



eSpark Learning Alignment with the Georgia Standards of Excellence (2022)

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

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GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Literary: Key Ideas and Details			
ELAGSEKRL1	With prompting and support, ask and answer questions about key details in a text.	-Ask and Answer Questions	- Answer Questions about a Story
ELAGSEKRL2	With prompting and support, retell familiar stories, including key details.	-Retell Stories	- Retell the Parts of a Story - Retell a Story
ELAGSEKRL3	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 Literary: Craft and Structure			
ELAGSEKRL4	With prompting and support, 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
ELAGSEKRL5	Recognize common types of texts (e.g., storybooks, poems).	-Identify Stories and Poems	- Identify Fictional Texts - Identify Poems - Identify Informational Texts
ELAGSEKRL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
Reading Literary: Integration of Knowledge and Ideas			
ELAGSEKRL7	With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	-Using Pictures in Stories	
ELAGSEKRL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSEKRL10	Actively engage in group reading activities with purpose and understanding.		
Reading Informational: Key Ideas and Details			
ELAGSEKRI1	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
ELAGSEKRI2	With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	-Find the Main Idea	- Identify the Main Topic of an Informational Text - Retell the Main Idea and Key Details of an Informational Text
ELAGSEKRI3	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: Craft and Structure			
ELAGSEKRI4	With prompting and support, ask and answer questions about unknown words in a text.	-Learn New Words	
ELAGSEKRI5	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
ELAGSEKRI6	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: Integration of Knowledge and Ideas			
ELAGSEKRI7	With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	-Pictures Help You Read	

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ELAGSEKRI8	With prompting and support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
ELAGSEKRI9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Same and Different	- Note Similarities and Differences Between Texts
Reading Informational: Range of Reading and Level of Text Complexity			
ELAGSEKRI10	Actively engage in group reading of informational text with purpose and understanding.		
Reading Foundational: Print Concepts			
ELAGSEKRF1	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
ELAGSEKRF1.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
ELAGSEKRF1.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
ELAGSEKRF1.c	Understand that words are separated by spaces in print.	-Read Stories	- Identify Where Spaces Should Be Between Words in a Sentence
ELAGSEKRF1.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

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Reading Foundational: Phonological Awareness			
ELAGSEKRF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> -Words That Rhyme -Count Syllables -Letters Make Words -Word Families 	<ul style="list-style-type: none"> - Find Words that Rhyme - Count the Syllables in a Word - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words
ELAGSEKRF2.a	Recognize and produce rhyming words.	-Words That Rhyme	- Find Words that Rhyme
ELAGSEKRF2.b	Count, pronounce, blend, and segment syllables in spoken words.	-Count Syllables	- Count the Syllables in a Word
ELAGSEKRF2.c	Blend and segment onsets and rimes of single-syllable spoken words.		
ELAGSEKRF2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	-Letters Make Words	<ul style="list-style-type: none"> - Blend Three Sounds to Make a Word - Segment the Initial, Middle, and Final Sound in a Word - Make CVC Words
ELAGSEKRF2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Make New Words Based on Word Families - Identify the Missing Sounds in Words

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Foundational: Phonics and Word Recognition			
ELAGSEKRF3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Letter Sounds -Sight Words -Word Families	<ul style="list-style-type: none"> - Make all the Letter Sounds - Recognize Sight Words - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
ELAGSEKRF3.a	Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.	-Letter Sounds	- Make all the Letter Sounds
ELAGSEKRF3.b	Demonstrate basic knowledge of long and short sounds for the five major vowels.		
ELAGSEKRF3.c	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-Word Families	<ul style="list-style-type: none"> - Change the First Letter to Make New Words - Identify the Missing Sounds in Words - Make New Words Based On Word Families
Reading Foundational: Fluency			
ELAGSEKRF4	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	-Sight Words	- Recognize Sight Words
Writing: Text Types and Purposes			
ELAGSEKW1	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...).		

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ELAGSEKW2	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.		
ELAGSEKW3	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, and provide a reaction to what happened.		
Writing: Production and Distribution of Writing			
ELAGSEKW5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
ELAGSEKW6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.		
Writing: Research to Build and Present Knowledge			
ELAGSEKW7	With guidance and support, participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).		
ELAGSEKW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

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Speaking and Listening: Comprehension and Collaboration			
ELAGSEKSL1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
ELAGSEKSL1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		
ELAGSEKSL1.b	Continue a conversation through multiple exchanges.		
ELAGSEKSL2	Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.		
ELAGSEKSL3	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			
ELAGSEKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
ELAGSEKSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
ELAGSEKSL6	Speak audibly and express thoughts, feelings, and ideas clearly.		

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Language: Conventions of Standard English			
ELAGSEKL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSEKL1.a	Print many upper- and lowercase letters.		
ELAGSEKL1.b	Use frequently occurring nouns and verbs.		
ELAGSEKL1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.		
ELAGSEKL1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		
ELAGSEKL1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		
ELAGSEKL1.f	Produce and expand complete sentences in shared language activities.		
ELAGSEKL2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSEKL2.a	Capitalize the first word in a sentence and the pronoun I.		
ELAGSEKL2.b	Recognize and name end punctuation.		
ELAGSEKL2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		
ELAGSEKL2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		

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Language: Vocabulary Acquisition and Use			
ELAGSEKL4	With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-Adding Word Parts	
ELAGSEKL4.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).		
ELAGSEKL4.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	
ELAGSEKL5	With guidance and support, explore word relationships and nuances in word meanings.	-Let's Make Categories! -Opposites! -How to Use Words -Similar Action Words	
ELAGSEKL5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	-Let's Make Categories!	
ELAGSEKL5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-Opposites!	
ELAGSEKL5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-How to Use Words	
ELAGSEKL5.d	Begin to 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	
ELAGSEKL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

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K.CC - Counting and Cardinality: Know number names and the count sequence.			
MGSEK.CC.1	Count to 100 by ones and by tens.	-Let's Count	- Count Large Numbers
MGSEK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	-Let's Count	- Count Large Numbers
MGSEK.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	<ul style="list-style-type: none"> - Count From 1 to 20 - Identify Numbers to 20 - Write and Name Numbers to 20
K.CC - Counting and Cardinality: Count to tell the number of objects.			
MGSEK.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	<ul style="list-style-type: none"> -Count Objects -Add One 	<ul style="list-style-type: none"> - Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are - Count a Set of Objects to Determine How Many when Adding One More
MGSEK.CC.4a	When counting objects, say 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. (one-to-one correspondence)	-Count Objects	<ul style="list-style-type: none"> - Count a Set of Objects - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are
MGSEK.CC.4b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	-Count Objects	<ul style="list-style-type: none"> - Count a Group of Objects Up to 20 - Count a Set of Objects and Determine How Many There Are

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MGSEK.CC.4c	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
MGSEK.CC.5	Count to answer "how many?" questions.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
MGSEK.CC.5a	Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
MGSEK.CC.5b	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
MGSEK.CC.5c	Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)	-Count How Many	- Count a Set of Objects within Ten - Count a Set of Objects within Twenty
K.CC - Counting and Cardinality: Compare numbers.			
MGSEK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	-More or Less?	- Compare Groups of Objects Using More and Fewer
MGSEK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	-Compare Two Numbers	- Compare Numbers within 10

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K.OA - Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
MGSEK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)	-Use Pictures to Add and Subtract	<ul style="list-style-type: none"> - Use Pictures to Add - Use Pictures to Subtract - Add Using Pictures - Subtract Using Pictures
MGSEK.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	-Let's Add and Subtract	<ul style="list-style-type: none"> - Solve Addition and Subtraction Story Problems - Solve Subtraction Word Problems - Solve Addition Word Problems
MGSEK.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (Drawings need not include an equation).	-Make Bigger Numbers	<ul style="list-style-type: none"> - Decompose Numbers within 10 - Decompose Numbers Using Number Bonds - Decompose Numbers within 10 Two Different Ways
MGSEK.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 equation.	-Friends of Ten	<ul style="list-style-type: none"> - 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
MGSEK.OA.5	Fluently add and subtract within 5.	-Add and Subtract Within 5	<ul style="list-style-type: none"> - Subtract within 5 - Add Up to 5

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K.NBT - Number and Operations in Base Ten: Work with numbers 11 to 19 to gain foundations for place value.			
MGSEK.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$).	-Make Numbers	<ul style="list-style-type: none"> - 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
K.MD - Measurement and Data: Describe and compare measurable attributes.			
MGSEK.MD.1	Describe several measurable attributes of an object, such as length or weight. For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"		
MGSEK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<ul style="list-style-type: none"> -Longer or Shorter? -Heavy or Light? 	<ul style="list-style-type: none"> - Compare the Weight of Two Objects by Their Attributes - Compare Objects by Size
K.MD - Measurement and Data: Classify objects and count the number of objects in categories.			
MGSEK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	-Sort and Count Objects	<ul style="list-style-type: none"> - Sort Objects into Categories of Their Own Choice and Count the Objects - Sort Objects Given a Predetermined Category and Count Them - Sort Objects Given a Predetermined Category

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K.G - Geometry: Identify and describe shapes.			
MGSEK.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	<ul style="list-style-type: none"> - Put Objects in Different Locations - Identify Shapes in the Real World - Identify an Objects Position and Location
MGSEK.G.2	Correctly name shapes regardless of their orientations or overall size.	-Different Shapes	
MGSEK.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	-Flat or Solid?	
K.G - Geometry: Analyze, compare, create, and compose shapes.			
MGSEK.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	-Square or Cube?	
MGSEK.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	-Draw Shapes	<ul style="list-style-type: none"> - Make Two-Dimensional Shapes
MGSEK.G.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	-Make Bigger Shapes	<ul style="list-style-type: none"> - Use Smaller Shapes to Make Bigger Shapes

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Reading Literary: Key Ideas and Details			
ELAGSE1RL1	Ask and answer questions about key details in a text.	-Questions About Stories	- Answer Questions about a Story - Ask Questions about a Story
ELAGSE1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	- Identify the Lesson in a Story - Identify the Parts of a Story - Retell a Story
ELAGSE1RL3	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 Literary: Craft and Structure			
ELAGSE1RL4	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 and Phrases that Show Feelings
ELAGSE1RL5	Explain major difference between texts that tell stories and texts that give information.	-Fiction or Nonfiction?	- Identify Whether a Text Is Fiction or Nonfiction
ELAGSE1RL6	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	

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Reading Literary: Integration of Knowledge and Ideas			
ELAGSE1RL7	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	<ul style="list-style-type: none"> - Use Illustrations to Answer Questions about Characters - Use Illustrations to Answer Questions about Events
ELAGSE1RL9	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	- Identify Similarities and Differences Between Characters in Stories
Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
Reading Informational: Key Ideas and Details			
ELAGSE1RI1	Ask and answer questions about key details in a text.	-Answer Questions About Stories	- Ask and Answer Question about Informational Texts
ELAGSE1RI2	Identify the main topic and retell key details of a text.	-Find the Main Idea	- Identify the Main Idea of an Informational Text
ELAGSE1RI3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
Reading Informational: Craft and Structure			
ELAGSE1RI4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-Find Meaning of Words	
ELAGSE1RI5	Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.		

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ELAGSE1RI6	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: Integration of Knowledge and Ideas			
ELAGSE1RI7	Use illustrations and details in a text to describe its key ideas.	-Use Images To Explain a Text	- Use Images to Help Explain a Text
ELAGSE1RI8	Identify the reasons an author gives to support points in a text.	-Identify Author's Purpose	
ELAGSE1RI9	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: Range of Reading and Level of Text Complexity			
ELAGSE1RI10	With prompting and support, read informational texts appropriately complex for grade 1.		
Reading Foundational: Print Concepts			
ELAGSE1RF1	Demonstrate understanding of the organization and basic features of print.	-Sentences	
ELAGSE1RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-Sentences	
Reading Foundational: Phonological Awareness			
ELAGSE1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-Long and Short Vowel -Sounds You Hear in Words -Blend Sounds to Make Words	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds - Identify the Sounds in a CVC Word - Blend Sounds to Read CVC Words

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ELAGSE1RF2.a	Distinguish long from short vowel sounds in spoken single-syllable words.	-Long and Short Vowels	- Identify Long and Short Vowels in Words - Find the Long Vowel Sounds
ELAGSE1RF2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
ELAGSE1RF2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-Sounds You Hear in Words	- Identify the Sounds in a CVC Word
ELAGSE1RF2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words

Reading Foundational: Phonics and Word Recognition

ELAGSE1RF3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> -Blend Sounds to Make Words - "Sh" and "Ch" - "Wh," "Th," and "Ck" -Blend Sounds to Make Words -Silent 'e' -Vowel Teams -Identify Syllables -Sight Words 	<ul style="list-style-type: none"> - Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph - Blend Sounds to Read CVC Words - Identify Common Vowel Teams - Read Words with a Silent E - Understand How Silent E Changes the Vowel Sound in a Word - Divide Words into Syllables - Identify the Number of Syllables in a Word - Find the Number of Syllables in a Word - Divide Words into Syllables - Find the Number of Syllables in a Word - Read Sight Words - Read Irregular Words
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ELAGSE1RF3.a	Know the spelling-sound correspondences for common consonant digraphs.	-Blend Sounds to Make Words -"Sh" and "Ch" -"Wh," "Th,"and "Ck"	- Know the Letter-Sound Correspondence of the Sh Digraph - Read Words with the Sh Digraph - Read Words with the Wh Digraph
ELAGSE1RF3.b	Decode regularly spelled one-syllable words.	-Blend Sounds to Make Words	- Blend Sounds to Read CVC Words
ELAGSE1RF3.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 the Vowel Sound in a Word
ELAGSE1RF3.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 the Number of Syllables in a Word
ELAGSE1RF3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	-Identify Syllables	- Divide Words into Syllables - Find the Number of Syllables in a Word
ELAGSE1RF3.f	Read words with inflectional endings.		
Reading Foundational: Fluency			
ELAGSE1RF4	Read with sufficient accuracy and fluency to support comprehension.		
ELAGSE1RF4.a	Read on-level text with purpose and understanding.		
ELAGSE1RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		

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ELAGSE1RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
ELAGSE1RF4.d	Read grade-appropriate irregularly spelled words.	-Sight Words	- Read Sight Words - Read Irregular Words

Writing: Text Types and Purposes

ELAGSE1W1	Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
ELAGSE1W2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
ELAGSE1W3	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

ELAGSE1W5	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.		
ELAGSE1W5.a	May include oral or written prewriting (graphic organizers).		
ELAGSE1W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Writing: Research to Build and Present Knowledge			
ELAGSE1W7	Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).		
ELAGSE1W8	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			
ELAGSE1SL1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
ELAGSE1SL1.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).		
ELAGSE1SL1.b	Build on others' talk in conversations by responding to comments through multiple exchanges.		
ELAGSE1SL1.c	Ask questions to clear up any confusion about the topics and texts under discussion.		
ELAGSE1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
ELAGSE1SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening: Presentation of Knowledge and Ideas			
ELAGSE1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
ELAGSE1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
ELAGSE1SL6	Produce complete sentences when appropriate to task and situation.		
Language: Conventions of Standard English			
ELAGSE1L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE1L1.a	Print all upper- and lowercase letters.		
ELAGSE1L1.b	Use common, proper, and possessive nouns.		
ELAGSE1L1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
ELAGSE1L1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
ELAGSE1L1.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).		
ELAGSE1L1.f	Use frequently occurring adjectives.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE1L1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		
ELAGSE1L1.h	Use determiners (e.g., articles, demonstratives).		
ELAGSE1L1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).		
ELAGSE1L1.j	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).		
ELAGSE1L1.k	Print with appropriate spacing between words and sentences.		
ELAGSE1L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE1L2.a	Capitalize dates and names of people.		
ELAGSE1L2.b	Use end punctuation for sentences.		
ELAGSE1L2.c	Use commas in dates and to separate single words in a series.		
ELAGSE1L2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
ELAGSE1L2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
Language: Vocabulary Acquisition and Use			
ELAGSE1L4	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	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE1L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Context Clues	
ELAGSE1L4.b	Use frequently occurring affixes as a clue to the meaning of a word.	-Prefixes and Suffixes	
ELAGSE1L4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		
ELAGSE1L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-Sorting Words -Words and Their Use -What are Synonyms?	
ELAGSE1L5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	-Sorting Words	
ELAGSE1L5.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).		
ELAGSE1L5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	-Words and Their Use	
ELAGSE1L5.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?	
ELAGSE1L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Include frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
1.OA - Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
MGSE1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding, 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	<ul style="list-style-type: none"> - Solve Adding and Subtracting Word Problems - Solve Addition and Subtraction Word Problems Using Pictures
MGSE1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
1.OA - Operations and Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.			
MGSE1.OA.3	Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties. Problems should be within 20.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second numbers can be added to make 10, so $2 + 6 + 4 = 2 + 10 = 12$.	-Number Families	<ul style="list-style-type: none"> - Learn about Fact Families - Understand Properties of Addition
MGSE1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10.	-Number Families	- Understand Properties of Addition
1.OA - Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
MGSE1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	-Use Counting to Add and Subtract	<ul style="list-style-type: none"> - Add by Counting On - Add within 20 by Counting On - Add within 20 by Counting - Subtract within 20 by Counting Back

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
MGSE1.OA.6	Add and subtract within 20.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
MGSE1.OA.6a	Use strategies such as 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 and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the equivalent of $6 + 6 + 1 = 12 + 1 = 13$).	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
MGSE1.OA.6b	Fluently add and subtract within 10.	-Add and Subtract Up to 20	<ul style="list-style-type: none"> - Add and Subtract within 10 - Add within 20 - Add within 20 Using a Number Line - Subtract within 20 - Add and Subtract within 20
1.OA - Operations and Algebraic Thinking: Work with addition and subtraction equations.			
MGSE1.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?	
MGSE1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \Delta$.	-Find the Missing Number	<ul style="list-style-type: none"> - Identify the Missing Addend - Find the Missing Addend

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
1.NBT - Number and Operations in Base Ten: Extend the counting sequence.			
MGSE1.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.		
1.NBT - Number and Operations in Base Ten: Understand place value.			
MGSE1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	-Tens and Ones	<ul style="list-style-type: none"> - Identify the How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
MGSE1.NBT.2a	10 can be thought of as a bundle of ten ones — called a “ten.”	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
MGSE1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	-Tens and Ones	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
MGSE1.NBT.2c	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	<ul style="list-style-type: none"> - Identify How Many Tens and Ones are in a Number - Count by Tens - Visually Make Tens Out of Ones
MGSE1.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

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
1.NBT - Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
MGSE1.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 ten, using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	-Add Two-Digit Numbers	<ul style="list-style-type: none"> - Add Using Place Value Strategies - Add Two-Digit Numbers Using Base Ten Blocks
MGSE1.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	<ul style="list-style-type: none"> - Find Ten More and Ten Less - Add One or Ten More to a Given Number
MGSE1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90, using concrete models/drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
MGSE1.NBT.7	Identify dimes, and understand ten pennies can be thought of as a dime.		
1.MD - Measurement and Data: Measure lengths indirectly and by iterating length units.			
MGSE1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	-Order Three Objects by Length	<ul style="list-style-type: none"> - Order Objects by Length - Compare Lengths of Objects - Compare Lengths Using a Third Object
MGSE1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object 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	<ul style="list-style-type: none"> - Measure Using Nonstandard Units - Measure Length Using Nonstandard Units

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
1.MD - Measurement and Data: Tell and write time.			
MGSE1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	-Tell Time to the Hour and Half-Hour	<ul style="list-style-type: none"> - Tell Time to the Hour Using Digital and Analog Notation - Tell Time to the Hour and Half Hour Using Digital and Analog Notation
1.MD - Measurement and Data: Represent and interpret data.			
MGSE1.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	<ul style="list-style-type: none"> - Interpret Simple Bar Graphs - Interpret Data Represented by Tally Marks - Match Numerals with Tally Marks - Sort and Chart Objects
1.G - Geometry: Reason with shapes and their attributes.			
MGSE1.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 to possess defining attributes.	-Learn About Shapes	<ul style="list-style-type: none"> - Identify the Attributes of Flat Shapes - Draw Shapes
MGSE1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) 3D 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
MGSE1.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. Understand for these examples that decomposing into more equal shares creates smaller shares.	-Dividing Shapes	- Partition Shapes into Halves and Fourths

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Reading Literary: Key Ideas and Details			
ELAGSE2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details.	-Ask and Answer Questions	- Answer Questions about a Story
ELAGSE2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	- Retell a Story
ELAGSE2RL3	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 Fiction Stories
Reading Literary: Craft and Structure			
ELAGSE2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-Rhythm and Alliteration	- Identify the Meaning of Rhymes and Alliterations in a Text
ELAGSE2RL5	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	-Explore Story Structure	- Describe the Structure of a Story in Terms of Beginning, Middle, and End - Describe the Problem and Solution in a Story - Identify the Elements in a Story
ELAGSE2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	-Discover Points of View	
Reading Literary: Integration of Knowledge and Ideas			
ELAGSE2RL7	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

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE2RL9	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 Literary: Range of Reading and Level of Text Complexity			
ELAGSE2RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE2RI1	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 and Practice Answering Questions about Nonfiction Text
ELAGSE2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-Main Topic	- Find the Main Topic of an Informational Text
ELAGSE2RI3	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: Craft and Structure			
ELAGSE2RI4	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	-Find the Meaning of New Words	
ELAGSE2RI5	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
ELAGSE2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	-Purpose of a Text	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Informational: Integration of Knowledge and Ideas			
ELAGSE2RI7	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
ELAGSE2RI8	Describe how reasons support specific points the author makes in a text.	-Find Evidence in the Text	
ELAGSE2RI9	Compare/contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	
Reading Informational: Range of Reading and Level of Text Complexity			
ELAGSE2RI10	By the end of the 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.		
Reading Foundational: Print Concepts			
ELAGSE2RF3	Know and apply grade-level phonics and word analysis skills in decoding words.	-Long and Short Vowels -R-Controlled Vowels -"ai," "ay," and "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
ELAGSE2RF3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	-Long and Short Vowels	- Read Words with Long Vowels
ELAGSE2RF3.b	Know spelling-sound correspondences for additional common vowel teams.	-R-Controlled Vowels -"ai," "ay," and "ow"	- Read Words with R-controlled Vowels - Spell Words with Common Vowel Teams

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE2RF3.c	Decode regularly spelled two-syllable words with long vowels.		
ELAGSE2RF3.d	Decode words with common prefixes/suffixes.	-Decode Words	- Identify Prefixes and Suffixes
ELAGSE2RF3.e	Identify words with inconsistent but common spelling-sound correspondences.	-Tricky Spelling Patterns	- Identify Words with Soft and Hard C
Reading Foundational: Fluency			
ELAGSE2RF4	Read with sufficient accuracy and fluency to support comprehension.		
ELAGSE2RF4.a	Read on-level text with purpose and understanding.		
ELAGSE2RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
ELAGSE2RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
ELAGSE2RF4.d	Read grade-appropriate irregularly spelled words.	-Irregularly Spelled Words	- Read Sight Words - Identify Sight Words
Writing: Text Types and Purposes			
ELAGSE2W1	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) to connect opinion and reasons, and provide a concluding statement or section.		
ELAGSE2W2	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE2W3	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			
ELAGSE2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
ELAGSE2W5.a	May include prewriting.		
ELAGSE2W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.		
Writing: Research to Build and Present Knowledge			
ELAGSE2W7	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).		
ELAGSE2W8	Recall information from experiences or gather information from provided sources to answer a question.		
Speaking and Listening: Comprehension and Collaboration			
ELAGSE2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
ELAGSE2SL1.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).		
ELAGSE2SL1.b	Build on others' talk in conversations by linking their comments to the remarks of others.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE2SL1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
ELAGSE2SL2	Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.		
ELAGSE2SL3	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.		
Speaking and Listening: Presentation of Knowledge and Ideas			
ELAGSE2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
ELAGSE2SL5	With guidance and support, 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.		
ELAGSE2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Language: Conventions of Standard English			
ELAGSE2L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE2L1.a	Use collective nouns (e.g., group).		
ELAGSE2L1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice).		
ELAGSE2L1.c	Use reflexive pronouns (e.g., myself, ourselves).		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE2L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
ELAGSE2L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
ELAGSE2L1.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).		
ELAGSE2L1.g	Creates documents with legible handwriting.		
ELAGSE2L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE2L2.a	Capitalize holidays, product names, and geographic names.		
ELAGSE2L2.b	Use commas in greetings and closings of letters.		
ELAGSE2L2.c	Use an apostrophe to form contractions and frequently occurring possessives.		
ELAGSE2L2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
ELAGSE2L2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Language: Knowledge of Language			
ELAGSE2L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE2L3.a	Compare formal and informal uses of English.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Language: Vocabulary Acquisition and Use			
ELAGSE2L4	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	
ELAGSE2L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-Multiple Meaning Words	
ELAGSE2L4.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	
ELAGSE2L4.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	
ELAGSE2L4.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	
ELAGSE2L4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
ELAGSE2L5	Demonstrate understanding of word relationships and nuances in word meanings.		
ELAGSE2L5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
ELAGSE2L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
ELAGSE2L6	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).		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
2.OA - Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.			
MGSE2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.	-Word Problems	<ul style="list-style-type: none"> - Solve Addition Word Problems - Add and Subtract Word Problems within 100 - Solve Word Problems with Addition and Subtraction
2.OA - Operations and Algebraic Thinking: Add and subtract within 20.			
MGSE2.OA.2	Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.	-Add and Subtract with Fluency	<ul style="list-style-type: none"> - Fluently Subtract Using Math Facts to 20 - Add and Subtract within 20 with Fluency - Add and Subtract within 20
2.OA - Operations and Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.			
MGSE2.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	<ul style="list-style-type: none"> - 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
MGSE2.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	<ul style="list-style-type: none"> - 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

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
2.NBT - Number and Operations in Base Ten: Understand place value.			
MGSE2.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
MGSE2.NBT.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	-Place Value	
MGSE2.NBT.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	-Place Value	
MGSE2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	-Skip-Count to 1000	- Skip Count by Tens
MGSE2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	-Numbers to 1000	<ul style="list-style-type: none"> - 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
MGSE2.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	<ul style="list-style-type: none"> - Compare 3 Digit Numbers Using the Greater Than, Less Than, or Equal to Symbols - Use Place Value Understanding to Compare 3-Digit Numbers

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
2.NBT - Number and Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.			
MGSE2.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 the Subtrahend - Add 2-Digit Numbers
MGSE2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		
MGSE2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.		
MGSE2.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.		
MGSE2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		
2.MD - Measurement and Data: Measure and estimate lengths in standard units.			
MGSE2.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
MGSE2.MD.2	Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. For example, an inch is longer than a centimeter.		

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MGSE2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.		
MGSE2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
2.MD - Measurement and Data: Relate addition and subtraction to length.			
MGSE2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
MGSE2.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.		
2.MD - Measurement and Data: Work with time and money.			
MGSE2.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
MGSE2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	-Coin Values	- Identify Coin Values - Solve Problems Using Coins and Their Values

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
2.MD - Measurement and Data: Represent and interpret data.			
MGSE2.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 making a line plot, where the horizontal scale is marked off in whole-number units.		
MGSE2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	-Using Bar Graphs	<ul style="list-style-type: none"> - Sort Items, Create a Picture Graph, and Answer Questions about Their Graph - Read Bar Graphs and Answer "How Many" Questions about the Data - Sort and Graph Objects
2.G.A - Geometry: Reason with shapes and their attributes.			
MGSE2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	-Name and Draw Shapes	- Identify 3D Shapes
MGSE2.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
MGSE2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	- Partition Shapes into Halves, Thirds, and Fourths

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Reading Literary: Key Ideas and Details			
ELAGSE3RL1	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
ELAGSE3RL2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	-Determine Message, Lesson, Moral	- Retell a Story and Identify the Moral
ELAGSE3RL3	Describe characters in a story (e.g., traits, motivations, feelings) and explain how their actions contribute to the sequence of events.	-Describe Characters in a Story	- Describe Characters
Reading Literary: Craft and Structure			
ELAGSE3RL4	Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.	-Literal vs Nonliteral Language	- Identify Literal and Nonliteral Language - Identify the Meaning of Common Idioms
ELAGSE3RL5	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
ELAGSE3RL6	Distinguish their own point of view from that of the narrator or those of the characters.	-Point of View	
Reading Literary: Integration of Knowledge and Ideas			
ELAGSE3RL7	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
ELAGSE3RL9	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	

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Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE3RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE3RI1	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	<ul style="list-style-type: none"> - Find Text Evidence to Answer Questions about Informational Text - Refer to Text Evidence to Answer Questions about Informational Text
ELAGSE3RI2	Determine the main idea of a text; recount 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
ELAGSE3RI3	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	<ul style="list-style-type: none"> - Make Connections Between the Details in a Text - Identify Cause and Effect Relationships
Reading Informational: Craft and Structure			
ELAGSE3RI4	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	
ELAGSE3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	-Text Features	<ul style="list-style-type: none"> - Identify the Type of Information Provided by Different Nonfiction Text Features - Identify Nonfiction Text Features
ELAGSE3RI6	Distinguish their own point of view from that of the author of a text.	-Point of View	<ul style="list-style-type: none"> - Identify the Author's Point of View - Identify the Author's Intent

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Reading Informational: Integration of Knowledge and Ideas			
ELAGSE3RI7	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	<ul style="list-style-type: none"> - Answer Questions about the Images in a Text - Explain the Images in a Text
ELAGSE3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	-Logical Connections	
ELAGSE3RI9	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: Range of Reading and Level of Text Complexity			
ELAGSE3RI10	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: Print Concepts			
ELAGSE3RF3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> -Common Prefixes and Suffixes -Reading Sight Words 	<ul style="list-style-type: none"> - Make Words with Suffixes - Identify the Meaning of Prefixes - Identify the Meaning of Suffixes - Identify Prefixes and Suffixes - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words

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ELAGSE3RF3.a	Identify and know the meaning of the most common prefixes and suffixes.	-Common Prefixes and Suffixes	<ul style="list-style-type: none"> - Make Words with Suffixes - Identify the Meaning of Prefixes - Identify the Meaning of Suffixes - Identify Prefixes and Suffixes
ELAGSE3RF3.b	Decode words with common Latin suffixes.		
ELAGSE3RF3.c	Decode multisyllabic words.		
Reading Foundational: Fluency			
ELAGSE3RF4	Read with sufficient accuracy and fluency to support comprehension.	-Read with Fluency	- Read with Fluency
ELAGSE3RF4.a	Read on-level text with purpose and understanding.		
ELAGSE3RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-Read with Fluency	- Read with Fluency
ELAGSE3RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
ELAGSE3RF4.d	Read grade-appropriate irregularly spelled words.	-Reading Sight Words	<ul style="list-style-type: none"> - Identify Sight Words - Read and Write High Frequency and Irregularly Spelled Words
Writing: Text Types and Purposes			
ELAGSE3W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
ELAGSE3W1.a	Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.		
ELAGSE3W1.b	Provide reasons that support the opinion.		

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ELAGSE3W1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		
ELAGSE3W1.d	Provide a concluding statement or section.		
ELAGSE3W2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
ELAGSE3W2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
ELAGSE3W2.b	Develop the topic with facts, definitions, and details.		
ELAGSE3W2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
ELAGSE3W2.d	Provide a concluding statement or section.		
ELAGSE3W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
ELAGSE3W3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
ELAGSE3W3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
ELAGSE3W3.c	Use temporal words and phrases to signal event order.		
ELAGSE3W3.d	Provide a sense of closure.		
Writing: Production and Distribution of Writing			
ELAGSE3W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task/purpose.		

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ELAGSE3W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
ELAGSE3W6	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			
ELAGSE3W7	Conduct short research projects that build knowledge about a topic.		
ELAGSE3W8	Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
Writing: Range of Writing			
ELAGSE3W10	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			
ELAGSE3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
ELAGSE3SL1.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.		
ELAGSE3SL1.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).		

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ELAGSE3SL1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
ELAGSE3SL1.d	Explain their own ideas and understanding in light of the discussion.		
ELAGSE3SL2	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.		
ELAGSE3SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Speaking and Listening: Presentation of Knowledge and Ideas			
ELAGSE3SL4	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.		
ELAGSE3SL5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
ELAGSE3SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Language: Conventions of Standard English			
ELAGSE3L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
ELAGSE3L1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
ELAGSE3L1.b	Form and use regular and irregular plural nouns.		

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ELAGSE3L1.c	Use abstract nouns (e.g., childhood).		
ELAGSE3L1.d	Form and use regular and irregular verbs.		
ELAGSE3L1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
ELAGSE3L1.f	Ensure subject-verb and pronoun-antecedent agreement.		
ELAGSE3L1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
ELAGSE3L1.h	Use coordinating and subordinating conjunctions.		
ELAGSE3L1.i	Produce simple, compound, and complex sentences.		
ELAGSE3L1.j	Write legibly in cursive.		
ELAGSE3L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
ELAGSE3L2.a	Capitalize appropriate words in titles.		
ELAGSE3L2.b	Use commas in addresses.		
ELAGSE3L2.c	Use commas and quotation marks in dialogue.		
ELAGSE3L2.d	Form and use possessives.		
ELAGSE3L2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled).		
ELAGSE3L2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
ELAGSE3L2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

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Language: Knowledge of Language			
ELAGSE3L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE3L3.a	Choose words and phrases for effect.		
ELAGSE3L3.b	Recognize and observe differences between the conventions of spoken and written Standard English.		
Language: Vocabulary Acquisition and Use			
ELAGSE3L4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content.		
ELAGSE3L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
ELAGSE3L4.b	Determine the meaning of the new word formed when a known affix is added to a known word.		
ELAGSE3L4.c	Use a known root word as a clue to the meaning of an unknown word with the same root.		
ELAGSE3L4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
ELAGSE3L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
ELAGSE3L5.a	Distinguish the literal and non-literal meanings of words and phrases in context.		
ELAGSE3L5.b	Identify real-life connections between words and their use (e.g., describe friendly or helpful people).		
ELAGSE3L5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.		
ELAGSE3L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words/phrases that signal spatial and temporal relationships.		

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3.OA - Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
MGSE3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	-Multiplying Whole Numbers	<ul style="list-style-type: none"> - Use Arrays to Solve Multiplication Problems - Multiply Using Repeated Addition
MGSE3.OA.2	Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?).	-Dividing Whole Numbers	<ul style="list-style-type: none"> - Divide When the Group Size, But Not Number of Groups, is Known - Divide Using Equal Groups
MGSE3.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/equations with symbols for the unknown number to represent the problem.	-Multiply, Divide: Word Problems	<ul style="list-style-type: none"> - Solve Word Problems Involving Equal Groups
MGSE3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes the equation true in each of the equations, $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.	-Unknown Number Equations	
3.OA - Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.			
MGSE3.OA.5	Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$.	-Properties of Multiplication	<ul style="list-style-type: none"> - Use the Associative Property of Multiplication - Use the Commutative Property - Use the Distributive Property to Solve Multiplication Problems

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MGSE3.OA.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	-Division as an Unknown Factor	
3.OA - Operations and Algebraic Thinking: Multiply and divide within 100.			
MGSE3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. 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
3.OA - Operations and Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
MGSE3.OA.8	Solve two-step word problems using the four operations. 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. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (Order of Operations).	-Two-Step Word Problems	- Solve Two-Step Word Problems Using the Four Operations
MGSE3.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.		
3.NBT - Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
MGSE3.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

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MGSE3.NBT.2	Fluently add and subtract within 1000 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	<ul style="list-style-type: none"> - Add within 1000 Using the Standard Algorithm - Add within 1000 Using the Expanded Form Strategy - Add within 1000 Using a Number Line - Add within 1000 Using any Method - Subtract within 1000 Using a Number Line - Subtract within 1000 Using the Standard Algorithm - Subtract within 1000 Using the Expanded Form Strategy
MGSE3.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.		
3.NF - Number and Operations – Fractions: Develop understanding of fractions as numbers.			
MGSE3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example, $3/4$ means there are three parts $1/4$, so $3/4 = 1/4 + 1/4 + 1/4$.	-Getting Started with Fractions	<ul style="list-style-type: none"> - Recognize Visual Representations of Fractions - Identify Equal Parts to Make Fractions - Identify Unit Fractions - Identify Fractions
MGSE3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	-Fractions on a Number Line	<ul style="list-style-type: none"> - Label Fractions on a Number Line - Identify Fractions on a Number Line
MGSE3.NF.2a	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 $1/b$. Recognize that a unit fraction $1/b$ is located $1/b$ whole unit from 0 on the number line.	-Fractions on a Number Line	<ul style="list-style-type: none"> - Label Fractions on a Number Line - Identify Fractions on a Number Line

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MGSE3.NF.2b	Represent a non-unit fraction a/b on a number line diagram by marking off a lengths of $1/b$ (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.	-Fractions on a Number Line	<ul style="list-style-type: none"> - Label Fractions on a Number Line - Identify Fractions on a Number Line
MGSE3.NF.3	Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.	<ul style="list-style-type: none"> -Identifying Equivalent Fractions -Generating Equivalent Fractions -Whole Numbers as Fractions -Comparing Fractions 	<ul style="list-style-type: none"> - 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
MGSE3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	-Identifying Equivalent Fractions	<ul style="list-style-type: none"> - Use Strategies to Identify Equivalent Fractions - Identify Equivalent Fractions Using Visual Models - Use a Number Line to Identify Equivalent Fractions
MGSE3.NF.3b	Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, 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	
MGSE3.NF.3c	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

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
3.MD - Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
MGSE3.MD.1	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.	-Tell and Write Time in Minutes	<ul style="list-style-type: none"> - Solve Elapsed Time Word Problems Using a Number Line - Tell Time to the Nearest Minute
MGSE3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide 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.		
3.MD - Measurement and Data: Represent and interpret data.			
MGSE3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	-Represent and Interpret Data	<ul style="list-style-type: none"> - 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
MGSE3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units — whole numbers, halves, or quarters.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
3.MD - Measurement and Data: (Geometric Measurement): Understand concepts of area and relate area to multiplication and to addition.			
MGSE3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
MGSE3.MD.5a	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.		
MGSE3.MD.5b	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.		
MGSE3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the area of a Rectangle
MGSE3.MD.7	Relate area to the operations of multiplication and addition.	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
MGSE3.MD.7a	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	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
MGSE3.MD.7b	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	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
MGSE3.MD.7c	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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	-Area of Rectangles	<ul style="list-style-type: none"> - Use Formulas and Multiplication to Find the Area of a Rectangle - Find the Area of a Rectangle
3.MD - Measurement and Data: (Geometric Measurement): Recognize perimeter as an attribute of plane figures and distinguish between linear and area.			
MGSE3.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	
3.G - Geometry: Reason with shapes and their attributes.			
MGSE3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
MGSE3.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 $\frac{1}{4}$ of the area of the shape.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Literary: Key Ideas and Details			
ELAGSE4RL1	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
ELAGSE4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-Summarize a Text's Main Idea	- Use Key Details From the Text to Summarize a Story - Identify the Theme of a Poem
ELAGSE4RL3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. character's thoughts/words/ actions).	-Describing Characters	- Describe a Character, Setting, or Event
Reading Literary: Craft and Structure			
ELAGSE4RL4	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 Determine the Meaning of Unknown Words and Phrases
ELAGSE4RL5	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, and Prose	- Identify the Parts of a Drama - Identify the Structure of a Poem
ELAGSE4RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	-Different Points of View	- Identify the Point of View of a Story - Identify Point of View
Reading Literary: Integration of Knowledge and Ideas			
ELAGSE4RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.	-Compare a Story and Visuals	
ELAGSE4RL9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE4RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE4RI1	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	<ul style="list-style-type: none"> - Use Evidence From a Text to Answer Questions - Make Inferences about a Text
ELAGSE4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	<ul style="list-style-type: none"> - Use Details to Find the Main Idea of an Informational Text - Find the Main Idea and Supporting Details in an Informational Text
ELAGSE4RI3	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	<ul style="list-style-type: none"> - Identify the Cause and Effect in a Text - Identify Cause and Effect Text Structure
Reading Informational: Craft and Structure			
ELAGSE4RI4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
ELAGSE4RI5	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	<ul style="list-style-type: none"> - Describe the Structure of a Text - Answer Questions about Cause and Effect Text Structure
ELAGSE4RI6	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	

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Reading Informational: Integration of Knowledge and Ideas			
ELAGSE4RI7	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
ELAGSE4RI8	Explain how an author uses reasons and evidence to support particular points in a text.	-Developing Arguments	
ELAGSE4RI9	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	
Reading Informational: Range of Reading and Level of Text Complexity			
ELAGSE4RI10	By the end of the 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: Phonics and Word Recognition			
ELAGSE4RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
ELAGSE4RF3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		
Reading Foundational: Fluency			
ELAGSE4RF4	Read with sufficient accuracy and fluency to support comprehension.		
ELAGSE4RF4.a	Read on-level text with purpose and understanding.		

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ELAGSE4RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
ELAGSE4RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
ELAGSE4W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
ELAGSE4W1.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.		
ELAGSE4W1.b	Provide reasons that are supported by facts and details.		
ELAGSE4W1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to).		
ELAGSE4W1.d	Provide a concluding statement or section related to the opinion presented.		
ELAGSE4W2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
ELAGSE4W2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
ELAGSE4W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
ELAGSE4W2.c	Link ideas within categories of information using words and phrases. (e.g., another, for).		
ELAGSE4W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		

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ELAGSE4W2.e	Provide a concluding statement or section related to the information or explanation presented.		
ELAGSE4W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
ELAGSE4W3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
ELAGSE4W3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
ELAGSE4W3.c	Use a variety of transitional words and phrases to manage the sequence of events.		
ELAGSE4W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
ELAGSE4W3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
ELAGSE4W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
ELAGSE4W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
ELAGSE4W6	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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		

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Writing: Research to Build and Present Knowledge			
ELAGSE4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
ELAGSE4W8	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.		
ELAGSE4W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
ELAGSE4W9.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].")		
ELAGSE4W9.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			
ELAGSE4W10	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			
ELAGSE4SL1	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 and expressing their own clearly.		

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ELAGSE4SL1.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.		
ELAGSE4SL1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
ELAGSE4SL1.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.		
ELAGSE4SL1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
ELAGSE4SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
ELAGSE4SL3	Identify the reasons and evidence a speaker provides to support particular points.		
Language: Conventions of Standard English			
ELAGSE4L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE4L1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		
ELAGSE4L1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.		
ELAGSE4L1.c	Use helping/linking verbs to convey various conditions.		
ELAGSE4L1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		

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ELAGSE4L1.e	Form and use prepositional phrases.		
ELAGSE4L1.f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.		
ELAGSE4L1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).		
ELAGSE4L1.h	Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.		
ELAGSE4L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE4L2.a	Use correct capitalization.		
ELAGSE4L2.b	Use commas and quotation marks to mark direct speech and quotations from a text.		
ELAGSE4L2.c	Use a comma before a coordinating conjunction in a compound sentence.		
ELAGSE4L2.d	Spell grade-appropriate words correctly, consulting references as needed.		
Language: Knowledge of Language			
ELAGSE4L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE4L3.a	Choose words and phrases to convey ideas precisely.		
ELAGSE4L3.b	Choose punctuation for effect.		
ELAGSE4L3.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).		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Language: Vocabulary Acquisition and Use			
ELAGSE4L4	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.		
ELAGSE4L4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
ELAGSE4L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		
ELAGSE4L4.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.		
ELAGSE4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELAGSE4L5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
ELAGSE4L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
ELAGSE4L5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
ELAGSE4L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
4.OA - Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
MGSE4.OA.1	Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity.	-Multiplicative Comparisons	<ul style="list-style-type: none"> - Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
MGSE4.OA.1a	Interpret a multiplication equation as a comparison e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.	-Multiplicative Comparisons	<ul style="list-style-type: none"> - Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
MGSE4.OA.1b	Represent verbal statements of multiplicative comparisons as multiplication equations.	-Multiplicative Comparisons	<ul style="list-style-type: none"> - Solve Multiplicative Comparisons - Learn about Multiplicative Comparisons
MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	-Multiply with Word Problems	<ul style="list-style-type: none"> - Solve Word Problems with Multiplicative Comparisons - Solve Multiplication Word Problems
MGSE4.OA.3	Solve multistep word problems 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 symbol or 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

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
4.OA - Operations and Algebraic Thinking: Gain familiarity with factors and multiples.			
MGSE4.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	<ul style="list-style-type: none"> - Identify Numbers 1 Through 100 as Prime or Composite - Identify which Numbers Between 1 and 100 Are Prime - Recognize Factors and Multiples for the Numbers 1 Through 100 - Determine Multiples for the Numbers 1 Through 100 - Find Factor Pairs for Numbers 1 Through 100
4.OA - Operations and Algebraic Thinking: Generate and analyze patterns.			
MGSE4.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. Explain informally why the pattern will continue to develop in this way. 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.	-Number and Shape Patterns	<ul style="list-style-type: none"> - Identify the Rule and/or Missing Number in a Pattern
4.NBT - Number and Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.			
MGSE4.NBT.1	Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	-Place Value and Division	<ul style="list-style-type: none"> - 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

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MGSE4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, 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.	-Write and Compare Large Numbers	<ul style="list-style-type: none"> - Compare Large Numbers Using a Place Value Chart - Write Large Numbers in Expanded Form - Use Symbols to Compare Large Numbers
MGSE4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	-Round Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Round Multi-Digit Whole Numbers
4.NBT - Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
MGSE4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	-Add and Subtract Multi-Digit Whole Numbers	<ul style="list-style-type: none"> - Add Multi-Digit Whole Numbers Using the Standard Algorithm - Use the Standard Algorithm to Subtract Large Numbers
MGSE4.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/properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	-Multiply Multi-Digit Numbers	<ul style="list-style-type: none"> - Multiply 3-Digit Numbers by 1-Digit Numbers - Use Partial Products to Multiply - Multiply Multi-Digit Numbers by 1-Digit Numbers
MGSE4.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	<ul style="list-style-type: none"> - Use Partial Quotients to Divide - Use Visual Models to Divide

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4.NF - Number and Operations – Fractions: Extend understanding of fraction equivalence and ordering.			
MGSE4.NF.1	Explain why two or more fractions are equivalent $a/b = n \times a/n \times b$. ex: $1/4 = 3 \times 1/3 \times 4$ by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	-Explain Equivalent Fractions	- Represent Equivalent Fractions Using Visual Models
MGSE4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, 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.	-Comparing Fractions	- Compare Fractions with Different Denominators - Compare Fractions Using a Common Denominator - Compare Fractions Using Visual Models
4.NF - Number and Operations – Fractions: Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.			
MGSE4.NF.3	Understand a fraction a/b with a numerator > 1 as a sum of unit fractions $1/b$.	-Add and Subtract Fractions -Add and Subtract Mixed Numbers	- Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
MGSE4.NF.3a	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 - Add Fractions with a Common Denominator

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MGSE4.NF.3b	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.	-Add and Subtract Fractions	<ul style="list-style-type: none"> - Add and Subtract Fractions with Common Denominators - Add Fractions with a Common Denominator
MGSE4.NF.3c	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	<ul style="list-style-type: none"> - Use Strategies to Subtract Mixed Numbers - Use Strategies to Add Mixed Numbers
MGSE4.NF.3d	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.		
MGSE4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
MGSE4.NF.4a	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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
MGSE4.NF.4b	Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	-Multiply a Fraction and a Number	- Use Strategies to Multiply a Fraction by a Whole Number
MGSE4.NF.4c	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?		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
4.NF - Number and Operations – Fractions: Understand decimal notation for fractions, and compare decimal fractions.			
MGSE4.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.		
MGSE4.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
MGSE4.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.		
4.MD - Measurement and Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
MGSE4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.	-Customary and Metric Measurement	- Convert Units of Time
MGSE4.MD.1a	Understand the relationship between gallons, cups, quarts, and pints.		
MGSE4.MD.1b	Express larger units in terms of smaller units within the same measurement system.	-Customary and Metric Measurement	- Convert Units of Time
MGSE4.MD.1c	Record measurement equivalents in a two column table.	-Customary and Metric Measurement	- Convert Units of Time

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MGSE4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	-Measurement Word Problems	
MGSE4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	-Area and Perimeter	- Use Formulas to Find the Area and Perimeter of a Rectangle
4.MD - Measurement and Data: Represent and interpret data.			
MGSE4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots. For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.	-Fractional Line Plots	- Solve Fractional Line Plot Word Problems
4.MD - Measurement and Data: (Geometric Measurement): Understand concepts of angle and measure angles.			
MGSE4.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	
MGSE4.MD.5a	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 $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	-Measuring Angles	

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MGSE4.MD.5b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	-Measuring Angles	
MGSE4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-Measuring Angles	
MGSE4.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 or letter for the unknown angle measure.	-Additive Angles	
MGSE4.MD.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.		
4.G - Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
MGSE4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		
MGSE4.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. Recognize right triangles as a category, and identify right triangles.		
MGSE4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		

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Reading Literary: Key Ideas and Details			
ELAGSE5RL1	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
ELAGSE5RL2	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; summarize the text.	-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 the Story - Identify the Theme of a Poem - Identify the Theme of a Story
ELAGSE5RL3	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 Literary: Craft and Structure			
ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	-Unknown Words and Phrases	- Use Context Clues to Determine the Meaning of Unknown Words and Phrases
ELAGSE5RL5	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
ELAGSE5RL6	Describe how a narrator's or speaker's point of view influences how events are described.	-Narrator's Point of View	- Identify the Point of View of a Story
Reading Literary: Integration of Knowledge and Ideas			
ELAGSE5RL7	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	

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ELAGSE5RL9	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	
Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE5RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE5RI1	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
ELAGSE5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	-Main Idea and Details	- Use Details to Find Two or More Main Ideas in an Informational Text
ELAGSE5RI3	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: Craft and Structure			
ELAGSE5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
ELAGSE5RI5	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
ELAGSE5RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		

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Reading Informational: Integration of Knowledge and Ideas			
ELAGSE5RI7	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
ELAGSE5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).		
ELAGSE5RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-Integrate Information	
Reading Informational: Range of Reading and Level of Text Complexity			
ELAGSE5RI10	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.		
Reading Foundational: Phonics and Word Recognition			
ELAGSE5RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
ELAGSE5RF3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		
Reading Foundational: Fluency			
ELAGSE5RF4	Read with sufficient accuracy and fluency to support comprehension.		
ELAGSE5RF4.a	Read on-level text with purpose and understanding.		
ELAGSE5RF4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		

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ELAGSE5RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing: Text Types and Purposes			
ELAGSE5W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
ELAGSE5W1.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.		
ELAGSE5W1.b	Provide logically ordered reasons that are supported by facts and details.		
ELAGSE5W1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
ELAGSE5W1.d	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.		
ELAGSE5W2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
ELAGSE5W2.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.		
ELAGSE5W2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
ELAGSE5W2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
ELAGSE5W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		

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ELAGSE5W2.e	Provide a concluding statement or section related to the information or explanation presented.		
ELAGSE5W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
ELAGSE5W3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
ELAGSE5W3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
ELAGSE5W3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
ELAGSE5W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
ELAGSE5W3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
ELAGSE5W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
ELAGSE5W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
ELAGSE5W6	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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		

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Writing: Research to Build and Present Knowledge			
ELAGSE5W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
ELAGSE5W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize/paraphrase in notes and finished work, and provide a list of sources.		
ELAGSE5W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
ELAGSE5W9.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		
ELAGSE5W9.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 supports which point[s]).		
Writing: Range of Writing			
ELAGSE5W10	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			
ELAGSE5SL1	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.		
ELAGSE5SL1.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.		

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ELAGSE5SL1.b	Follow agreed-upon rules for discussions and carry out assigned roles.		
ELAGSE5SL1.c	Pose and respond to specific questions by making comments that contribute to the discussion; elaborate on the remarks of others.		
ELAGSE5SL1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
ELAGSE5SL2	Summarize a written text read aloud or info presented in diverse media and formats, including visually, quantitatively, and orally.		
ELAGSE5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Speaking and Listening: Presentation of Knowledge and Ideas			
ELAGSE5SL4	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.		
ELAGSE5SL5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
ELAGSE5SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Language: Conventions of Standard English			
ELAGSE5L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
ELAGSE5L1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		

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ELAGSE5L1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.		
ELAGSE5L1.c	Use verb tense and aspect to convey various times, sequences, states, and conditions.		
ELAGSE5L1.d	Recognize and correct inappropriate shifts in verb tense and aspect.		
ELAGSE5L1.e	Use correlative conjunctions (e.g., either/or, neither/nor).		
ELAGSE5L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
ELAGSE5L2.a	Use punctuation to separate items in a series.		
ELAGSE5L2.b	Use a comma to separate an introductory element from the rest of the sentence.		
ELAGSE5L2.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?).		
ELAGSE5L2.d	Use underlining, quotation marks, or italics to indicate titles of works.		
ELAGSE5L2.e	Spell grade-appropriate words correctly, consulting references as needed.		
Language: Knowledge of Language			
ELAGSE5L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE5L3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
ELAGSE5L3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		

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Language: Vocabulary Acquisition and Use			
ELAGSE5L4	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.		
ELAGSE5L4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
ELAGSE5L4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
ELAGSE5L4.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.		
ELAGSE5L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELAGSE5L5.a	Interpret figurative language, including similes and metaphors, in context.		
ELAGSE5L5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
ELAGSE5L5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
ELAGSE5L6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		

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5.OA - Operations and Algebraic Thinking: Write and interpret numerical expressions.			
MGSE5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	-Order of Operations	- Solve Problems Using Order of Operations
MGSE5.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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	-Words to Numbers	- Write Expressions Using Words and Symbols - Write Expressions to Represent Different Situations
5.OA - Operations and Algebraic Thinking: Analyze patterns and relationships.			
MGSE5.OA.3	Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.	-Understand Patterns	- Complete a Function Table Based on an Identified Pattern
5.NBT - Number and Operations in Base Ten: Understand the place value system.			
MGSE5.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.		
MGSE5.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

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MGSE5.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 and Write Decimals - Compare Two Decimals
MGSE5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	-Read/Write Decimals: Thousandths	- Identify the Expanded Form of Decimals to the Thousandths - Read Decimals to the Thousandths in Expanded Form - Read and Write Decimals
MGSE5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results.	-Compare Decimals to Thousandths	- Compare Two Decimals
MGSE5.NBT.4	Use place value understanding to round decimals up to the hundredths place.	-Round Decimals to Any Place	- Round Decimals to Any Place - Round Decimals to Any Place Using a Number Line
Number and Operations in Base Ten: 5.NBT - Perform operations with multi-digit whole numbers and with decimals to hundredths.			
MGSE5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.	-Multiply Multi-Digit Numbers	- Multiply Large Numbers Using an Area Model and Standard Algorithm
MGSE5.NBT.6	Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models.	-Find Whole-Number Quotients	- Solve Division Problems Using the Standard Algorithm - Solve Division Problems Using an Area Model

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MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition/subtraction; 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.NF - Number and Operations – Fractions: Use equivalent fractions as a strategy to add and subtract fractions.			
MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.	-Add and Subtract Fractions	- Add Fractions with Unlike Denominators - Use Visuals to Add and Subtract Fractions with Unlike Denominators
MGSE5.NF.2	Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators. 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
5.NF - Number and Operations – Fractions: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
MGSE5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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.	-Word Problems: Divide Fractions	- Use Fractions to Solve Word Problems - Turn Fractions into Division Problems
MGSE5.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
MGSE5.NF.4a	Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. i.e: $a/b \times q$ as $a/b \times q/1$ and $a/b \times c/d = ac/bd$.	-Multiplying Fractions	- Use Strategies to Multiply Two Fractions

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MGSE5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the lengths.		
MGSE5.NF.5	Interpret multiplication as scaling (resizing), by:		
MGSE5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example: 4×10 is twice as large as 2×10 .		
MGSE5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.		
MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	-Word Problems: Mixed Numbers	- Use Strategies to Solve Word Problems with Mixed Numbers (Multiplication)
MGSE5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
MGSE5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
MGSE5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	-Dividing Fractions and Numbers	- Use Different Strategies to Divide Whole Numbers by Fractions
MGSE5.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., using fraction models and equations to represent the problem.		

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5.MD - Measurement and Data: Convert like measurement units within a given measurement system.			
MGSE5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real word problems.	-Converting Measurements	- Convert Units of Metric Length
5.MD - Measurement and Data: Represent and interpret data.			
MGSE5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving info presented in line plots.		
5.MD - Measurement and Data: (Geometric Measurement): Understand concepts of volume and relate volume to multiplication and division.			
MGSE5.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
MGSE5.MD.3a	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
MGSE5.MD.3b	A solid figure which can be packed without gaps or overlaps using of 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
MGSE5.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
MGSE5.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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MGSE5.MD.5a	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, by multiplying the height by the area of the base.	-Volume of Rectangular Prisms	
MGSE5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right prisms with whole number edge lengths in the context of solving real world and mathematical problems.	-Volume of Rectangular Prisms	
MGSE5.MD.5c	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.		

5.G - Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.

MGSE5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines 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 its 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 axis.	-Define the Coordinate System	- Plot Ordered Pairs on the Coordinate System
MGSE5.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

5.G - Geometry: Classify two-dimensional figures into categories based on their properties.

MGSE5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. i.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	-Classifying Quadrilaterals	
MGSE5.G.4	Classify two-dimensional figures in a hierarchy based on properties	-Classifying Quadrilaterals	

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Reading Literary: Key Ideas and Details			
ELAGSE6RL1	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
ELAGSE6RL2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Introduction to Theme	- Use Key Details From the Text to Determine the Theme or Main Idea of the Story
ELAGSE6RL3	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 towards a resolution.	-Plot Development	- Describe the Plot and How Characters Respond to It
Reading Literary: Craft and Structure			
ELAGSE6RL4	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.		
ELAGSE6RL5	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
ELAGSE6RL6	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 Literary: Integration of Knowledge and Ideas			
ELAGSE6RL7	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	
ELAGSE6RL9	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	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE6RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE6RI1	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
ELAGSE6RI2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Central Idea of a Text	- Use Key Details to Determine the Central Idea of a Text
ELAGSE6RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples).	-Development of an Idea or Event	
Reading Informational: Craft and Structure			
ELAGSE6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
ELAGSE6RI5	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	
ELAGSE6RI6	Determine an author's point of view or purpose and explain how it is conveyed in the text.	-Author's Argument	
Reading Informational: Integration of Knowledge and Ideas			
ELAGSE6RI7	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

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ELAGSE6RI8	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	
ELAGSE6RI9	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: Range of Reading and Level of Text Complexity			
ELAGSE6RI10	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			
ELAGSE6W1	Write arguments to support claims with clear reasons and relevant evidence.		
ELAGSE6W1.a	Introduce claim(s) and organize the reasons and evidence clearly.		
ELAGSE6W1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demo an understanding of the topic or text.		
ELAGSE6W1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
ELAGSE6W1.d	Establish and maintain a formal style.		
ELAGSE6W1.e	Provide a concluding statement or section that follows from the argument presented.		
ELAGSE6W2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
ELAGSE6W2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics, and multimedia when useful.		

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ELAGSE6W2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
ELAGSE6W2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.		
ELAGSE6W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
ELAGSE6W2.e	Establish and maintain a formal style.		
ELAGSE6W2.f	Provide a concluding statement or section that follows from the info or explanation presented.		
ELAGSE6W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
ELAGSE6W3.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.		
ELAGSE6W3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
ELAGSE6W3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
ELAGSE6W3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
ELAGSE6W3.e	Provide a conclusion that follows from the narrated experiences or events.		
Writing: Production and Distribution of Writing			
ELAGSE6W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

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ELAGSE6W5	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.		
ELAGSE6W6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.		
Writing: Research to Build and Present Knowledge			
ELAGSE6W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
ELAGSE6W8	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.		
ELAGSE6W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
ELAGSE6W9.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").		
ELAGSE6W9.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			
ELAGSE6W10	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.		

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Speaking and Listening: Comprehension and Collaboration			
ELAGSE6SL1	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.		
ELAGSE6SL1.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.		
ELAGSE6SL1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles.		
ELAGSE6SL1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic/text/issue under discussion.		
ELAGSE6SL1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
ELAGSE6SL2	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.		
ELAGSE6SL3	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			
ELAGSE6SL4	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.		
ELAGSE6SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE6SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Language: Conventions of Standard English			
ELAGSE6L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE6L1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		
ELAGSE6L1.b	Use intensive pronouns (e.g., myself, ourselves).		
ELAGSE6L1.c	Recognize and correct inappropriate shifts in pronoun number and person.		
ELAGSE6L1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
ELAGSE6L1.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.		
ELAGSE6L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE6L2.a	Use punctuation (commas, dashes) to set off nonrestrictive/ parenthetical elements.		
ELAGSE6L2.b	Spell correctly.		
Language: Knowledge of Language			
ELAGSE6L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE6L3.a	Vary sentence patterns for meaning, reader/listener interest, and style.		
ELAGSE6L3.b	Maintain consistency in style and tone.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Language: Vocabulary Acquisition and Use			
ELAGSE6L4	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.		
ELAGSE6L4.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.		
ELAGSE6L4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
ELAGSE6L4.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.		
ELAGSE6L4.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).		
ELAGSE6L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELAGSE6L5.a	Interpret figures of speech (e.g., personification) in context.		
ELAGSE6L5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
ELAGSE6L5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical).		
ELAGSE6L6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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6.RP - Ratio and Proportion: Understand ratio concepts and use ratio reasoning to solve problems.			
MGSE6.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 3 votes.”	-Introduction to Ratios	- Complete a Ratio Table
MGSE6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), 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	
MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, or equations.	-Ratio Tables -Introduction to Unit Rates -Percent of a Quantity -Using Ratios to Convert Units	
MGSE6.RP.3a	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	
MGSE6.RP.3b	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	
MGSE6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means $30/100$ times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.	-Percent of a Quantity	

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MGSE6.RP.3d	Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?	-Using Ratios to Convert Units	
6.NS - The Number System: Apply and extend previous understanding of multiplication and division to divide fractions by fractions.			
MGSE6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem. Example: -How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? -How many $\frac{3}{4}$ servings are in $\frac{2}{3}$ of a cup of yogurt? -How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? -Three pizzas are cut so each person at the table receives $\frac{1}{4}$ pizza. How many people are at the table? -Use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.)	-Dividing Fractions	
6.NS - The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.			
MGSE6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	-Divide Multi-Digit Numbers	
MGSE6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	-Operations with Decimals	- Use the Standard Algorithm to Multiply Decimals
MGSE6.NS.4	Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.	-Common Multiples & Factors	- Find the Greatest Common Factor

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MGSE6.NS.4a	Find the greatest common factor of 2 whole numbers and 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 factors. (GCF) Example: $36 + 8 = 4(9 + 2)$	-Common Multiples & Factors	- Find the Greatest Common Factor
MGSE6.NS.4b	Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.	-Common Multiples & Factors	- Find the Greatest Common Factor
6.NS - The Number System: Apply and extend previous understanding of numbers to the system of rational numbers.			
MGSE6.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, debits/credits, 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	
MGSE6.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	
MGSE6.NS.6a	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	
MGSE6.NS.6b	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
MGSE6.NS.6c	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	

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MGSE6.NS.7	Understand ordering and absolute value of rational numbers.	-Graphing in the Coordinate Plane	
MGSE6.NS.7a	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.		
MGSE6.NS.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. i.g., write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .		
MGSE6.NS.7c	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	
MGSE6.NS.7d	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.		
MGSE6.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
6.EE - Expressions and Equations: Apply and extend previous understanding of arithmetic to algebraic expressions.			
MGSE6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	-Evaluating Expressions with Exponents	- Solve Problems Using Order of Operations - Evaluate Exponential Expressions

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MGSE6.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
MGSE6.EE.2a	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
MGSE6.EE.2b	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
MGSE6.EE.2c	Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). 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
MGSE6.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	

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MGSE6.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	
6.EE - Expressions and Equations: Reason about and solve one-variable equations and inequalities.			
MGSE6.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.		
MGSE6.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
MGSE6.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	
MGSE6.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.		
6.EE - Expressions and Equations: Represent and analyze quantitative relationships between dependent and independent variables.			
MGSE6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to another.		

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MGSE6.EE.9a	Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.		
MGSE6.EE.9b	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.		
6.G - Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.			
MGSE6.G.1	Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		
MGSE6.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 ($\frac{1}{2}u$), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
MGSE6.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.		
MGSE6.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.		

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6.SP - Statistics and Probability: Develop understanding of statistical variability.			
MGSE6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. 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 one anticipates variability in students’ ages.	-Introduction to Statistics	
MGSE6.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	
MGSE6.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	
6.SP - Statistics and Probability: Summarize and describe distributions.			
MGSE6.SP.4	Display numerical data in plots on a number line, including dot plots (line plots), histograms, and box plots.	-Displaying Data	
MGSE6.SP.5	Summarize numerical data sets in relation to their context, such as by:	-Summarizing Data Sets	
MGSE6.SP.5a	Reporting the number of observations.	-Summarizing Data Sets	
MGSE6.SP.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	-Summarizing Data Sets	
MGSE6.SP.5c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range).	-Summarizing Data Sets	
MGSE6.SP.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	-Summarizing Data Sets	

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Reading Literary: Key Ideas and Details			
ELAGSE7RL1	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	
ELAGSE7RL2	Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	-Thematic Development	
ELAGSE7RL3	Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	-Elements of a Short Story	
Reading Literary: Craft and Structure			
ELAGSE7RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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	
ELAGSE7RL5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	-Text Structure	
ELAGSE7RL6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	-Contrasting Point of View	
Reading Literary: Integration of Knowledge and Ideas			
ELAGSE7RL7	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	
ELAGSE7RL9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	-Historical Fiction	

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Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE7RL10	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.		
Reading Informational: Key Ideas and Details			
ELAGSE7RI1	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	
ELAGSE7RI2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	-Central Ideas in a Text	
ELAGSE8RI3	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: Craft and Structure			
ELAGSE7RI4	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.		
ELAGSE7RI5	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	
ELAGSE7RI6	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: Integration of Knowledge and Ideas			
ELAGSE7RI7	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	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE7RI8	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	
ELAGSE7RI9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	-Compare Texts, Analyze Arguments	
Reading Informational: Range of Reading and Level of Text Complexity			
ELAGSE7RI10	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			
ELAGSE7W1	Write arguments to support claims with clear reasons and relevant evidence.		
ELAGSE7W1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
ELAGSE7W1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
ELAGSE7W1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
ELAGSE7W1.d	Establish and maintain a formal style.		
ELAGSE7W1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
ELAGSE7W2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE7W2.a	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.		
ELAGSE7W2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
ELAGSE7W2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas/concepts.		
ELAGSE7W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
ELAGSE7W2.e	Establish and maintain a formal style.		
ELAGSE7W2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
ELAGSE7W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
ELAGSE7W3.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.		
ELAGSE7W3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
ELAGSE7W3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
ELAGSE7W3.d	Use precise words/phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
ELAGSE7W3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Writing: Production and Distribution of Writing			
ELAGSE7W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
ELAGSE7W5	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.		
ELAGSE7W6	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			
ELAGSE7W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		
ELAGSE7W8	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.		
ELAGSE7W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
ELAGSE7W9.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").		
ELAGSE7W9.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").		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Writing: Range of Writing			
ELAGSE7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
ELAGSE7SL1	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.		
ELAGSE7SL1.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.		
ELAGSE7SL1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
ELAGSE7SL1.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.		
ELAGSE7SL1.d	Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.		
ELAGSE7SL2	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.		
ELAGSE7SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
Speaking and Listening: Presentation of Knowledge and Ideas			
ELAGSE7SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use eye contact, adequate volume, and clear pronunciation.		
ELAGSE7SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
ELAGSE7SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.		
Language: Conventions of Standard English			
ELAGSE7L1	Demonstrate command of the conventions of standard English grammar and usage.		
ELAGSE7L1.a	Explain the function of phrases and clauses in general and their function in specific sentences.		
ELAGSE7L1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
ELAGSE7L1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		
ELAGSE7L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE7L2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
ELAGSE7L2.b	Spell correctly.		
Language: Knowledge of Language			
ELAGSE7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE7L3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness.		
Language: Vocabulary Acquisition and Use			
ELAGSE7L4	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.		
ELAGSE7L4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position/function in a sentence) as a clue to the meaning.		
ELAGSE7L4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		
ELAGSE7L4.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/clarify its precise meaning/parts of speech.		
ELAGSE7L4.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).		
ELAGSE7L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELAGSE7L5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
ELAGSE7L5.b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
ELAGSE7L5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).		
ELAGSE7L6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word/phrase important to comprehension/expression.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
7.RP - Ratio and Proportion: Analyze proportional relationships and use them to solve real-world and mathematical problems.			
MGSE7.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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.	-Compute Unit Rates	
MGSE7.RP.2	Recognize and represent proportional relationships between quantities.	-Find, Show Proportional Amounts -Represent Proportions	
MGSE7.RP.2a	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	
MGSE7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	-Find, Show Proportional Amounts	
MGSE7.RP.2c	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	
MGSE7.RP.2d	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	
MGSE7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.	-Ratio, Proportion Word Problems	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
7.NS - The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
MGSE7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	-Add Rational Numbers -Subtract Rational Numbers	
MGSE7.NS.1a	Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. For example, your bank account balance is -\$25.00. You deposit \$25.00 into your account. The net balance is \$0.00.	-Add Rational Numbers	
MGSE7.NS.1b	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Interpret sums of rational numbers by describing real-world contexts.	-Add Rational Numbers	
MGSE7.NS.1c	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	
MGSE7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.	-Subtract Rational Numbers	
MGSE7.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	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
MGSE7.NS.2a	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	
MGSE7.NS.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	-Division of Rational Numbers	
MGSE7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	-Division of Rational Numbers	
MGSE7.NS.2d	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	
MGSE7.NS.3	Solve real-world and mathematical problems involving four operations with rational numbers.	-Four Operations with Numbers	
7.EE - Expressions and Equations: Use properties of operations to generate equivalent expressions.			
MGSE7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	-Generate Equivalent Expressions	
MGSE7.EE.2	Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example $a + 0.05a = 1.05a$ means that adding a 5% tax to a total is the same as multiplying the total by 1.05.	-Generate Equivalent Expressions	

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
7.EE - Expressions and Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
MGSE7.EE.3	Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form by applying properties of operations as strategies to calculate with numbers, converting between forms, and assessing the reasonableness of answers using mental computation and estimation strategies.	-Multi-Step, Real-World Problems	
MGSE7.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	
MGSE7.EE.4a	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. I.g., the perimeter of a rectangle is 54 cm, length is 6 cm. What is width?	-Solving Equations	
MGSE7.EE.4b	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.	-Solving Inequalities	
MGSE7.EE.4c	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ in which p and q are rational numbers.	-Solve One Variable Equations	
7.G - Geometry: Draw, construct, and describe geometrical figures, and describe the relationships between them.			
MGSE7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.		

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MGSE7.G.2	Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.		
MGSE7.G.3	Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.		
7.G - Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
MGSE7.G.4	Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		
MGSE7.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.		
MGSE7.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.		
7.SP - Statistics and Probability: Use random sampling to draw inferences about a population.			
MGSE7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-Inferential Statistics	

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MGSE7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	-Inferential Statistics	
7.SP - Statistics and Probability: Draw informal comparative inferences about two populations.			
MGSE7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.		
MGSE7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	-Measures of Central Tendency	
7.SP - Statistics and Probability: Investigate chance processes and develop, use and evaluate probability models.			
MGSE7.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	

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MGSE7.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. 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	
MGSE7.SP.7	Develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain discrepancies.	-Predict and Compare Probability	
MGSE7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	-Predict and Compare Probability	
MGSE7.SP.7b	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.	-Predict and Compare Probability	
MGSE7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	-Probabilities of Compound Events	
MGSE7.SP.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	-Probabilities of Compound Events	
MGSE7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	-Probabilities of Compound Events	
MGSE7.SP.8c	Explain ways to set up a simulation and use the simulation to generate frequencies for compound events. For example, if 40% of donors have type A blood, create a simulation to predict the probability that it will take at least 4 donors to find one with type A blood.		

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Reading Literary: Key Ideas and Details			
ELAGSE8RL1	Cite the 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	
ELAGSE8RL2	Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	-Theme	
ELAGSE8RL3	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 Literary: Craft and Structure			
ELAGSE8RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
ELAGSE8RL5	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	
ELAGSE8RL6	Analyze how differences in the points of view of 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 Literary: Integration of Knowledge and Ideas			
ELAGSE8RL7	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	
ELAGSE8RL9	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.	-Fiction: Themes and Patterns	

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Reading Literary: Range of Reading and Level of Text Complexity			
ELAGSE8RL10	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		
Reading Informational: Key Ideas and Details			
ELAGSE8RI1	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	
ELAGSE8RI2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	-Central Idea	
ELAGSE8RI3	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: Craft and Structure			
ELAGSE8RI4	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	
ELAGSE8RI5	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	
ELAGSE8RI6	Determine an author's point of view 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	

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Reading Informational: Integration of Knowledge and Ideas			
ELAGSE8RI7	Evaluate the advantages and disadvantages of using different mediums (e.g., video, multimedia) to present a particular topic or idea.	-Multi-Media and Expository Text	
ELAGSE8RI8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant; recognize when irrelevant evidence is introduced.	-Understand Conflicting Texts	
ELAGSE8RI9	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: Range of Reading and Level of Text Complexity			
ELAGSE8RI10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently/proficiently.		
Writing: Text Types and Purposes			
ELAGSE8W1	Write arguments to support claims with clear reasons and relevant evidence.		
ELAGSE8W1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
ELAGSE8W1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
ELAGSE8W1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
ELAGSE8W1.d	Establish and maintain a formal style.		
ELAGSE8W1.e	Provide a concluding statement or section that follows from and supports the argument presented.		

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ELAGSE8W2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
ELAGSE8W2.a	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 when useful to aiding comprehension.		
ELAGSE8W2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
ELAGSE8W2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
ELAGSE8W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
ELAGSE8W2.e	Establish and maintain a formal style.		
ELAGSE8W2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
ELAGSE8W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
ELAGSE8W3.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.		
ELAGSE8W3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
ELAGSE8W3.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.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE8W3.d	Use precise words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.		
ELAGSE8W3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Writing: Production and Distribution of Writing			
ELAGSE8W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
ELAGSE8W5	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.		
ELAGSE8W6	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			
ELAGSE8W7	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.		
ELAGSE8W8	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.		
ELAGSE8W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		

GSE Code	Georgia Standard	Quest Title	Small Group Skill Lessons
ELAGSE8W9.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").		
ELAGSE8W9.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			
ELAGSE8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
Speaking and Listening: Comprehension and Collaboration			
ELAGSE8SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.		
ELAGSE8SL1.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.		
ELAGSE8SL1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		

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ELAGSE8SL1.c	Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.		
ELAGSE8SL1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.		
ELAGSE8SL2	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.		
ELAGSE8SL3	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			
ELAGSE8SL4	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.		
ELAGSE8SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
ELAGSE8SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

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Language: Conventions of Standard English			
ELAGSE8L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE8L1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
ELAGSE8L1.b	Form and use verbs in the active and passive voice.		
ELAGSE8L1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
ELAGSE8L1.d	Recognize and correct inappropriate shifts in verb voice and mood.		
ELAGSE8L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE8L2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
ELAGSE8L2.b	Use an ellipsis to indicate an omission.		
ELAGSE8L2.c	Spell correctly.		
Language: Knowledge of Language			
ELAGSE8L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE8L3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		

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Language: Vocabulary Acquisition and Use			
ELAGSE8L4	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.		
ELAGSE8L4.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.		
ELAGSE8L4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
ELAGSE8L4.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.		
ELAGSE8L4.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).		
ELAGSE8L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
ELAGSE8L5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.		
ELAGSE8L5.b	Use the relationship between particular words to better understand each of the words.		
ELAGSE8L5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful).		
ELAGSE8L6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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8.NS - The Number System: Know that there are numbers that are not rational, and approximate them using rational numbers.			
MGSE8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	-Convert to Rational Numbers	
MGSE8.NS.2	Use rational approximation of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.	-Estimate Irrational Numbers	
8.EE - Expressions and Equations: Work with radicals and integer exponents.			
MGSE8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	-Integer Exponents	
MGSE8.EE.2	Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $ x \leq 25$) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $ x \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000 .	-Square and Cube Roots	
MGSE8.EE.3	Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.	-Scientific Notation	

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MGSE8.EE.4	Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand 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	
8.EE - Expressions and Equations: Understand the connections between proportional relationships, lines, and linear equations.			
MGSE8.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	
MGSE8.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	
8.EE - Expressions and Equations: Analyze and solve linear equations and pairs of simultaneous linear equations.			
MGSE8.EE.7	Solve linear equations in one variable.	-Solutions to Linear Equations	
MGSE8.EE.7a	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	

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MGSE8.EE.7b	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	
MGSE8.EE.8	Analyze and solve pairs of simultaneous linear equations (systems of linear equations).	-Solutions to Linear Equations	
MGSE8.EE.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	-Solutions to Linear Equations	
MGSE8.EE.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. 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	
MGSE8.EE.8c	Solve real-world and mathematical problems leading to two 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.		
8.F - Functions: Define, evaluate, and compare functions.			
MGSE8.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.		
MGSE8.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.		

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MGSE8.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.		
8.F - Functions: Use functions to model relationships between quantities.			
MGSE8.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.		
MGSE8.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.		
8.G - Geometry: Understand congruence and similarity using physical models, transparencies, or geometry software.			
MGSE8.G.1	Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.		
MGSE8.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.		

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MGSE8.G.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.		
MGSE8.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.		
MGSE8.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 three angles appear to form a line, and give an argument in terms of transversals why this is so.		
8.G - Geometry: Understand and apply the Pythagorean Theorem.			
MGSE8.G.6	Explain a proof of the Pythagorean Theorem and its converse.		
MGSE8.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.		
MGSE8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
8.G - Geometry: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
MGSE8.G.9	Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.		

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8.SP - Statistics and Probability: Investigate patterns of association in bivariate data.			
MGSE8.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 or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
MGSE8.SP.2	Know 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.	-Line of Best Fit	
MGSE8.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.		
MGSE8.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.	-Two-Way Table	- Test Apps
MGSE8.SP.4a	Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.	-Two-Way Table	- Test Apps
MGSE8.SP.4b	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