



# eSpark Learning Alignment with Indiana Academic Standards (2020)

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

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IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundations</b>			
<b>K.RF.1</b>	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.		
<b>K.RF.2.1</b>	Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
<b>K.RF.2.2</b>	Recognize that written words are made up of sequences of letters.		
<b>K.RF.2.3</b>	Recognize that words are combined to form sentences.		-Spacing Between Words in a Sentence
<b>K.RF.2.4</b>	Identify and name all uppercase (capital) and lowercase letters of the alphabet.	-Upper and Lowercase Letters	-Name Big and Small Letters
<b>K.RF.3.1</b>	Identify and produce rhyming words.	-Words That Rhyme	-Find Rhyming Words
<b>K.RF.3.2</b>	Orally pronounce, blend, and segment words into syllables.	-Count Syllables	-Count Syllables
<b>K.RF.3.3</b>	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.		
<b>K.RF.3.4</b>	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	-Letters Make Words	-Blending Sounds to Make Words
<b>K.RF.3.5</b>	Add, delete, or substitute sounds to change one-syllable words.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundations</b>			
<b>K.RF.4.1</b>	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).		
<b>K.RF.4.2</b>	Blend consonant-vowel-consonant (CVC) sounds to make words.	-Letter Sounds	-Identify Letter Sounds
<b>K.RF.4.3</b>	Recognize the long and short sounds for the five major vowels.		
<b>K.RF.4.4</b>	Read common high-frequency words by sight (e.g., a, my).	-Sight Words	-Know Our Sight Words
<b>K.RF.4.5</b>	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.		
<b>K.RF.5</b>	Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Text</b>			
<b>K.RL.1</b>	Actively engage in group reading activities with purpose and understanding.		
<b>K.RL.2.1</b>	With support, ask and answer questions about main topics and key details in a text heard or read.	-Ask and Answer Questions	-Answer Questions about a Text
<b>K.RL.2.2</b>	With support, retell familiar stories, poems, and nursery rhymes, including key details.	-Retell Stories	-Retell a Story (Literature)
<b>K.RL.2.3</b>	Identify important elements of the text (e.g., characters, settings, or events).	-Tell What Happened	-Identify Characters (Literature)
<b>K.RL.2.4</b>	Make predictions about what will happen in a story.	-Identify Unknown Words	-Understand Unknown Words (Literature)
<b>K.RL.3.1</b>	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).		
<b>K.RL.3.2</b>	With support, define the role of the author and illustrator of a story in telling the story.		
<b>K.RL.4.1</b>	With support, describe the relationship between illustrations and the story in which they appear.	-Using Pictures in Stories	
<b>K.RL.4.2</b>	With support, compare and contrast the adventures and experiences of characters in familiar stories.	-Compare and Contrast Stories	

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<b>Reading Nonfiction Texts</b>			
<b>K.RN.1</b>	Actively engage in group reading activities with purpose and understanding.		
<b>K.RN.2.1</b>	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	-Ask and Answer Questions	-Answering Questions About a Story
<b>K.RN.2.1</b>	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	-Learn New Words	
<b>K.RN.2.2</b>	With support, retell the main idea and key details of a text.	-Find the Main Idea	-Find the Main Idea and Retell Key Details
<b>K.RN.2.3</b>	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	-Make Connections
<b>K.RN.3.1</b>	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	-Name the Parts of a Book	-Identify the Front and Back Cover of a Book
<b>K.RN.3.1</b>	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	-Name Authors and Illustrators	-Find Authors and Illustrators
<b>K.RN.3.2</b>	Recognize that a nonfiction text can be structured to describe a topic.	-Pictures Help You Read	
<b>K.RN.4.1</b>	With support, identify the reasons an author gives to support points in a text.	-Author's Purpose	
<b>K.RN.4.2</b>	With support, identify basic similarities in and differences between two texts on the same topic.	-Same and Different	-Compare and Contrast Texts

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
<b>K.RV.1</b>	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		
<b>K.RV.2.2</b>	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).		
<b>K.RV.2.4</b>	Recognize frequently occurring inflections (e.g., look, looks).		
<b>K.RV.3.1</b>	With support, ask and answer questions about unknown words in stories, poems, or songs.		
<b>K.RV.3.2</b>	With support, ask and answer questions about unknown words in a nonfiction text.		
<b>Media Literacy</b>			
<b>K.ML.1</b>	Recognize various types of media.		
<b>K.ML.2.1</b>	Recognize common signs and logos and identify commercials or advertisements.		

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<b>Writing</b>			
<b>K.W.1</b>	Write for specific purposes and audiences.		
<b>K.W.2.1</b>	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.		
<b>K.W.2.2</b>	Write by moving from left to right and top to bottom.		
<b>K.W.3.1</b>	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.		
<b>K.W.3.2</b>	Use words and pictures to develop a main idea and provide some information about a topic.		
<b>K.W.3.3</b>	Use words and pictures to narrate a single event or simple story, arranging ideas in order.		
<b>K.W.4</b>	Apply the writing process to –		
<b>K.W.4.a</b>	With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).		
<b>K.W.4.b</b>	Use available technology to produce and publish writing.		
<b>K.W.5</b>	With support, build understanding of a topic using various sources.		

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<b>Writing</b>			
<b>K.W.5.a</b>	Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.		
<b>K.W.6.1</b>	Demonstrate command of English grammar and usage, focusing on:		
<b>K.W.6.1a</b>	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).		
<b>K.W.6.1a</b>	Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).		
<b>K.W.6.1b</b>	Verbs – Writing sentences that include verbs.		
<b>K.W.6.1e</b>	Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).		
<b>K.W.6.2</b>	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
<b>K.W.6.2a</b>	Capitalization – Capitalizing the first word in a sentence and the pronoun I.		
<b>K.W.6.2b</b>	Punctuation – Recognizing and naming end punctuation.		
<b>K.W.6.2c</b>	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.		

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<b>Speaking and Listening</b>			
<b>K.SL.1</b>	Listen actively and communicate effectively with a variety of audiences and for different purposes.		
<b>K.SL.2.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		
<b>K.SL.2.3</b>	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.		
<b>K.SL.2.4</b>	Ask questions to seek help, get information, or clarify something that is not understood.		
<b>K.SL.2.5</b>	Continue a conversation through multiple exchanges.		
<b>K.SL.3.1</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
<b>K.SL.3.2</b>	Ask appropriate questions about what a speaker says.		
<b>K.SL.4.1</b>	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.		
<b>K.SL.4.3</b>	Give, restate, and follow simple two-step directions.		

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<b>Number Sense</b>			
<b>K.NS.1</b>	Count to at least 100 by ones and tens and count on by one from any number.		
<b>K.NS.2</b>	Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).	-Let's Write Numbers	-Write and Name Numbers to 20
<b>K.NS.3</b>	Find the number that is one more than or one less than any whole number up to 20.		
<b>K.NS.4</b>	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.		
<b>K.NS.4</b>	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.		
<b>K.NS.5</b>	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	-Count How Many	-Count Objects

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<b>Number Sense</b>			
<b>K.NS.6</b>	Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.		
<b>K.NS.7</b>	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).		
<b>K.NS.8</b>	Compare the values of two numbers from 1 to 20 presented as written numerals.	-Compare Two Numbers	-Comparing Numbers
<b>K.NS.9</b>	Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	-More or Less?	-Identify More or Less
<b>K.NS.10</b>	Separate sets of 10 or fewer objects into equal groups.		
<b>K.NS.11</b>	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	-Make Numbers	-Use Ten Frames to Make Teen Numbers

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<b>Computation and Algebraic Thinking</b>			
<b>K.CA.1</b>	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	-Use Pictures to Add and Subtract	-Subtract with Pictures
<b>K.CA.2</b>	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	-Let's Add and Subtract	-Addition and Subtraction Story Problems
<b>K.CA.3</b>	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	-Make Bigger Numbers	-Decompose Numbers Within 10
<b>K.CA.4</b>	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	-Friends of Ten	-Equations That Make Ten
<b>K.CA.5</b>	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.		

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<b>Geometry</b>			
<b>K.G.1</b>	Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	-Shape Names	-Follow Directions
<b>K.G.2</b>	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?	
<b>K.G.3</b>	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	-Draw Shapes	-Make Shapes
<b>K.G.4</b>	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	-Make Bigger Shapes	-Use Tangrams to Make Shapes
<b>Measurement</b>			
<b>K.M.1</b>	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.		
<b>K.M.2</b>	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.		
<b>Data Analysis</b>			
<b>K.DA.1</b>	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	-Sort and Count Objects	-Sort and Count Using Your Own Categories

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<b>Reading Foundations</b>			
1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.		
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	-Sentences	
1.RF.2.4	Learn and apply knowledge of alphabetical order.		
1.RF.3.1	Produce rhyming words.		
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.		
1.RF.3.3	Orally blend sounds in words.		
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words.	-Sounds You Hear in Words	-Separating Sounds
1.RF.3.5	Segment the individual sounds in one-syllable words.		
1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.		
1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.		

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<b>Reading Foundations</b>			
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.		
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	-Sight Words	-Read Sight Words
1.RF.4.5	Read words in common word families (e.g., -at, -ate).		
1.RF.4.6	Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).		
1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.		

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<b>Reading Literary Texts</b>			
1.RL.1	With support, read and comprehend literature that is grade-level appropriate.		
1.RL.2.1	Ask and answer questions about main idea and key details in a text.	-Questions About Stories	-Understanding Stories
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	-Retell Stories	-Message of a Story (Literature)
1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.	-Characters, Plot, and Setting	-Identify Characters and Their Traits (Literature)
1.RL.2.4	Make and confirm predictions about what will happen next in a story.	-Find Feeling Words in Stories	-Determine Feelings Using Words
1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).		
1.RL.3.2	Identify who is telling the story at various points in a text.	-Identify Who's Telling the Story	
1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.	-Images Help You Read	-Using Pictures to Answer Questions about Characters
1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.	-Compare and Contrast Characters	-Similarities and Differences

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<b>Reading Nonfiction Texts</b>			
1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.		
1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.	-Answer Questions About Stories	-Questions About Stories
1.RN.2.2	Retell main ideas and key details of a text.	-Find the Main Idea	-Main Idea (Informational Text)
1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Make Connections	
1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.		
1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	-Use Images To Explain a Text	-Images Give Details about a Text
1.RN.4.1	Identify the reasons the author gives to support points in a text.	-Identify Author's Purpose	
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.	-Compare and Contrast Texts	

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<b>Reading Vocabulary</b>			
1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.		
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).		
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.		
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).		
1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.		
<b>Media Literacy</b>			
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.		

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<b>Writing</b>			
1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.		
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.		
1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.		
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.		
1.W.4	Apply the writing process to –		
1.W.4.a	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.		
1.W.4.b	Use available technology to produce and publish legible documents.		
1.W.5	With support, conduct simple research on a topic.		
1.W.5.a	Identify several sources of information and indicate the sources.		
1.W.5.b	Organize information, using graphic organizers or other aids.		
1.W.5.c	Make informal presentations on information gathered.		
1.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
1.W.6.1a	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.		

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<b>Writing</b>			
1.W.6.1a	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.		
1.W.6.1a	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.		
1.W.6.1b	Verbs – Writing sentences using verbs to convey a sense of past, present, and future.		
1.W.6.1e	Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
1.W.6.2a	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.		
1.W.6.2b	Punctuation – a. Correctly using a period, question mark, and exclamation mark at the end of a sentence. b. Using commas in dates and to separate items in a series.		
1.W.6.2b	Punctuation – a. Correctly using a period, question mark, and exclamation mark at the end of a sentence. b. Using commas in dates and to separate items in a series.		
1.W.6.2c	Spelling – a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. b. Correctly spelling words with common spelling patterns. c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.		
1.W.6.2c	Spelling – a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. b. Correctly spelling words with common spelling patterns. c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.		

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<b>Speaking and Listening</b>			
1.SL.1	Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		
1.SL.2.3	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.		
1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.		
1.SL.2.5	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.		
1.SL.3.1	Ask and answer questions about what a speaker says to clarify something that is not understood.		
1.SL.3.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.		
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.		
1.SL.4.3	Give and follow three- and four-step directions.		

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<b>Number Sense</b>			
1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.		
1.NS.2	Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).		-Make Tens
1.NS.3	Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.		
1.NS.4	Use place value understanding to 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 Numbers Using Symbols
1.NS.5	Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	-Add and Subtract	-Add Ten More
1.NS.6	Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.		-Make Tens

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Computation and Algebraic Thinking</b>			
<b>1.CA.1</b>	<p>Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making 10 (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a 10 (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p>Understand the role of 0 in addition and subtraction.</p>		
<b>1.CA.2</b>	<p>Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	-Word Problems	-Word Problems With Addition & Subtraction
<b>1.CA.3</b>	<p>Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>		
<b>1.CA.4</b>	<p>Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>		
<b>1.CA.5</b>	<p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p>		
<b>1.CA.6</b>	<p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>).</p>	-What is Equal?	
<b>1.CA.7</b>	<p>Create, extend, and give an appropriate rule for number patterns using addition within 100.</p>		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry</b>			
1.G.1	Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.		
1.G.2	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	-Learn About Shapes	-Attributes of Flat Shapes
1.G.3	Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	-Build With Shapes	-Make Composite Shapes
1.G.4	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	-Dividing Shapes	-Partition Shapes into Halves and Fourths
<b>Measurement</b>			
1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	-Order Three Objects by Length	-Ordering Lengths
1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	-Tell Time to the Hour and Half-Hour	-Telling Time on the Hour and Half Hour
1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Data Analysis</b>			
<b>1.DA.1</b>	Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	-Sort and Count Objects	-Simple Bar Graphs

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundations</b>			
<b>2.RF.1</b>	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.		
<b>2.RF.4.2</b>	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.		
<b>2.RF.4.3</b>	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	-Long and Short Vowels	-Long & Short Vowel Sounds
<b>2.RF.4.4</b>	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).		
<b>2.RF.4.5</b>	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).		
<b>2.RF.4.6</b>	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.		
<b>2.RF.5</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Texts</b>			
2.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3.		
2.RL.2.1	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	-Ask and Answer Questions	-WH & How Questions in Stories (Literature)
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-Stories Can Teach Lessons	-Retell a Story
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.	-Identify Characters and Events	-Identify Problems and Solutions in a Story (Literature)
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	-Rhythm and Alliteration	-Meaning of Rhymes and Alliterations (Literature)
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-Explore Story Structure	-Story Structure: Beginning, Middle, and End (Literature)
2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	-Discover Points of View	
2.RL.4.1	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	-Use Illustrations to Understand a Story (Literature)
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	-Compare and Contrast Stories	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
<b>2.RN.1</b>	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3.		
<b>2.RN.2.1</b>	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	-Answer Questions about Texts	-Answer Questions about an Informational Text
<b>2.RN.2.2</b>	Identify the main idea of a multiparagraph text and the topic of each paragraph.	-Main Topic	-Main Topic of a Text
<b>2.RN.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	-Identify Steps in a Process	-Chronological Order
<b>2.RN.3.1</b>	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	-Nonfiction Text Features	-Informational Text Features (Informational Text)
<b>2.RN.3.2</b>	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.		
<b>2.RN.3.3</b>	Identify what the author wants the reader to answer, explain, or describe in the text.	-Purpose of a Text	
<b>2.RN.4.1</b>	Describe how an author uses facts to support specific points in a text.	-Find Evidence in the Text	
<b>2.RN.4.2</b>	Compare and contrast the most important points presented by two texts on the same topic.	-Compare and Contrast Texts	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.		
2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		
<b>Speaking and Listening</b>			
2.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		
2.SL.2.3	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.		
2.SL.2.4	Ask for clarification and further explanation as needed about the topics and texts under discussion.		
2.SL.2.5	Build on others’ talk in conversations by linking comments to the remarks of others.		
2.SL.3.1	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.		
2.SL.3.2	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.		
2.SL.4.1	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.		
2.SL.4.2	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		
2.SL.4.3	Give and follow multi-step directions.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.		
2.W.2.1	Write legibly by forming letters correctly and spacing words and sentences properly.		
2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.		
2.W.3.2	Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.		
2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that –		
2.W.3.3.a	Include a beginning.		
2.W.3.3.b	Use temporal words to signal event order (e.g., first of all).		
2.W.3.3.c	Provide details to describe actions, thoughts, and feelings.		
2.W.3.3.d	Provide an ending.		
2.W.4	Apply the writing process to –		
2.W.4.a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
<b>2.W.5</b>	With support, conduct short research on a topic.		
<b>2.W.5.a</b>	Find information on a topic of interest (e.g., cardinals).		
<b>2.W.5.b</b>	Identify various visual and text reference sources.		
<b>2.W.5.c</b>	Organize, summarize, and present the information, choosing from a variety of formats.		
<b>2.W.6.1</b>	Demonstrate command of English grammar and usage, focusing on:		
<b>2.W.6.1a</b>	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.		
<b>2.W.6.1a</b>	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.		
<b>2.W.6.1a</b>	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.		
<b>2.W.6.1b</b>	Verbs - a. Writing sentences that use the past tense of frequently occurring irregular verbs. b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.		
<b>2.W.6.1c</b>	Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.		
<b>2.W.6.1e</b>	Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.		

IAS Code	Indiana Standard	Common Core Standard Code	Quest Title	Small Group Skill Lessons
<b>Writing</b>				
2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	2.L.2		
2.W.6.2a	Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	2.L.2.a		
2.W.6.2b	Punctuation – a. Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters, dates, and to separate items in a series.	2.L.2.b		
2.W.6.2b	Punctuation – a. Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters, dates, and to separate items in a series.	2.L.2.c		
2.W.6.2c	Spelling – a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. b. Generalizing learned spelling patterns (e.g., word families) when writing words. c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	2.L.2.d		
2.W.6.2c	Spelling – a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. b. Generalizing learned spelling patterns (e.g., word families) when writing words. c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	2.L.2.e		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
<b>2.NS.1</b>	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	-Skip-Count to 1000	
<b>2.NS.2</b>	Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	-Numbers to 1000	-Numbers to 1000 in Different Forms
<b>2.NS.3</b>	Plot and compare whole numbers up to 1,000 on a number line.		
<b>2.NS.4</b>	Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.		
<b>2.NS.5</b>	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).	-Odds and Evens	-Identify Odd and Even
<b>2.NS.6</b>	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 that 100 can be thought of as a group of ten tens - called a "hundred." Understand that 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).		
<b>2.NS.7</b>	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Computation and Algebraic Thinking</b>			
<b>2.CA.1</b>	Add and subtract fluently within 100.	-Add and Subtract with Fluency	-Subtract to 20 with Fluency
<b>2.CA.2</b>	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	-Add and Subtract within 100	-Add Within 100 Using a Number Line
<b>2.CA.3</b>	Solve real-world problems involving addition and subtraction within 100 in situations 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).	-Add and Subtract within 100	-Add Within 100 Using a Number Line
<b>2.CA.4</b>	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.		
<b>2.CA.5</b>	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 groups.	-Arrays	-Create and Label an Array
<b>2.CA.6</b>	Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.		
<b>2.CA.7</b>	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry</b>			
<b>2.G.1</b>	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	-Name and Draw Shapes	-Shape Attributes
<b>2.G.2</b>	Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.		
<b>2.G.3</b>	Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.		
<b>2.G.4</b>	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.		
<b>2.G.5</b>	Partition circles and rectangles into two, three, or four equal parts; 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 parts of identical wholes need not have the same shape.	-Halves, Thirds, and Fourths	-Partition Shapes into Halves, Thirds, and Fourth

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Measurement</b>			
2.M.1	Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.		
2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.	-Measure Length	-Measuring with a Ruler
2.M.3	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.		
2.M.4	Estimate and measure volume (capacity) using cups and pints.		
2.M.5	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	-Tell and Write Time	-Identify A.M. or P.M.
2.M.6	Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.		
2.M.7	Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	-Coin Values	-Coins
<b>Data Analysis</b>			
2.DA.1	Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.	-Using Bar Graphs	-Make and Analyze a Picture Graph

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundations</b>			
3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.		
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.		
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).		
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	-Common Prefixes and Suffixes	-Practice Suffixes
3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).		
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Texts</b>			
3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.		
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Understanding the Text	-Answer Explicit Questions (Literature)
3.RL.2.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	-Determine Message, Lesson, Moral	-Recount a Story and Determine the Moral (Literature)
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	-Describe Characters in a Story	-Describe Characters (Literature)
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	-Identifying Text Structure	-The Elements of a Drama
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	-Point of View	
3.RL.4.1	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	-Illustrations in Stories (Literature)
3.RL.4.2	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	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
<b>3.RN.1</b>	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.		
<b>3.RN.2.1</b>	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	-Using Text Evidence to Answer Questions (Informational Text)
<b>3.RN.2.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Main Idea and Key Details	-Determine the Main Idea (Informational Text)
<b>3.RN.2.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	-Connecting Story Details	-Connect the Details in a Text (Informational Text)
<b>3.RN.3.1</b>	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	-Text Features	-Using Nonfiction Text Features (Informational Text)
<b>3.RN.3.2</b>	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.		
<b>3.RN.3.3</b>	Distinguish one's own perspective from that of the author of the text.	-Point of View	-Identify the Author's point of view.
<b>3.RN.4.1</b>	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.		
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.		
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).		
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.		
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.		
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	-Literal vs Nonliteral Language	-Literal and Nonliteral Language (Literature)
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	-Context Clues	
3.RV.3.3	Recognize and understand the meanings of idioms in context.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.		
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.		
3.W.3.1	Write persuasive compositions in a variety of forms that –		
3.W.3.1.a	State the opinion in an introductory statement or section.		
3.W.3.1.b	Support the opinion with reasons in an organized way		
3.W.3.1.c	Connect opinion and reasons using words and phrases.		
3.W.3.1.d	Provide a concluding statement or section.		
3.W.3.2	Write informative compositions on a variety of topics that –		
3.W.3.2.a	State the topic, develop a main idea for the introductory paragraph, and group related information together.		
3.W.3.2.b	Develop the topic with facts and details.		
3.W.3.2.c	Connect ideas within categories of information using words and phrases.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
3.W.3.2.d	Use text features (e.g., pictures, graphics) when useful to aid comprehension.		
3.W.3.2.e	Provide a concluding statement or section.		
3.W.4	Apply the writing process to –		
3.W.4.a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).		
3.W.4.b	Use available technology to produce and publish legible documents		
3.W.5	Conduct short research on a topic.		
3.W.5.a	Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).		
3.W.5.b	Locate information in reference texts, electronic resources, or through interviews.		
3.W.5.c	Recognize that some sources may be more reliable than others.		
3.W.5.d	Record relevant information in their own words.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
3.W.5.e	Present the information, choosing from a variety of formats.		
3.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).		
3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.		
3.W.6.1c	Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence		
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).		
3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
<b>3.W.6.2b</b>	Punctuation – a. Correctly using apostrophes to form contractions and singular and plural possessives. b. Using quotation marks to mark direct speech. c. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).		
<b>3.W.6.2b</b>	Punctuation – a. Correctly using apostrophes to form contractions and singular and plural possessives. b. Using quotation marks to mark direct speech. c. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).		
<b>3.W.6.2c</b>	Spelling – a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. b. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.		
<b>3.W.6.2c</b>	Spelling – a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. b. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening</b>			
3.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.		
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.		
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.		
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.		
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.		
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.		
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Media Literacy</b>			
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.		
3.NS.2	Compare two whole numbers up to 10,000 using $>$ , $=$ , and $<$ symbols.		
3.NS.3	Understand a fraction, $1/b$ , as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction, $a/b$ , as the quantity formed by $a$ parts of size $1/b$ .	-Getting Started with Fractions	-Recognize Fractions with Visuals
3.NS.4	Represent a fraction, $1/b$ , on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.		
3.NS.5	Represent a fraction, $a/b$ , on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ , and that its endpoint locates the number $a/b$ on the number line.		
3.NS.6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	-Identifying Equivalent Fractions	-Identifying Equivalent Fractions
3.NS.7	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ). Explain why the fractions are equivalent (e.g., by using a visual fraction model).		
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions (e.g., by using a visual fraction model).		
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	-Round to Tens and Hundreds	-Round to the Nearest Ten or Hundred

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Computations</b>			
<b>3.C.1</b>	Fluently add and subtract whole numbers within 1000 using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	-Add within 1000	-Subtract within 1000 Using a Number Line
<b>3.C.2</b>	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.		
<b>3.C.3</b>	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	-Division as an Unknown Factor	
<b>3.C.4</b>	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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).		
<b>3.C.5</b>	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.	-Multiply, Divide: 1-5	-Multiplication Facts
<b>3.C.6</b>	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic Thinking</b>			
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).		
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).		
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	-Two-Step Word Problems	-Two-Step Word Problems
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	-Multiplying Whole Numbers	-Multiply using Arrays
3.AT.5	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		
3.AT.6	Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table).		

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<b>Geometry</b>			
<b>3.G.1</b>	Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.		
<b>3.G.2</b>	Understand that shapes (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 and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.		
<b>3.G.3</b>	Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.		
<b>3.G.4</b>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{6}$ , $\frac{1}{8}$ ).		
<b>DATA ANALYSIS</b>			
<b>3.DA.1</b>	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.		
<b>3.DA.2</b>	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Measurement</b>			
<b>3.M.1</b>	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).		
<b>3.M.2</b>	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.		
<b>3.M.3</b>	Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	-Tell and Write Time in Minutes	-Elapsed Time Word Problems
<b>3.M.4</b>	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.		
<b>3.M.5</b>	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.		
<b>3.M.6</b>	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		
<b>3.M.7</b>	Find perimeters of polygons given the side lengths or given an unknown side length.	-Perimeter of Polygons	

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<b>Reading Foundations</b>			
4.RF.1	Apply foundational reading skills to build reading fluency and comprehension.		
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.		
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.		
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.		
<b>Reading Literary Texts</b>			
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	-Inferences Using Evidence	-Making Inferences (Literature)
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	-Summarize a Text's Main Idea	-Summarizing a Story

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	-Describing Characters	-Use Evidence to Describe a Character (Literature)
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	-Poems, Drama, and Prose	-Understanding Drama
4.RL.3.2	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 Point of View (Literature)
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	-Compare a Story and Visuals	
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	-Compare and Contrast Themes	
<b>Reading Nonfiction Texts</b>			
4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	-Inferences and Conclusions	-Use Evidence to Answer Questions (Informational Text)
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	-Main Ideas and Details	-Details and Main Idea (Informational Text)

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts (continued)</b>			
<b>4.RN.2.3</b>	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	-Science Texts: Events and Steps	-Find the Cause and Effect (Informational Text)
<b>4.RN.3.1</b>	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	-Describing Text Structure	-Text Structure (Informational Text)
<b>4.RN.3.2</b>	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	-Compare and Contrast Two Views	
<b>4.RN.3.3</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	-Graphics to Understand a Text	-Interpret Visuals (Informational Text)
<b>4.RN.4.1</b>	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	-Developing Arguments	
<b>4.RN.4.2</b>	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	-Be an Expert: Use multiple texts	

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<b>Reading Vocabulary</b>			
<b>4.RV.1</b>	Build and use accurately general academic and content-specific words and phrases.		
<b>4.RV.2.1</b>	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.		
<b>4.RV.2.1</b>	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.		
<b>4.RV.2.2</b>	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.		
<b>4.RV.2.4</b>	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.		
<b>4.RV.2.5</b>	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.		
<b>4.RV.3.1</b>	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).		
<b>4.RV.3.2</b>	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.		
<b>4.RV.3.3</b>	Explain the meanings of proverbs, adages, and idioms in context.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.		
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.		
4.W.3.1	Write persuasive compositions in a variety of forms		
4.W.3.1.a	In an introductory statement, clearly state an opinion to a particular audience.		
4.W.3.1.b	Support the opinion with facts and details from various sources, including texts.		
4.W.3.1.c	Use an organizational structure to group related ideas that support the purpose.		
4.W.3.1.d	Connect opinion and reasons using words and phrases.		
4.W.3.1.e	Provide a concluding statement or section related to the position presented.		
4.W.3.2	Write informative compositions on a variety of topics		
4.W.3.2.a	Provide an introductory paragraph with a clear main idea.		
4.W.3.2.b	Provide supporting paragraphs with topic and summary sentences.		
4.W.3.2.c	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.		
4.W.3.2.d	Connect ideas using words and phrases.		
4.W.3.2.e	Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.		
4.W.3.2.f	Use language and vocabulary appropriate for audience and topic.		
4.W.3.2.g	Provide a concluding statement or section.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
4.W.3.3	Write narrative compositions in a variety of forms		
4.W.3.3.a	Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.		
4.W.3.3.b	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.		
4.W.3.3.c	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.		
4.W.3.3.d	Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.		
4.W.3.3.e	Provide an ending that follows the narrated experiences or events.		
4.W.4	Apply the writing process to:		
4.W.4.a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).		
4.W.4.b	Use technology to interact and collaborate with others to produce and publish legible documents.		
4.W.5	Conduct short research on a topic.		
4.W.5.a	Identify a specific question to address (e.g., What is the history of the Indy 500?).		
4.W.5.b	Use organizational features of print and digital sources to efficiently to locate further information.		
4.W.5.c	Determine the reliability of the sources.		
4.W.5.d	Summarize and organize information in their own words, giving credit to the source.		
4.W.5.e	Present the research information, choosing from a variety of formats.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
4.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
4.W.6.1a	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.		
4.W.6.1b	Verbs – Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must).		
4.W.6.1c	Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.		
4.W.6.1d	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.		
4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).		
4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
4.W.6.2a	Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.		
4.W.6.2b	Punctuation: Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.		
4.W.6.2b	Punctuation: Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.		
4.W.6.2c	Spelling: Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening</b>			
4.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.		
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.		
4.SL.2.4	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.		
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.		
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.		
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.		
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Media Literacy</b>			
<b>4.ML.1</b>	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.		
<b>4.ML.2.1</b>	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
<b>4.NS.1</b>	Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.	-Write and Compare Large Numbers	-Compare Numbers Using Place Value
<b>4.NS.2</b>	Compare two whole numbers up to 1,000,000 using $>$ , $=$ , and $<$ symbols.	-Write and Compare Large Numbers	
<b>4.NS.3</b>	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.		
<b>4.NS.4</b>	Explain why a fraction, $a/b$ , is equivalent to a fraction, $(n \times a)/(n \times b)$ , by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use the principle to recognize and generate equivalent fractions.		
<b>4.NS.5</b>	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, $1/2$ , and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions (e.g., by using a visual fraction model).		
<b>4.NS.6</b>	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$ , $7/4 = 1 \frac{3}{4} = 1.75$ ).		
<b>4.NS.7</b>	Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions (e.g., by using a visual model).		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense (continued)</b>			
4.NS.8	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.		
4.NS.9	Use place value understanding to round multi-digit whole numbers to any given place value.		
<b>Computations</b>			
4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.		
4.C.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.	-Multiply Multi-Digit Numbers	
4.C.3	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. Describe the strategy and explain the reasoning.	-Find Whole Number Quotients	
4.C.4	Multiply fluently within 100.		
4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.		
4.C.6	Add and subtract mixed numbers with common 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).		
4.C.7	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic Thinking</b>			
4.AT.1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).		
4.AT.2	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.		
4.AT.3	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). Represent verbal statements of multiplicative comparisons as multiplication equations.		
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.	-Multistep Word Problems	
4.AT.5	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).		
4.AT.6	Describe a relationship between two variables and use to find a second number when a first number is given. Generate a number pattern that follows a given rule.		
<b>Data Analysis</b>			
4.DA.1	Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.		
4.DA.2	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.	-Fractional Line Plots	
4.DA.3	Interpret data displayed in a circle graph.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry</b>			
4.G.1	Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).		
4.G.2	Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.		
4.G.3	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.		
4.G.4	Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.		
4.G.5	Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).		
<b>Measurement</b>			
4.M.1	Measure length to the nearest quarter-inch, eighth-inch, and millimeter.		
4.M.2	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.	-Customary and Metric Measurement	
4.M.3	Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	-Measurement Word Problems	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Measurement (Continued)</b>			
<b>4.M.4</b>	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.	-Area and Perimeter	
<b>4.M.5</b>	Understand that 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. Understand an angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure other angles. Understand an angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.		
<b>4.M.6</b>	Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.		
<b>4.M.6</b>	Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Foundations</b>			
<b>5.RF.1.1</b>	Apply foundational reading skills to demonstrate reading fluency and comprehension.		
<b>5.RF.4.6</b>	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.		
<b>5.RF.5.1</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.		
<b>Reading Literary Texts</b>			
<b>5.RL.1.1</b>	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		
<b>5.RL.2.1</b>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	-Explicit Meaning and Inferences	-Using Evidence to Make Inferences (Literature)
<b>5.RL.2.2</b>	Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	-Summarizing a Text	-Summarizing Fiction
<b>5.RL.2.3</b>	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	-Comparing Story Elements	-Compare & Contrast Story Elements
<b>5.RL.3.1</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	-Relating Pieces to the Whole	-How Stanzas in a Poem Relate (Literature)
<b>5.RL.3.2</b>	Describe how a narrator's or speaker's point of view influences how events are portrayed.	-Narrator's Point of View	-Point of View (Literature)
<b>5.RL.4.1</b>	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.		
<b>5.RL.4.2</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	-Comparing Similar Texts	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
5.RN.1.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	-Quotes and Direct Evidence	-Using Quotes to Support Inferences (Informational Text)
5.RN.2.2	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	-Multiple Main Ideas (Informational Text)
5.RN.2.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	-Explain Two Related Ideas	-Relate Ideas (Informational Text)
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	-Comparing Text Structure	-Text Structure
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.		
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	-Using Text Features	-Use Text Features (Informational Text)
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.		
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	-Integrate Information	

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<b>Reading Vocabulary</b>			
5.RV.1.1	Build and use accurately general academic and content-specific words and phrases.		
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.		
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.		
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).		
5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.		
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).		
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.		
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.		

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<b>Writing</b>			
5.W.1.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.		
5.W.3.1a	Clearly present a position in an introductory statement to an identified audience.		
5.W.3.1b	Support the position with qualitative and quantitative facts and details from various sources, including texts.		
5.W.3.1c	Use an organizational structure to group related ideas that support the purpose.		
5.W.3.1d	Use language appropriate for the identified audience.		
5.W.3.1e	Connect reasons to the position using words, phrases, and clauses.		
5.W.3.1f	Provide a concluding statement or section related to the position presented.		
5.W.3.2a	Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.		
5.W.3.2b	Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.		
5.W.3.2c	Connect ideas within and across categories using transition words (e.g., therefore, in addition).		
5.W.3.2d	Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.		
5.W.3.2e	Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.		
5.W.3.2f	Provide a concluding statement or section related to the information or explanation presented.		

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<b>Writing</b>			
5.W.3.3a	Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).		
5.W.3.3b	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.		
5.W.3.3c	Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.		
5.W.3.3d	Use precise and expressive vocabulary and figurative language for effect.		
5.W.3.3e	Provide an ending that follows from the narrated experiences or events.		
5.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.		
5.W.4.1b	Use technology to interact and collaborate with others to publish legible documents.		
5.W.5.1a	With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).		
5.W.5.1b	Identify and acquire information through reliable primary and secondary sources.		
5.W.5.1c	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.		
5.W.5.1d	Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.		

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<b>Writing</b>			
5.W.5.1e	Present the research information, choosing from a variety of sources.		
5.W.6.1a	Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.		
5.W.6.1b.a	Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.		
5.W.6.1b.b	Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).		
5.W.6.1c	Adjectives/Adverbs – Students are expected to build upon and continue applying conventions learned previously.		
5.W.6.1d	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.		
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).		
5.W.6.2a	Capitalization – Applying correct usage of capitalization in writing.		
5.W.6.2b.a	Applying correct usage of apostrophes and quotation marks in writing.		
5.W.6.2b.b	Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.		
5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.		

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<b>Speaking and Listening</b>			
5.SL.1.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.		
5.SL.2.3	Establish and follow agreed-upon rules for discussion.		
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.		
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.		
5.SL.4.1	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.		
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.		

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<b>Media Literacy</b>			
<b>5.ML.1.1</b>	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.		
<b>5.ML.2.1</b>	Review claims made in various types of media and evaluate evidence used to support these claims.		
<b>5.ML.2.2</b>	Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.		

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<b>Number Sense</b>			
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$ , $=$ , and $<$ symbols.	-Read/Write Decimals: Thousandths	-Decimal Expanded Form to Thousandths
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$ , $=$ , and $<$ symbols.	-Compare Decimals to Thousandths	-Comparing Decimals to the Thousandths
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	-Compare Decimals to Thousandths	-Comparing Decimals to the Thousandths
5.NS.3	Recognize the relationship 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 inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.	-Word Problems: Divide Fractions	-Solve Word Problems with Fractions
5.NS.4	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	-Multiplying Exponents
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.	-Round Decimals to Any Place	-Rounding Decimals
5.NS.6	Understand, interpret, and model percents as part of a hundred (e.g., by using pictures, diagrams, and other visual models).		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Computation</b>			
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	-Multiply Multi-Digit Numbers	-Multiply Using an Area Model and Standard Algorithm
5.C.2	Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.	-Find Whole-Number Quotients	-Long Division
5.C.3	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.C.3	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		
5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.		
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.		
5.C.6	Explain why multiplying a positive number by a fraction greater than one results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$ , to the effect of multiplying $a/b$ by one.		
5.C.7	Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.		
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.	-Read/Write Decimals: Thousandths	-Decimal Expanded Form to Thousandths
5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	-Order of Operations	-Order of Operations - PEMDAS

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic Thinking</b>			
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g., by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.		
5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	-Word Problems: Basic Fractions	-Fraction Word Problems
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).	-Word Problems: Mixed Numbers	-Multiplying Mixed Numbers (Word Problems)
5.AT.4	Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).		
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g., by using equations, models or drawings and strategies based on place value or properties of operations to represent the problem).		
5.AT.6	Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	-Define the Coordinate System	-Plot Ordered Pairs
5.AT.7	Represent real-world problems and equations by graphing ordered pairs 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	-Real World Problems on a Coordinate Plane

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<b>Geometry</b>			
5.G.1	Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.		
5.G.2	Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.		
<b>Data Analysis</b>			
5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.		
5.DS.2	Understand and use measures of center (mean and median) and frequency (mode), to describe a data set.		

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<b>Measurement</b>			
<b>5.M.1</b>	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.	-Converting Measurements	-Converting Measurements
<b>5.M.2</b>	Find the area of a rectangle with fractional side lengths by modeling 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 side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
<b>5.M.3</b>	Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.		
<b>5.M.4</b>	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 or multiplying the height by the area of the base.		
<b>5.M.5</b>	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.		
<b>5.M.6</b>	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 and other mathematical problems.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Texts</b>			
<b>6.RL.1.1</b>	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.		
<b>6.RL.2.1</b>	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	-Textual Evidence and Inferences	-Making Inferences with Text Evidence
<b>6.RL.2.2</b>	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	-Introduction to Theme	-Determine Theme
<b>6.RL.2.3</b>	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	-Plot Development	-Plot and Characters
<b>6.RL.3.1</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	-Introduction to Text Structure	-Text Structure and Theme (Literature)
<b>6.RL.3.2</b>	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	-Point of View	-Explain Point of View (Literature)
<b>6.RL.4.1</b>	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.	-Compare a Text with a Performance	
<b>6.RL.4.2</b>	Compare and contrast works of literature 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	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
<b>6.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.		
<b>6.RN.2.1</b>	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	-Textual Evidence	-Use Evidence to Make Conclusions (Informational Text)
<b>6.RN.2.2</b>	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	-Central Idea of a Text	-Central Idea and Key Details (Informational Text)
<b>6.RN.2.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	-Development of an Idea or Event	
<b>6.RN.3.2</b>	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	
<b>6.RN.3.3</b>	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.		
<b>6.RN.4.1</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	-Integrate Information	-Integrate Information
<b>6.RN.4.2</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.		
<b>6.RN.4.3</b>	Compare and contrast one author's presentation of events with that of another.	-Compare and Contrast	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
<b>6.RV.1.1</b>	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>6.RV.2.1</b>	Use context to determine or clarify the meaning of words and phrases.		
<b>6.RV.2.2</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
<b>6.RV.2.3</b>	Distinguish among the connotations of words with similar denotations.		
<b>6.RV.2.4</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
<b>6.RV.2.5</b>	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.		
<b>6.RV.3.1</b>	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
<b>6.RV.3.2</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.		
<b>6.RV.3.3</b>	Interpret figures of speech (e.g., personification) in context.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
6.W.1.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
6.W.3.1a	Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.		
6.W.3.1b	Use an organizational structure to group related ideas that support the argument.		
6.W.3.1c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
6.W.3.1d	Establish and maintain a consistent style and tone appropriate to purpose and audience.		
6.W.3.1e	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.		
6.W.3.1f	Provide a concluding statement or section that follows from the argument presented.		
6.W.3.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.		
6.W.3.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.		
6.W.3.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.		
6.W.3.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
6.W.3.2e	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
6.W.3.2f	Establish and maintain a style appropriate to purpose and audience.		
6.W.3.2g	Provide a concluding statement or section that follows from the information or explanation presented.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
<b>6.W.3.3a</b>	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).		
<b>6.W.3.3b</b>	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
<b>6.W.3.3c</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
<b>6.W.3.3d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
<b>6.W.3.3e</b>	Provide an ending that follows from the narrated experiences or events.		
<b>6.W.4.1a</b>	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.		
<b>6.W.4.1b</b>	Use technology to interact and collaborate with others to generate, produce, and publish writing.		
<b>6.W.5.1a</b>	Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).		
<b>6.W.5.1b</b>	Gather relevant information from multiple sources, and annotate sources.		
<b>6.W.5.1c</b>	Assess the credibility of each source.		
<b>6.W.5.1d</b>	Quote or paraphrase the information and conclusions of others.		
<b>6.W.5.1e</b>	Avoid plagiarism and provide basic bibliographic information for sources.		
<b>6.W.5.1f</b>	Present information, choosing from a variety of formats.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.W.6.1a	Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).		
6.W.6.1b	Verbs – Students are expected to build upon and continue applying conventions learned previously.		
6.W.6.1c	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.		
6.W.6.1d	Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.		
6.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.		
6.W.6.2a	Capitalization – Students are expected to build upon and continue applying conventions learned previously.		
6.W.6.2b.a	Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		
6.W.6.2b.b	Using semicolons to connect main clauses and colons to introduce a list or quotation.		
6.W.6.2c	Spelling – Students are expected to build upon and continue applying conventions learned previously.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
<b>6.NS.1</b>	Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	-Positive and Negative Numbers	
<b>6.NS.2</b>	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.		
<b>6.NS.2</b>	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.		
<b>6.NS.2</b>	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.		
<b>6.NS.3</b>	Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.		
<b>6.NS.4</b>	Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.		
<b>6.NS.4</b>	Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.		
<b>6.NS.4</b>	Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	-Absolute Value	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
<b>6.NS.5</b>	Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.		
<b>6.NS.6</b>	Identify and explain prime and composite numbers.		
<b>6.NS.7</b>	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.	-Common Multiples & Factors	-Greatest Common Factor
<b>6.NS.8</b>	Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: $a/b$ , $a$ to $b$ , $a:b$ .	-Intro to Ratios	-Ratio Tables
<b>6.NS.9</b>	Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.		
<b>6.NS.10</b>	Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Computation</b>			
6.C.1	Divide multi-digit whole numbers fluently using a standard algorithmic approach.	-Divide Multi-Digit Numbers	
6.C.2	Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	-Operations with Decimals	-Multiplying Decimals
6.C.3	Solve real-world problems with positive fractions and decimals by using one or two operations.		
6.C.4	Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.	-Dividing Fractions	
6.C.5	Evaluate positive rational numbers with whole number exponents.		
6.C.6	Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic Thinking</b>			
6.AF.1	Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in geometry and other real-world problems.		
6.AF.2	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.		
6.AF.2	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.		
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.		
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.		
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.		
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.		
6.AF.4	Understand that solving an equation or inequality is the process of answering the following 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.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic Thinking</b>			
<b>6.AF.5</b>	Solve equations of the form $x + p = q$ , $x - p = q$ , $px = q$ , and $x/p = q$ fluently for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers. Represent real-world problems using equations of these forms and solve such problems.	-Solve One Variable Equations	
<b>6.AF.6</b>	Write an inequality of the form $x > c$ , $x \geq c$ , $x < c$ , or $x \leq c$ , where $c$ is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.		
<b>6.AF.7</b>	Understand that signs of numbers in ordered pairs indicate the quadrant containing the point. Identify rules or patterns in the signs as they relate to the quadrants. Graph points with rational number coordinates on a coordinate plane.		
<b>6.AF.8</b>	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		
<b>6.AF.9</b>	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.	-Ratio Tables	
<b>6.AF.10</b>	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry</b>			
<b>6.GM.1</b>	Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.	-Using Ratios to Convert Units	
<b>6.GM.2</b>	Know that the sum of the interior angles of any triangle is $180^\circ$ and that the sum of the interior angles of any quadrilateral is $360^\circ$ . Use this information to solve real-world and mathematical problems.		
<b>6.GM.3</b>	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.		
<b>6.GM.4</b>	Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.		
<b>6.GM.5</b>	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.		
<b>6.GM.6</b>	Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Data Analysis</b>			
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. 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.	-Intro to Statistics	
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	-Center, Spread and Shape	
6.DS.2	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.		
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).		
6.DS.4.a	report the number of observations		
6.DS.4.b	describe the nature of the attribute under investigation, including how it was measured and its units of measurement		
6.DS.4.c	determine quantitative measures of center (mean and/or median) and spread (range and interquartile range)		
6.DS.4.d	describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered		
6.DS.4.e	relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Texts</b>			
7.RL.1.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.		
7.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	-Cite textual evidence	
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	-Thematic development	
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	-Elements of a short story	
7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	-Text Structure	
7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	-Contrasting Point of View	
7.RL.4.1	Compare and contrast a written story, play or poem with 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	
7.RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	-Historical Fiction	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
7.RN.1.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.		
7.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	-Textual Evidence and Inference	
7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	-Central Ideas in a Text	
7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	-How ideas are related	
7.RN.3.2	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	
7.RN.3.3	Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	-Author's Point of View and Goal	
7.RN.4.1	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, noting instances of bias and stereotyping.	-Print vs. Multimedia Text	
7.RN.4.2	Compare and contrast a print or digital text with 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).		
7.RN.4.3	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
7.RV.1.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.		
7.RV.2.2	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
7.RV.2.3	Distinguish among the connotations of words with similar denotations.		
7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).		
7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.		
7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on or within a story, poem, or play.		
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
7.RV.3.3	Interpret figures of speech (e.g., allusions) in context.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
7.W.1.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
7.W.3.1a	Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.		
7.W.3.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
7.W.3.1c	Establish and maintain a consistent style and tone appropriate to purpose and audience.		
7.W.3.1d	Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
7.W.3.1e	Provide a concluding statement or section that follows from and supports the argument presented.		
7.W.3.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
7.W.3.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.		
7.W.3.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
7.W.3.2d	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
7.W.3.2e	Establish and maintain a style appropriate to purpose and audience.		
7.W.3.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
7.W.3.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.		
7.W.3.3b	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
7.W.3.3c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
7.W.3.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
7.W.3.3e	Provide an ending that follows from and reflects on the narrated experiences or events.		
7.W.4.1a	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.		
7.W.4.1b	Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.		
7.W.5.1a	Formulate a research question.		
7.W.5.1b	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.		
7.W.5.1c	Assess the credibility and accuracy of each source.		
7.W.5.1d	Quote or paraphrase the information and conclusions of others.		
7.W.5.1e	Avoid plagiarism and follow a standard format for citation.		
7.W.5.1f	Present information, choosing from a variety of formats.		
7.W.6.2c	Spelling – Students are expected to build upon and continue applying conventions learned previously.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
7.W.6.1a	Pronouns – Students are expected to build upon and continue applying conventions learned previously.		
7.W.6.1b	Verbs – Recognizing and correcting problems with subject/verb agreement.		
7.W.6.1c	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.		
7.W.6.1d	Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.		
7.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.		
7.W.6.2a	Capitalization – Students are expected to build upon and continue applying conventions learned previously.		
7.W.6.2b	Punctuation – Using commas with subordinate clauses.		
7.W.6.2c	Spelling – Students are expected to build upon and continue applying conventions learned previously.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening</b>			
7.SL.1.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
7.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		
7.SL.2.2	Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		
7.SL.2.4	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.		
7.SL.2.5	Acknowledge new information expressed by others, and consider it in relation to one's own views.		
7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
7.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
7.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
7.SL.4.2	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Media Literacy</b>			
<b>7.ML.1.1</b>	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.		
<b>7.ML.2.1</b>	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.		
<b>7.ML.2.2</b>	Analyze the ways that the media use words and images to attract the public's attention.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
7.NS.1	Find the prime factorization of whole numbers and write the results using exponents.		
7.NS.2	Understand the inverse relationship between squaring and finding the square root of a perfect square whole number. Find square roots of perfect square whole numbers.		
7.NS.3	Know there are rational and irrational numbers. Identify, compare, and order rational and irrational numbers (e.g., $\sqrt{2}$ , $\sqrt{3}$ , $\sqrt{5}$ , $\pi$ ) and plot them on a number line.		
<b>Computation</b>			
7.C.2	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.		
7.C.3	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.	-Multiply rational numbers	
7.C.4	Understand that integers can be divided, provided that the divisor is not zero. Understand that if $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ .		
7.C.5	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	-Compute unit rates	
7.C.6	Use proportional relationships to solve ratio and percent problems with multiple operations (e.g., simple interest, tax, markups, markdowns, gratuities, conversions within and across measurement systems, and percent increase and decrease).	-Ratio, Proportion Word Problems	
7.C.7	Compute fluently with rational numbers using an algorithmic approach.		
7.C.8	Solve real-world problems with rational numbers by using one or two operations.	-Four Operations with Numbers	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebra and Functions</b>			
7.AF.1	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring out a common number (e.g., given $2x - 10$ , create an equivalent expression $2(x - 5)$ ). Justify each step in the process.		
7.AF.2	Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where $p$ , $q$ , and $r$ are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.	-Solving equations	
7.AF.3	Solve inequalities of the form $px + q (> \text{ or } \geq) r$ or $px + q (< \text{ or } \leq) r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.	-Solving inequalities	
7.AF.4	Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.		
7.AF.5	Graph a line given its slope and a point on the line. Find the slope of a line given its graph.		
7.AF.6	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).		
7.AF.6	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).		
7.AF.7	Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.		
7.AF.8	Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points $(0,0)$ and $(1,r)$ , where $r$ is the unit rate.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebra and Functions (continued)</b>			
7.AF.8	Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0,0) and (1,r), where r is the unit rate.		
7.AF.9	Represent real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent these proportional relationships. Recognize that these situations are described by a linear function in the form $y = mx$ , where the unit rate, m, is the slope of the line.		
<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>			
7.DSP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population. Understand that conclusions and generalizations about a population from a sample are valid only if the sample is representative of that population and that random sampling tends to produce representative samples and support valid inferences.		
7.DSP.2	Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		
7.DSP.3	Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.	-Measures of central tendency	
7.DSP.4	Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY (Continued)</b>			
7.DSP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur. Identify probabilities of events as impossible, unlikely, equally likely, likely, or certain.	-Probability of a chance event	
7.DSP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.		
7.DSP.7	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.		
7.DSP.7	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.		
7.DSP.7	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry and Measurement</b>			
<b>7.GM.1</b>	Explore triangles with given conditions from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle		
<b>7.GM.2</b>	Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.		
<b>7.GM.3</b>	Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.		
<b>7.GM.4</b>	Solve real-world and other mathematical problems using facts about vertical, adjacent, complementary, and supplementary angles.		
<b>7.GM.5</b>	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.		
<b>7.GM.6</b>	Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.		
<b>7.GM.7</b>	Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Literary Texts</b>			
8.RL.1.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		
8.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	-Evidence and Inferences	
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	-Theme	
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	-Analyze Incidents in a Story	
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	-Comparing Text Structure	
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	-Point of View	
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	-Comparing Film and Literature	
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	-Fiction: Themes and Patterns	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Nonfiction Texts</b>			
8.RN.1.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		
8.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	-Textual evidence and inferencing	
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	-Central idea	
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	-Text development	
8.RN.3.2	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	
8.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Author's Point of View and Goal	
8.RN.4.1	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.	-Multi-media and expository text	
8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
8.RN.4.3	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.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Reading Vocabulary</b>			
<b>8.RV.1.1</b>	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>8.RV.2.1</b>	Use context to determine or clarify the meaning of words and phrases.		
<b>8.RV.2.3</b>	Distinguish among the connotations of words with similar denotations.		
<b>8.RV.2.4</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
<b>8.RV.2.5</b>	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.		
<b>8.RV.3.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
<b>8.RV.3.2</b>	Determine the meaning of words and phrases as they are used in a nonfiction 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.		
<b>8.RV.3.3</b>	Interpret figures of speech (e.g., verbal irony, puns) in context.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
8.W.1.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
8.W.3.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
8.W.3.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
8.W.3.1c	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
8.W.3.1d	Establish and maintain a consistent style and tone appropriate to purpose and audience.		
8.W.3.1e	Provide a concluding statement or section that follows from and supports the argument presented.		
8.W.3.2a	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.		
8.W.3.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.		
8.W.3.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
8.W.3.2d	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
8.W.3.2e	Establish and maintain a style appropriate to the purpose and audience.		
8.W.3.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
8.W.3.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.		
8.W.3.3b	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
8.W.3.3c	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
8.W.3.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
8.W.3.3e	Provide an ending that follows from and reflects on the narrated experiences or events.		
8.W.4.1a	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.		
8.W.4.1b	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.		
8.W.5.1a	Formulate a research question.		
8.W.5.1b	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.		
8.W.5.1c	Assess the credibility and accuracy of each source.		
8.W.5.1d	Quote or paraphrase the information and conclusions of others.		
8.W.5.1e	Avoid plagiarism and follow a standard format for citation.		
8.W.5.1f	Present information, choosing from a variety of formats.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Writing</b>			
<b>8.W.6.1a</b>	Pronouns – Students are expected to build upon and continue applying conventions learned previously.		
<b>8.W.6.1b</b>	Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.		
<b>8.W.6.1c</b>	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.		
<b>8.W.6.1d</b>	Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.		
<b>8.W.6.2a</b>	Capitalization – Students are expected to build upon and continue applying conventions learned previously.		
<b>8.W.6.2b</b>	Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.		
<b>8.W.6.2c</b>	Spelling – Students are expected to build upon and continue applying conventions learned previously.		
<b>Media Literacy</b>			
<b>8.ML.1.1</b>	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.		
<b>8.ML.2.1</b>	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.		
<b>8.ML.2.2</b>	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Speaking and Listening</b>			
8.SL.1.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		
8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		
8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.		
8.SL.3.1	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.		
8.SL.3.2	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.		
8.SL.4.1	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.		
8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Number Sense</b>			
8.NS.1	Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal equivalent. For rational numbers, show that the decimal equivalent terminates or repeats, and convert a repeating decimal into a rational number.	-Convert to Rational Numbers	
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.	-Estimate Irrational Numbers	
8.NS.3	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.	-Integer Exponents	
8.NS.4	Use square root symbols to represent solutions to equations of the form $x^2 = p$ , where $p$ is a positive rational number.	-Square and cube roots	
<b>Computation</b>			
8.C.1	Solve real-world problems with rational numbers by using multiple operations.		
8.C.2	Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.	-Scientific Notation: Operations	

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic and Functions</b>			
8.AF.1	Solve linear equations and inequalities with rational number coefficients fluently, including those whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.		
8.AF.1	Solve linear equations and inequalities with rational number coefficients fluently, including those whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.		
8.AF.2	Generate linear equations in one variable with one solution, infinitely many solutions, or no solutions. Justify the classification given.		
8.AF.3	Understand that a function assigns to each x-value (independent variable) exactly one y-value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y).		
8.AF.4	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.		
8.AF.5	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. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equation.		
8.AF.6	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that $m$ is the slope (rate of change) and $b$ is the y-intercept of the graph, and describe the meaning of each in the context of a problem.		
8.AF.7	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Algebraic and Functions</b>			
<b>8.AF.8</b>	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.		
<b>8.AF.8</b>	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.		
<b>8.AF.8</b>	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>Geometry and Measurement</b>			
<b>8.GM.4</b>	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. Describe a sequence that exhibits the congruence between two given congruent figures.		
<b>8.GM.5</b>	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. Describe a sequence that exhibits the similarity between two given similar figures.		
<b>8.GM.6</b>	Explore dilations, translations, rotations, and reflections on two-dimensional figures in the coordinate plane.		
<b>8.GM.7</b>	Use inductive reasoning to explain the Pythagorean relationship.		
<b>8.GM.8</b>	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.		
<b>8.GM.9</b>	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.		

IAS Code	Indiana Standard	Quest Title	Small Group Skill Lessons
<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>			
<b>8.DSP.1</b>	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-Construct, Explain Scatter Plots	
<b>8.DSP.2</b>	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 describe the model fit by judging the closeness of the data points to the line.	-Line of best fit	
<b>8.DSP.3</b>	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data. Interpret the slope and y-intercept in context.		
<b>8.DSP.4</b>	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. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.		
<b>8.DSP.4</b>	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. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.		
<b>8.DSP.5</b>	Represent sample spaces and find probabilities of compound events (independent and dependent) using organized lists, tables, and tree diagrams.		