexity			
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Reading Informational Text: Key Ideas and Details			
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Textual Evidence and Inferencing	
RI.8.2	Analyze informational text development.	-Central Idea	
RI.8.2.a	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	-Central Idea	
RI.8.2.b	Incorporate central ideas and their relationships into an objective summary of the text.	-Central Idea	
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	-Text Development	
Reading Informational Text: Craft and Structure			
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Word Choice and Meaning	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Text Structure	
RI.8.6	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
Reading Informational Text: Integration of Knowledge and Ideas			
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	-Multi-Media and Expository Text	
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Understand Conflicting Texts	
Reading Informational Text: Range of Reading and Level of Text Complexity			
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
	Writing: Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence		
W.8.1.a	Establish a clear thesis statement to present an argument.		
W.8.1.b	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
W.8.1.c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
W.8.1.d	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
W.8.1.e	Establish and maintain a formal style.		
W.8.1.f	Provide a concluding statement or section that follows from and supports the argument presented.		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
W.8.2.a	Establish a clear thesis statement to present info.		
W.8.2.b	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.		
W.8.2.c	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
W.8.2.d	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
W.8.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.8.2.f	Establish and maintain a formal style.		
W.8.2.g	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Writing: Production and Distribution of Writing			
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
Writing: Research to Build and Present Knowledge			
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.8.9.a	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").		
W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").		
Writing: Range of Writing			
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
Speaking and Listening: Presentation of Knowledge and Ideas			
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
L.8.1.b	Form and use verbs in the active and passive voice.		
L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.		
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
L.8.2.b	Use an ellipsis to indicate an omission.		
L.8.2.c	Spell correctly.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Language: Knowledge of Language			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.8.3.a	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).		
L.8.3.b	Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).		
Language: Vocabulary Acquisition and Use			
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.		
L.8.5.b	Use the relationship between particular words to better understand each of the words.		
L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Grade 8 Mathematics

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
The Number System: Know that there are numbers that are not rational, and approximate them by rational numbers.			
8.NS.1	Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating.	-Convert to Rational Numbers	
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions, e.g., π². For example, by truncating the decimal expansion of √2, show that √2, is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	-Estimate Irrational Numbers	
Expressions and Equations: Work with radicals and integer exponents.			
8.EE.1	Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 × 3-5 = 3-3 = 1/3^3 = 1/27$.	-Integer Exponents	
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	-Square and Cube Roots	
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108; and the population of the world as 7 × 109; and determine that the world population is more than 20 times larger.	-Scientific Notation	
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities, e.g., use millimeters per year for seafloor spreading. Interpret scientific notation that has been generated by technology.	-Scientific Notation: Operations	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Expressions and Equations: Understand the connections between proportional relationships, lines, and linear equations.			
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	-Relationships and Slope	
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	-Slope Intercept Form, Triangles	
Expressions and Equations: Analyze and solve linear equations and pairs of simultaneous linear equations.			
8.EE.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
8.EE.7.a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	-Solutions to Linear Equations	
8.EE.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	-Solutions to Linear Equations	
8.EE.8	Analyze and solve pairs of simultaneous linear equations graphically.	-Solutions to Linear Equations	
8.EE.8.a	Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
8.EE.8.b	Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	-Solutions to Linear Equations	

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
8.EE.8.c	Solve real-world and mathematical problems leading to pairs of linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. (Limit solutions to those that can be addressed by graphing.)		
Functions: Define, evaluate, and compare functions.			
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.		
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.		
Functions: Use functions to model relationships between quantities.			
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.		
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph, e.g., where the function is increasing or decreasing, linear or nonlinear. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software.			
8.G.1	Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates).		
8.G.1.a	Lines are taken to lines, and line segments are taken to line segments of the same length.		
8.G.1.b	Angles are taken to angles of the same measure.		
8.G.1.c	Parallel lines are taken to parallel lines.		
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (Include examples both with and without coordinates.)		
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (Include examples both with and without coordinates.)		
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
Geometry: Understand and apply the Pythagorean Theorem.			
8.G.6	Analyze and justify an informal proof of the Pythagorean Theorem and its converse.		
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.		
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		

OH Code	Ohio Standard	Quest Title	Small Group Skill Lesson
Geometry: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
8.G.9	Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.		
Statistics and Probability: Investigate patterns of association in bivariate data.			
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering; outliers; positive, negative, or no association; and linear association and nonlinear association. (GAISE Model, steps 3 and 4)	-Construct, Explain Scatter Plots	
8.SP.2	Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (GAISE Model, steps 3 and 4)	-Line of Best Fit	
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (GAISE Model, steps 3 and 4)		
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	-Two-Way Table	- Test Apps